

Express Publishing

Matura

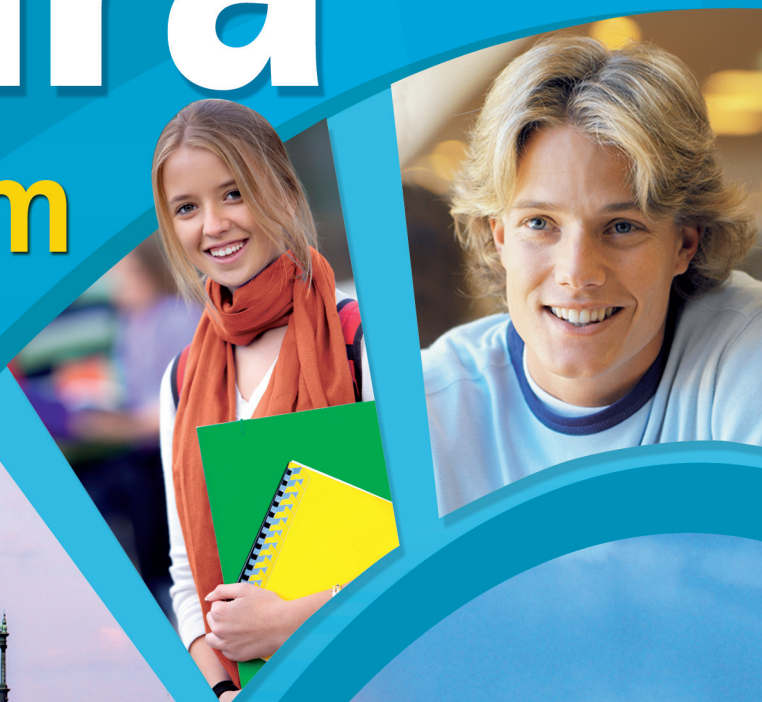
Repetytorium

Poziom podstawowy

Podręcznik
do języka
angielskiego

Virginia Evans
Jenny Dooley

konsultacja:
Barbara
Czarnecka-Cicha



**Matura
2015**



Express Publishing

CONTENTS

	Wstęp	p. 1
Module 1	People	p. 4
Module 2	Houses & Homes	p. 16
Culture I	Ireland: <i>The Emerald Isle</i>	p. 26
Module 3	School	p. 28
Module 4	Work	p. 40
Module 5	Family & Social Life	p. 50
Culture II	New Zealand: <i>Paradise of the Pacific</i>	p. 62
Module 6	Food	p. 64
Module 7	Shops & Services	p. 74
Module 8	Travelling & Tourism	p. 86
Culture III	Jamaica: <i>The Jewel of the English Crown</i>	p. 96
Module 9	Culture	p. 98
Module 10	Sports	p. 110
Module 11	Health	p. 120
Culture IV	USA: <i>Land of Opportunity</i>	p. 132
Module 12	Science & Technology	p. 134
Module 13	The Natural World	p. 144
Module 14	State & Society	p. 156
Culture V	Scotland: <i>Land of the Gaels</i>	p. 166
Speaking Bank	.....	p. 169
Writing Bank	.....	p. 181
Vocabulary Bank	.....	p. 185
Grammar Section	.....	p. 215
Audioscripts	.....	p. 277

WSTĘP

Niniejsza publikacja to nowa edycja bestsellera **Express Publishing Matura Repetytorium. Poziom podstawowy**. Przeznaczona jest dla maturzystów przygotowujących się do egzaminu wieńczącego ich pracę w szkole ponadgimnazjalnej. Materiał w niej zawarty został opracowany zgodnie z *Informatorem o egzaminie maturalnym z języka angielskiego od roku szkolnego 2014/2015* i zaprojektowany tak, aby uczniowie w obrębie każdego działu tematycznego mogli w zintegrowany sposób ćwiczyć wszystkie umiejętności wymagane w części ustnej i pisemnej egzaminu. Dzięki starannie opracowanemu materiałowi ćwiczeniowemu uczniowie – samodzielnie lub pod kierunkiem nauczyciela – nabędą i utrwalą wiedzę potrzebną do zdania egzaminu maturalnego zgodnie z formatem obowiązującym od 2015 r.

Niewątpliwą zaletą *Repetytorium* jest przejrzysty podział materiału na poszczególne sekcje:

- **15 tematów maturalnych** szczegółowo opracowanych w czternastu modułach oraz w pięciu sekcjach *Culture*;
- **Matura Exam** – testy maturalne zawierające zadania zarówno z części ustnej, jak i pisemnej;
- **Speaking Bank** – sekcja umożliwiająca powtórzenie funkcji językowych. Zawiera przydatne zwroty i wyrażenia wraz z ćwiczeniami aktywizującymi, co ułatwia przygotowanie do części ustnej egzaminu;
- **Writing Bank** – unikalny przewodnik zawierający omówienie form wypowiedzi pisemnych obowiązujących na egzaminie od 2015 roku, przykładowe teksty z naniesionymi wskazówkami oraz listy przydatnych zwrotów. Ułatwia opanowanie umiejętności tworzenia wypowiedzi pisemnych wymaganych na poziomie podstawowym egzaminu maturalnego;
- **Vocabulary Bank** – sekcja, w której znajduje się pogrupowane tematycznie słownictwo z polskimi odpowiednikami oraz liczne ćwiczenia leksykalne;
- **Grammar Section**, w której uczniowie znajdą przystępnie omówione zasady gramatyczne z zakresu wymaganego na egzaminie wraz z ćwiczeniami;

Repetytorium może służyć jako:

- ✓ uzupełnienie ogólnego kursu języka angielskiego w szkole ponadgimnazjalnej (*Repetytorium* jako materiał uzupełniający może być stosowane już od pierwszej klasy szkoły ponadgimnazjalnej);
- ✓ podręcznik przygotowujący do egzaminu maturalnego w ostatnim roku nauki w szkole ponadgimnazjalnej;
- ✓ podręcznik, którego adresatami są przyszli maturzyści doskonalący swoje umiejętności na kursach przygotowujących do egzaminu maturalnego;
- ✓ publikacja wykorzystywana do samodzielnej pracy ucznia w domu.

Wszystkim korzystającym z niniejszej publikacji życzymy powodzenia na egzaminie maturalnym z języka angielskiego.

Zespół Wydawnictwa Express Publishing i EGIS

MODULE 1 People

Vocabulary Personal identification

1 Ask your partner questions and fill in the form below with information about him/her.

Personal Details	
1) FIRST NAME	2) SURNAME
3) Male <input type="checkbox"/> Female <input type="checkbox"/> GENDER	4) DATE OF BIRTH
5) NATIONALITY	6) ADDRESS
7) TELEPHONE NUMBER	8) EMAIL
9) Married <input type="checkbox"/> Single <input type="checkbox"/> MARITAL STATUS	10) OCCUPATION
11) PERSONAL INTERESTS	

Appearance

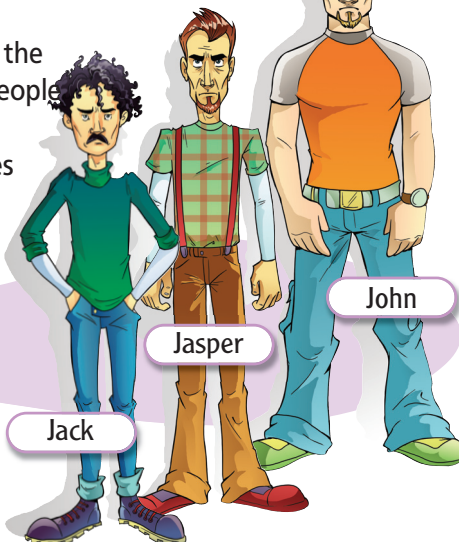
2 Write the words under the correct headings in your notebooks. Then write sentences describing yourself and your classmates.

- short • glasses • fair • mid-thirties • well-built • ugly
- green • dark • expressive • late/early teens • freckles • fat
- of medium height • curly • slim • blue • wrinkles • tall
- good-looking • bald • middle-aged • teenager • plump
- shoulder-length • completely white • handsome • elegant
- skinny • beard • straight • moustache • of medium build

Age	Height	Build	Hair	Eyes	Special Features	General
mid-thirties	short	well-built	fair	green	glasses	ugly

*I am in my late teens. I'm tall and slim. I've got straight, dark hair and green eyes. I've got glasses and my friends say I'm quite elegant.
Mark is ... He's got ... /Jennifer is ... She's got ...*

3 Listen to a person reporting a burglary to the police. Which of the people in the pictures matches the description?



Clothes

4 a) Match the words (1-15) to the clothes and accessories (A-O).



1	<input type="checkbox"/>	hat	9	<input type="checkbox"/>	shoes
2	<input type="checkbox"/>	jeans	10	<input type="checkbox"/>	dress
3	<input type="checkbox"/>	sunglasses	11	<input type="checkbox"/>	jacket
4	<input type="checkbox"/>	skirt	12	<input type="checkbox"/>	scarf
5	<input type="checkbox"/>	shirt	13	<input type="checkbox"/>	coat
6	<input type="checkbox"/>	tie	14	<input type="checkbox"/>	gloves
7	<input type="checkbox"/>	belt	15	<input type="checkbox"/>	jumper
8	<input type="checkbox"/>	suit			

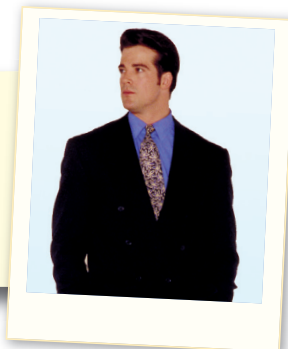
b) Now choose a classmate and describe him/her to your class.

Peter is tall and thin. He's got dark hair and brown eyes. He's wearing blue jeans, a white shirt and a red jacket.

• Collocations

5 a) Look at the pictures. Fill in: *denim, cotton, woollen, tailored, dark, thick, patterned.*

This man is wearing formal clothes. He's wearing a black, 1) suit, a blue, 2) shirt and a red and white 3) tie.



This couple are wearing casual sportswear. They are both wearing 4) jeans. The man is wearing a bright-coloured, 5) jumper while the woman is wearing a blue one. They've both got 6) sunglasses to protect their eyes and 7) gloves on their hands.



b) Find a picture from a magazine and describe the person's/people's clothes.

c) Fill in the gaps with *and, but, nevertheless, not only ... but also, however.*

- 1 Terry is hard-working, well-organised.
- 2 Emma is patient with her friends., she can get impatient with her little brother.
- 3 He is a talkative boy, he can be quiet at times.
- 4 Sam is usually polite to other people. He was,, rude to me yesterday.
- 5 Sue is both honest generous.

7 a) Put the adjectives in the right column.

- easygoing • bad-tempered
- enthusiastic • caring • spoilt
- friendly • loving • energetic
- popular • selfish • helpful
- calm • indifferent • creative
- bossy • outgoing • ambitious
- responsible • cheerful • chatty
- immature • reserved

Positive	Negative
<i>easygoing</i>	<i>bad-tempered</i>

b) In pairs describe members of your family using adjectives from Exs. 6a and 7a and the following words: *and, but, however, not only ... but also, nevertheless.*

- A: *My mum is honest and loving but she can be a bit pessimistic at times.*
 B: *My elder brother is not only spoilt but he's also bossy. However, he is caring when he sees me sad.*

Personality

6 a) Match the adjectives in A with their opposites in B.

A

- impatient optimistic
- dishonest modest
- talkative hard-working
- disorganised gentle
- rude mean

B

- organised patient
- arrogant
- quiet pessimistic
- generous polite
- honest aggressive
- lazy

b) Now choose words from Ex. 6a to fill in the gaps.

- 1 people always see the bright side of things.
- 2 people think they are more important or more talented than others.
- 3 people always tell the truth.
- 4 people like to chat a lot.
- 5 people always want to start fights.
- 6 people have very good manners.
- 7 people don't mind waiting for things.
- 8 people can't keep things in order.
- 9 people don't like to work.
- 10 people don't like talking about their achievements.

Czytanie Dobieranie

Study Skills

Przeczytaj polecenie, aby zapoznać się z zadaniem. Następnie przeczytaj nagłówki i podkreśl w nich słowa kluczowe, a potem przeczytaj tekst pobieżnie, aby poznać jego ogólną myśl. Na koniec przeczytaj uważnie każdy akapit i podkreśl w nim wyrazy o znaczeniu zbliżonym do słów kluczowych. Pamiętaj, że dwa nagłówki nie pasują do żadnego akapitu.

1 Read the rubric. What is the text about?

Matura Przeczytaj tekst składający się z krótkich anonsów internetowych. Do każdej części tekstu (1–5) dopasuj nagłówek, podsumowujący jej treść (A–G). Dwa nagłówki zostały podane dodatkowo i nie odnoszą się do żadnej części tekstu.

2 Underline the key words/phrases in the headings. In pairs, think of synonymous or related words/phrases.

Heading A: *action: energetic, active, on the go etc*

A **READY FOR ACTION**

B **INTERNATIONAL FRIENDSHIPS WANTED**

C **BUSINESS CONTACTS NEEDED**

D **SIMPLE PLEASURES**

E **HUNGRY FOR BRITISH CULTURE**

F **LOOKING FOR A TASTE OF HOME**

G **LONELY IN THE BIG CITY**

1 Cathy

I'm a 16-year-old from New York and I'm new in London. I'd love to chat with other Americans to **share experiences** and tips for good places to eat here. Has anyone found anywhere that serves a good American-style steak?!

2 Abbey

I'm a Scottish 17-year-old who has **relocated** to London for work. I haven't made any friends here yet, so I'd love to chat with some Londoners and maybe do some socialising because I have nobody to go out with.



3 Silvio

I'm an energetic Italian **looking for** adventure in England. I'm 18 and I'll be spending my **gap year** in the UK. I love the outdoors, so if you're a cyclist, a mountain climber or a hiker, please **get in touch**.

4 Maria

I'm a 17-year-old from Barcelona who is looking for work in London. Does anyone know of an office looking for a Spanish-speaking secretary? I would also **consider** waitress jobs, if anyone can help.

5 George

I'm a 19-year-old Dutchman looking for a flat to share in London. I live quietly and enjoy the small things in life – home-cooked food, a good book and walks in the park. I'll be in London from September. Please **drop me a line** if you have a room.

3 Read Silvio's website profile and look at the underlined words. Which heading can these words/phrases be associated with?

4 a) Now do the reading task. Underline words/phrases synonymous/similar to the words you underlined in the headings in Ex. 2. Check your answers with your partner.

b) Explain the words in bold.

Pisanie E-mail prywatny

(Writing Bank: list/e-mail prywatny)

1 Read the rubric and answer the questions.

Matura Przeprowadziłeś/-aś się do nowego miasta i zawarłeś/-aś nowe przyjaźnie. W e-mailu do kolegi/koleżanki z Anglii (80–130 słów) napisz:

- jak poznałeś/-aś Twojego nowego przyjaciela/Twoją nową przyjaciółkę,
- jak wygląda poznana niedawno osoba,
- jakie ma cechy charakteru (zalety i wady),
- dlaczego adresat(ka) listu, gdy przyjedzie do Ciebie w odwiedziny, powinien/powinna poznać Twojego nowego przyjaciela/Twoją nową przyjaciółkę.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 Which of the following should your email include:
 - a the person's appearance?
 - b the person's family details?
 - c where you first met the person?
 - d where the person lives?
 - e what the person is like?
 - f what languages the person speaks?
 - g what activities you do with the person?
 - h how your pen-friend can meet the person?

2 Read the email and match the paragraphs to the headings.

- | | | |
|--------------------------|---|---|
| <input type="checkbox"/> | A | how you met/the person's appearance & personality |
| <input type="checkbox"/> | B | opening remarks/reason for writing |
| <input type="checkbox"/> | C | closing remarks |
| <input type="checkbox"/> | D | suggestion to meet friend |

3 Find examples of informal style in the email.

Dear Jean,

1 Hi from Poland! How's life with you? I wanted to drop you a line to tell you about a friend I've made in my new town.

2 I met Petra at the school running club. I was alone but she came up to me and introduced herself. Petra's 16 years old and is very athletic-looking – tall and slim, with a nice tan. Petra's a great person, too. She's very energetic and she has a great sense of humour. She can be a little arrogant, sometimes, but I don't usually mind.

3 It would be great if you met her. During your visit here in March, we should all get together and have a coffee.

4 Got to go now. Email me with your news soon.

Take care,
Helena



4 Mark the sentences O (opening remarks), C (closing remarks).

- | | |
|--|--|
| 1 That's all my news. Write back. | 6 Have to go now. Mum wants me to help her with the cooking. |
| 2 How are you doing? | 7 Hi from London. |
| 3 I'd better go and do some work! | 8 Got to go now. |
| 4 Hi! How are you? | |
| 5 Sorry I didn't write earlier but I ... | |

Study Skills

Zanim zaczniesz pisać, przygotuj wykaz informacji, które chcesz zawrzeć w swojej wypowiedzi. Pomoże Ci to zrealizować zadanie.

5 Read the rubric and think of the person you are going to write about. Brainstorm for ideas. List them under headings. Then write your email. Follow the plan.

Appearance: thin, tall, etc Character: easygoing, patient, etc

Matura Przebywasz na wymianie studenckiej w USA. Mieszkasz w kampusie i dzielisz pokój z Polakiem/Polką. W e-mailu do kolegi/koleżanki ze Szkocji (80–130 słów) napisz:

- jak przebiegła Twoja podróż do USA,
- jakie zalety i wady ma uczelnia, na której studiujesz,
- jak wygląda Twój współlokator/Twoja współlokatorka i jaką jest osobą,
- że chciał(a)byś umówić się z adresatem/-ką e-maila na rozmowę online nazajutrz.

Plan

Dear

(Para 1) opening remarks, where you are & your journey there

(Para 2) pros and cons of college

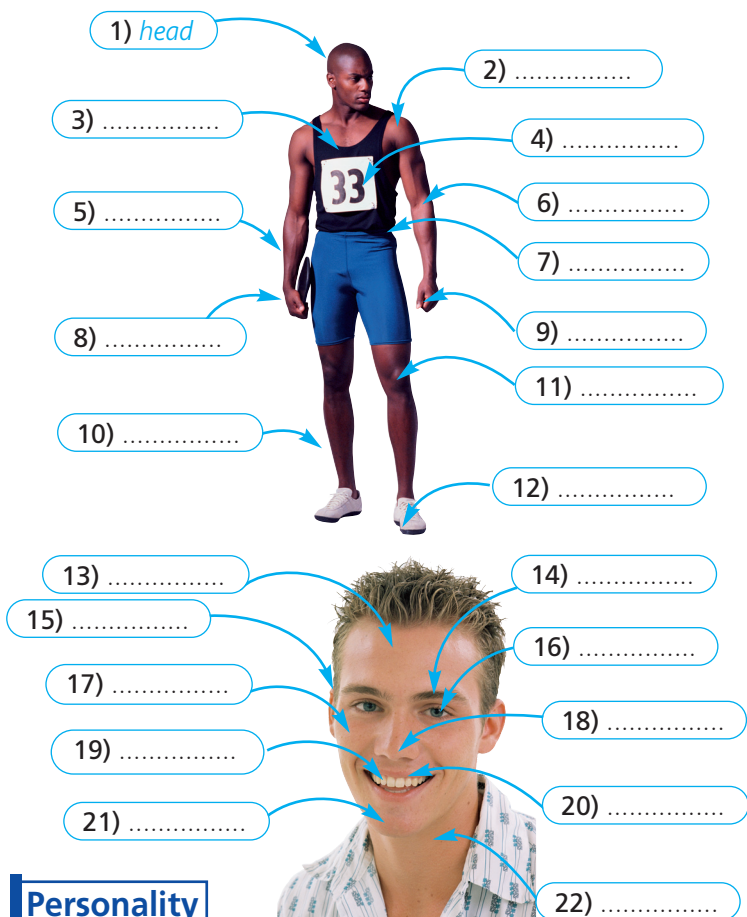
(Para 3) the person's appearance & character

(Para 4) suggestion of video-chat, closing remarks

Yours,

Vocabulary Parts of the body

1 Label the body parts: *head, cheek, leg, nose, arm, knee, teeth, waist, shoulder, chest, stomach, ear, hand, finger, chin, foot, elbow, neck, forehead, eyebrow, eye, lip.*



Personality

2 a) Match the adjectives to the people they describe.

- 1 adventurous
- 2 conservative
- 3 hard-working
- 4 punctual
- 5 sporty
- 6 sociable
- 7 self-confident
- 8 indecisive

- a someone who likes playing sports
- b someone who can't make up their mind easily
- c someone who doesn't like changes or new ideas
- d someone who is always on time
- e someone who works a lot
- f someone who loves taking risks and having new experiences
- g someone who is friendly and enjoys making new friends
- h someone who feels sure about their abilities.

b) Think of people you know and describe their personality. Justify your opinion with an example.

My brother is adventurous. He loves extreme sports and isn't scared of taking risks.

3 a) Read the messages posted on an international e-pal agency's website. Fill in: *span, attention, humour, fanatic, personality, vitality, confidence.*

Hi! I'm Artur! I'm looking for an e-pal from England, so I can improve my English. I'm 17 years old and I'm from Warsaw, Poland. People say I've got a great sense of 1) I always make my friends laugh. To be honest, I love being the centre of 2)
Artur, 17, Warsaw

Hello! I'm Peter from Belgium! I'd like an English e-pal. I'm a really sporty person and I'm a fitness 3) I admire people who share my energy and 4) I'm not really interested in reading books or watching films. It's only sports for me!
Peter, 16, Brussels

Hey! This is Monica from Italy! Is anyone interested in becoming my e-pal? I've got a strong 5), though I can suffer from a lack of 6) at times. I'm a good listener – I have a fantastic attention 7), which means I can listen to people all day. I'm definitely a reliable friend and most of the time I'm good fun, too.
Monica, 16, Milan

b) Write your own message to find an e-pal. Describe yourself and your personality.

4 Tell your partner about your best friend. Mention positive and negative personality traits. Justify your opinion.

A: My friend Jessica is really polite. She never interrupts me when I'm talking. Nevertheless, she can be a bit indecisive as it takes her hours to make up her mind.

Feelings


5 a) How do the people feel? Match the sentences (1-8) to the adjectives (a-h).

- | | | |
|----------------------------|--|--------------|
| 1 <input type="checkbox"/> | I couldn't believe it when he won the best actor award. | a angry |
| 2 <input type="checkbox"/> | I feel terrible for being so rude to Linda earlier. | b guilty |
| 3 <input type="checkbox"/> | I'm sure we're going to win the game tomorrow. | c homesick |
| 4 <input type="checkbox"/> | I really miss my family back in Australia. | d excited |
| 5 <input type="checkbox"/> | I won't give up on passing my driving test. | e surprised |
| 6 <input type="checkbox"/> | I can't wait for John's birthday party next week. | f nervous |
| 7 <input type="checkbox"/> | My sister's always borrowing my things – it's so annoying! | g determined |
| 8 <input type="checkbox"/> | I can't relax as I've got a big exam tomorrow. | h confident |

b) Have you ever felt like the people in Ex. 5a? When? Tell the class.

I was very nervous the night before my maths exam and I didn't sleep well at all.

6 Choose the correct adjectives in each pair of sentences.

 Present participles describe what sth is like.
e.g. a terrifying film
Past participles describe how sb feels.
e.g. a terrified woman

- a I couldn't sleep last night, I was really **horrified/horrifying** by that film.

b The night of the car crash was the most **horrifying/horrified** experience of my life.
- a I went completely red; I have never been quite so **embarrassed/embarrassing** in all my life.

b I tripped and fell straight in the swimming pool. How **embarrassing/embarrassed!**
- a Going bungee jumping was the most **scared/scary** experience in my life.

b Linda feels so **scared/scary** when she's at home alone late at night.
- a It was pretty **disappointing/disappointed** to fail my exam again.

b My parents were not angry with me, but they were **disappointed/disappointing** by my behaviour.

Prepositions

7 Choose the correct preposition.

- A good teacher has to be in control **of/from** their class at all times.
- I used to be jealous **of/about** my brother for being so good at sports.
- The children are really excited **with/about** going to the zoo.
- I felt really sorry **of/for** Jane when she injured her knee.
- Ned is interested **in/at** nature and loves wildlife documentaries.
- James couldn't sleep as he was nervous **with/about** the test.
- I am keen **on/off** meeting Sophie again soon.
- Ellen is mad **about/of** romantic comedies.
- I like comfortable clothes – I don't care **of/about** designer labels.
- You shouldn't take advantage **of/with** her generosity.

8 a) Read the following posts from a student forum and fill in: *relieved, delighted, kind, stressful, satisfactory, proud, angry, worried.*

Student Forum

Exams Discussion Board

[Log in/Register](#)

Hi everyone! I finally sat my maths exam today. The last two weeks of studying were really **1)** for me. I'm just **2)** that it's over now. I hope that all my hard work pays off and that my grade will be **3)**
Lynn, London

Lynn! You should be **4)** of yourself. No matter what grade you get, you've done your best. That's all anyone can ask for! Anyway, you shouldn't be too **5)** about the grades. You've got the right attitude.
Dariusz, Poznan

Thanks, Dariusz! It's so **6)** of you to say that. To be honest, I'd be **7)** with any pass mark for this exam. Maths isn't my strongest subject, so I don't expect to get As easily. However, I'll get **8)** with myself if I fail after all that studying.
Lynn, London

b) Post your comment on the forum.

Słuchanie Prawda/fałsz

Study Skills

Zawsze czytaj uważnie polecenie i podkreślaj w treści zadania słowa kluczowe. Na ich podstawie możesz przewidzieć, czego będzie dotyczyć nagranie.

- 1 a) Read the rubric and the statements and underline the key words. Answer the questions.

Matura Usłyszysz dwukrotnie odtworzone nagranie rozmowy prowadzonej przez kobietę i mężczyznę podczas zjazdu szkolnego. Na podstawie usłyszanych informacji zdecyduj, które zdania są zgodne z treścią rozmowy (TRUE), a które – nie (FALSE). Wstaw znak X w odpowiedniej rubryce w tabeli.

- Max says he isn't interested in fashion.
- Only one of the people wears glasses.
- Julia has lost weight since she was a schoolgirl.
- Max goes to the gym three times a week.
- Julia is going to Max's house for lunch next Sunday.

	True	False
1		
2		
3		
4		
5		

- b) **1.3** Now do the task. Compare answers with your partner.

Słuchanie Dobieranie

Study Skills

Przeczytaj polecenie i zdania A–E, podkreślając w nich słowa kluczowe. Zastanów się nad synonimami podkreślonych słów. Ułatwi Ci to rozwiązanie zadania.

- 2 **1.4** Read the rubric and the sentences. Underline the key words. How can you rephrase them? Then do the task.

Matura Usłyszysz dwukrotnie odtworzone nagranie wypowiedzi czterech osób na temat przyjaźni. Przyporządkuj im zdania, które najtrafniej podsumowują ich wypowiedzi, wpisując odpowiednie litery (A–E) w kratki (1–4). Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi.



- The speaker advertises a website.
- The speaker explains how he/she makes new friends.
- The speaker gives an account of the first time he/she met a friend.
- You can hear this announcement on a radio station.
- We learn about friendship in modern times.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

Mówienie Rozmowa wstępna

Study Skills

Upewnij się, że rozumiesz pytanie. Pomyśl, jakich słów i struktur gramatycznych należy użyć, aby na nie odpowiedzieć. Mów na temat i staraj się, aby Twoja wypowiedź brzmiała naturalnie.

- 3 **Matura** Read the questions. What vocabulary areas/grammar structures do you need to answer them?

Question 1 – vocabulary describing character – superlatives

- What are your best and worst qualities?
- Who do you admire and why?
- What makes a good friend?
- How would you describe your appearance? Is there anything you would like to change? If yes, what is it and why?

- 4 Think of vocabulary related to each question and write it down. Compare with your partner.

Question 1

Good character qualities: helpful, patient, easygoing, kind, etc
Bad character qualities: arrogant, selfish, lazy, indifferent, etc

- 5 **1.5** Listen to two people answering question 1. Who uses:

- correct pronunciation?
- vocabulary related to the topic?
- appropriate intonation?
- grammatically correct sentences?

	Peter	Stella
1		
2		
3		
4		

- 6 Answer questions 1-4 in Ex. 3.

Znajomość środków językowych

Wybór wielokrotny

Study Skills

Rozwiązując zadania polegające na uzupełnianiu luk w zdaniach słowem lub wyrażeniem, zawsze czytaj uważnie tekst poprzedzający lukę i następujący tuż po niej. Po wybraniu odpowiedzi przeczytaj całe zdanie w celu sprawdzenia, czy jest ono poprawne pod względem leksykalnym i gramatycznym.

- 1 a) Read the title and look at the picture. What is the text about?
b) Read the rubric and do the task.

Matura Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B albo C.



Chinese Face Reading

Wouldn't it be useful to know a person's character simply by 1) at them? For thousands of years, the Chinese have been using 'face reading' to 2) judgements about people's personalities. The Chinese believe that the most important features of your face are your five 'life points'. 3) your chin, forehead, nose and your two cheeks. So, when someone reads your face, they focus on these points.

Many Chinese people claim that the nose is the most important life point. It represents a person's attitude towards wealth. So, a person with a straight nose is safer with money than a person with a crooked nose. The forehead is also important as it represents a person's intelligence. A person with a large forehead is said to be a 4) thinker while a person with a small forehead is more likely to be of average intelligence. In the past, scientists in the West also investigated the relationship between a person's face and their personality. They called this science physiognomy, but by the 20th century it had largely been forgotten. But who knows? Maybe there is 5) truth in Chinese face reading – we just need to take a closer look!

- | | | |
|---------------|-----------|-------------|
| 1 A looks | B to look | C looking |
| 2 A create | B make | C do |
| 3 A These are | B This is | C Those are |
| 4 A low | B bottom | C deep |
| 5 A little | B some | C few |

- 2 **Matura** Choose the option A, B or C that completes the gap in both sentences.

- 1 Something came so Ted wasn't able to meet me today.
Peter keeps to date with the news by reading the newspaper every day.
A along B down C up
- 2 Lisa needs to spend less or she will out of money. Ken used to a successful clothing company.
A run B clear C sort

- 3 **Matura** Choose the option A, B or C that best replaces the word(s) in bold.

- 1 I **realise** that you are very busy, but I really need your help.
A am aware B am awake C am alert
- 2 **Let's leave now.** It's going to get dark soon.
A You should leave now.
B We must leave it here now.
C I suggest we leave now.

- 4 **Matura** Choose the option A, B or C that is a translation of the Polish text in brackets and which correctly completes the gap.

- 1 By the time he realised his mistake, he (**oddał już**) his exam paper.
A already submitted B had already submitted
C was already submitting
- 2 That's a nice top you're wearing, Jane. (**Kupiłaś go ostatnio?**)
A Did you buy it recently?
B Have you already bought it?
C How long ago did you buy it?

- 5 **Matura** Complete the dialogues by choosing A, B or C.

- 1 X: How long have you known Stan?
Y:
A Yes, I know him very well.
B Actually, we've just met.
C We're best friends now.
- 2 X: What do you think of the top I'm wearing?
Y:
A It really suits you. B It matches it very well.
C You should try it on.

Słuchanie Wybór wielokrotny

Study Skills

Przeczytaj polecenie oraz treść zadania i podkreśl w nich słowa kluczowe, które pomogą Ci przewidzieć, czego będzie dotyczyć nagranie. Pamiętaj, że wszystkie zdania A–C zawarte w zadaniu pojawiają się w nagraniu, ale tylko jedna z nich jest prawdziwa.

- 1 a) Read the rubric, the statements and the options. Underline the key words in the questions and options. What are the recordings about?

Matura Usłyszysz dwukrotnie trzy nagrania. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B lub C.

Recording 1

The dress that Lisa is wearing ...
 A was given to her as a birthday present.
 B had not been worn before.
 C used to belong to a family member.

Recording 2


The speaker of the recording is a ...
 A teacher.
 B librarian.
 C student.

Recording 3

Where was the missing person last seen?
 A outside his home
 B at the post office
 C at the police station

- b) Now read the first question and the three options, then read an audioscript of the first recording. Which is the correct answer? Why aren't the other two correct?

- A:** That's a beautiful dress you're wearing, Lisa. Did you buy it recently?
B: No, I've had it for ages. I just don't wear it very often.
A: Well, you should; it really suits you. Actually, can you remember where you bought it? I think it would make a lovely gift for my niece's birthday next week.
B: Sorry, Rachael, I have no idea where it's from. My sister gave it to me after she got tired of it.
A: Really? To me, it looks brand new.

- c)  1.6 Do the rest of the listening task. Compare your answers with your partner.

Mówienie Opis ilustracji


Study Skills

Opisując zdjęcie, rób to tak, jakbyś opisywał(a) je komuś, kto nie może go zobaczyć. Uwzględnij jak najwięcej szczegółów. Opisz miejsce, porę roku, pogodę, ludzi oraz ich czynności, ubrania i nastrój, a także inne elementy zdjęcia.

- 2 Look at the photograph and make notes under the headings in the Study Skills box.

place: college, university
time of year: spring or summer
weather: sunny, etc



- 3 Look at the photograph and complete the description.
 1.7 Listen and compare your answers.

The photograph shows two **1)** outside a **2)** It's a sunny spring day. I think they are reading a text message or looking at a photograph on one girl's mobile phone. The teenager on the left has got shoulder-length dark **3)** hair. She's wearing a long-sleeved striped **4)** and she's holding some **5)** The other girl has got long straight **6)** hair. She's wearing a white **7)** and a pair of white **8)** She's holding her **9)** and a book. There's a black **10)** on her shoulder. They both look very happy.

Czytanie Wybór wielokrotny

- Describe the people in the picture.
- Look at question 1 and the underlined words in the text. Which is the correct answer?

Study Skills

Przeczytaj polecenie i tekst, koncentrując się na jego ogólnym znaczeniu. Przeczytaj zdania i proponowane odpowiedzi A–D, a następnie podkreśl w nich słowa kluczowe. Znajdź w tekście zdania, które odnoszą się do treści zadania, pamiętając o tym, że to samo znaczenie można wyrazić na wiele sposobów.

- Read the rubric and do the rest of the reading task. Justify your answers. Explain the words in bold.

Matura Przeczytaj tekst. Spośród podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D.

- Which of these adjectives best describe Laurie, Jo & Amy: *unhappy, helpful, calm, caring, selfish (only thinking about yourself), tired, afraid*. Find evidence in the text.
- Imagine you are Laurie, and write your diary entry for the day of the incident in the extract. Write: *where you were, who with, what you were doing, what happened, how you felt*. Read your entry to the class.

Little Women

As Laurie turned the corner, he shouted back. "Keep near the **shore**. It's not safe in the middle." Jo heard, but Amy was **struggling to her feet** and didn't hear a word. Jo looked over her shoulder and a voice in her head said ... "Whether she heard or not, she can take care of herself."

Laurie skated round the corner, and Jo was just about to follow him. Amy was far behind and going towards the smoother ice in the middle of the river. For a minute Jo **stood still** with a strange feeling in her heart. She decided to go on, but something stopped her and turned her round. She was **just in time** to see Amy throw up her hands and go down, with a sudden **crash** of ice. There was a splash of water, and a cry that made Jo's heart **stand still with fear**. She tried to call Laurie, but she had no voice. She tried to go forward, but she felt she had no **strength** in her feet. For a second, she stood still and was **staring** with a scared face at the little blue hood above the black water. Something went past her quickly, and Laurie's voice cried out ... "Bring a rail. Quick, quick!"

She didn't know how she did it, but for the next few minutes she worked with Laurie, who was **lying flat** on the ice. He held Amy up with his arm and a hockey stick until Jo got a rail from the fence. Laurie and Jo got the child out. Amy was frightened but not really hurt. "Now then, we must walk her home as fast as we can. Cover her with our things, while I **take off** my skates," said Laurie. He put his coat around Amy as he was **pulling hard** at his laces. Amy was **shivering, dripping wet**, and crying, as they took her home. After such an exciting time, she **fell asleep**, covered in **blankets** in front of a hot fire.



- After she heard Laurie's advice, Jo decided
 - to repeat it to Amy.
 - to turn back.
 - Amy didn't need help.
 - to take good care of Amy.
- When Laurie reached the corner, he was
 - at the front of the group.
 - in the middle of the group.
 - at the back of the group.
 - watching the group from the riverside.
- Jo reacted to Amy's fall
 - slowly.
 - quickly.
 - heartlessly.
 - loudly.
- Jo and Laurie freed Amy with the help of a
 - tree branch.
 - pair of laces.
 - coat.
 - piece of fence.
- Amy went home
 - covered in a blanket.
 - on foot.
 - on skates.
 - carried by the others.

Czytanie Wybór wielokrotny

- 1 Przeczytaj tekst. Spośród podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D.

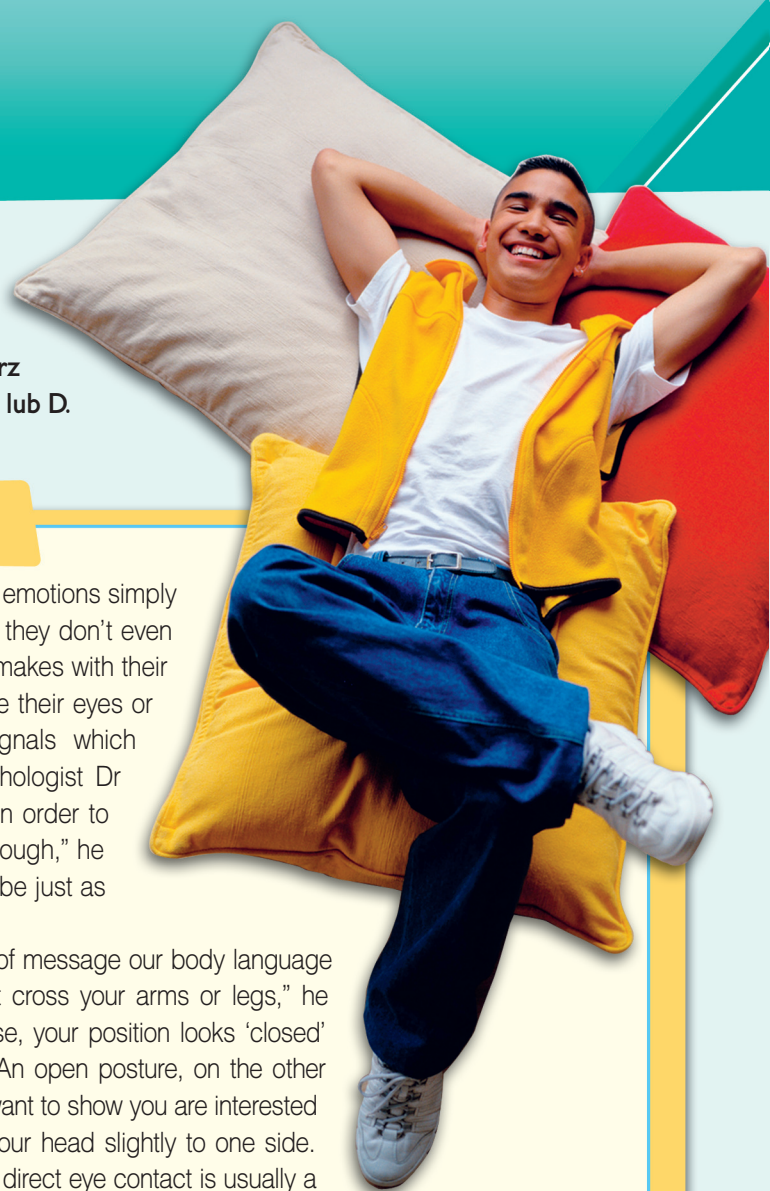
Body Language

Body language is the way people reveal their thoughts and emotions simply by moving their body in certain ways. More often than not, they don't even realise they are doing it. It could be the gestures a person makes with their hands, the way they move their head or even how they use their eyes or mouth. In other words, people can give unspoken signals which communicate meaning just as much as words do. Psychologist Dr Kevin Lacey stresses the importance of body language. "In order to make a good impression, just saying the right thing isn't enough," he says. "How we say it, and the body language we use, can be just as important."

So what does Dr Lacey suggest we do to improve the sort of message our body language is sending? "Firstly, when you sit opposite someone, don't cross your arms or legs," he advises, "and if you are wearing a jacket, open it. Otherwise, your position looks 'closed' and people may easily think you have something to hide. An open posture, on the other hand, makes people think that you are being honest. If you want to show you are interested in what someone is saying, you should lean forward with your head slightly to one side. This suggests that you are paying attention to them. Making direct eye contact is usually a good idea too, although in some cultures, such as in some parts of Asia, it can be a sign of disrespect."

But it's not just a question of giving out the right signals ourselves. It can also be very useful to understand someone else's body language. If, for example, you want to know whether someone is telling the truth or not, there are a number of simple signs to look out for. "If someone's eyes keep moving quickly around the room and they keep on touching their face," Dr Lacey explains, "there is a good chance the person is not being completely honest."

So the next time you meet someone new, why not follow Dr Lacey's advice? Hopefully, body language will help you to trust and be trusted!



- Dr Lacey thinks that body language is ...
 - of hardly any importance.
 - more important than speech.
 - an important way of communicating.
 - less important than speech.
- Crossing your arms or legs suggests you ...
 - are feeling angry.
 - are not easily annoyed.
 - are open to conversation.
 - are keeping something back.
- Looking someone straight in the eyes ...
 - should not be done everywhere.
 - will gain you people's respect.
 - is only acceptable in Asia.
 - shows that you are highly cultured.
- A sign that someone is lying is when they ...
 - keep walking round the room.
 - don't look at one thing for long.
 - keep looking at your face.
 - try to leave the room quickly.
- In the article the writer argues that ...
 - body language is the most important form of communication.
 - people overemphasise the importance of body language.
 - it is impossible to control our body language.
 - our body language influences what others think of us.

Słuchanie Dobieranie

2 **1.8** Usłyszysz dwukrotnie odtworzone nagranie wypowiedzi czterech osób na temat wyglądu. Przyporządkuj im zdania, wpisując odpowiednie litery (A–E) w kratki. Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi.

- A The speaker gives his/her opinion on a fashion trend.
- B The speaker explains how he/she chooses what clothes he/she wears.
- C The speaker describes a daily routine he/she keeps.
- D This announcement advertises a clothes company.
- E We learn what a person's appearance says about their character.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	



- 1 How do the people in the pictures enjoy being with their friends?
- 2 Do you hang out with friends?
- 3 What kind of friends do you look for?
- 4 What do you like most about your best friend?
- 5 What behaviour of others hurts you most?
- 6 What do you think are your good and bad qualities?

Mówienie Rozmowa wstępna

Opis ilustracji

Odpowiedzi na pytania

3 Odpowiedz na pytania.

- 1 How important to you is it to follow fashion?
- 2 Do you think your clothes reflect your character?
- 3 What does your best friend look like?
- 4 How would you describe their personality?
- 5 What sort of things make you feel angry?

4 Opisz zdjęcia. Następnie odpowiedz na pytania.



Znajomość środków językowych

Wybór wielokrotny

6 W zadaniach 1 i 2 wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę A, B albo C.

- 1 David's car down while he was driving to work this morning.
Her phone when she dropped it on the ground.
A wrecked B ruined C broke
- 2 Greg looked his text messages while waiting at the bus stop.
Terry often takes a route the park on his way to school each morning.
A around B through C over

Pisanie

E-mail prywatny

(Writing Bank: list/e-mail prywatny)

- 6 Uczęszczasz na kurs języka angielskiego w Wielkiej Brytanii. Zredaguj e-mail do przyjaciela/przyjaciółki (80–130 słów).
- Napisz, jak wyglądał Twój przyjazd i pierwszy dzień w Anglii.
 - Opisz członka goszczącej Cię rodziny.
 - Wspomnij, co najbardziej podoba Ci się na uczelni, na której odbywa się kurs.
 - Zaproponuj przyjacielowi/przyjaciółce, aby Cię odwiedził(a).