

H. Q. Mitchell - Marileni Malkogianni

# Traveller

## Exam

Student's Book



**mm**  
publications

### Intermediate B1

Podręcznik wielokrotnego użytku

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# Window on the world

- Tematy z katalogu podstawy programowej:
- ▶ Podrózowanie i turystyka – wycieczki i zwiedzanie
  - ▶ Edukacja – szkoła
  - ▶ Człowiek – uczucia i emocje

## Discuss:

- ▶ Would you like to travel around the world? Why / Why not?
- ▶ How can the English language help you learn more about the world?

## In this module you will learn...

- ▶ how to express enthusiasm, make suggestions and give directions
- ▶ to talk about language learning and different cultures and lifestyles
- ▶ to distinguish between permanent and temporary situations
- ▶ how to refer to past habits and events
- ▶ how to ask questions informally and formally
- ▶ to write a paragraph and an informal email
- ▶ skills and strategies that will help you in exams

## In this module you will practise the following types of tasks:

- ▶ p. 10 **speaking**: discussing advantages and disadvantages of different ways of learning a foreign language (wypowiedź na podstawie materiału stymulującego, wyrażanie i uzasadnianie opinii, ustosunkowanie się do opinii i poglądów innych osób)
  - ▶ p. 11 **writing**: developing a paragraph (rozwiniecie akapitu – przygotowanie do wypowiedzi pisemnej, przedstawianie faktów z przeszłości i teraźniejszości)
  - ▶ pp. 12-13 **reading** (ex. C): multiple choice (zadanie wielokrotnego wyboru – znajdowanie w tekście określonych informacji)
  - ▶ p. 14 **English in use**: open cloze (zadanie z lukami)
  - ▶ p. 15 **listening**: multiple choice (zadanie wielokrotnego wyboru – znajdowanie w wypowiedzi określonych informacji, określanie kontekstu wypowiedzi)
  - ▶ p. 15 **speaking**: discussing lifestyles (wypowiedź na podstawie materiału stymulującego – wyrażanie i uzasadnianie opinii)
  - ▶ pp. 16-17 **writing**: an informal email (mail prywatny, opowiadanie o czynnościach, doświadczeniach i wydarzeniach z przeszłości i teraźniejszości)
  - ▶ p. 19 **round-up** (ex. E) fill in the gaps (posługiwane się zasobami środków językowych w określonym kontekście)
  - ▶ p. 20 **listening**: multiple choice (zadanie wielokrotnego wyboru, znajdowanie w wypowiedzi określonych informacji)
  - ▶ pp. 21-24 **Developing Skills reading**: summary gap-filling (uzupełnianie streszczenia brakującymi słowami – przekazywanie w języku obcym informacji sformułowanych w języku obcym)
- English in use:**
- ex. A word building (słowotwórstwo)
  - ex. B open cloze (zadanie z lukami)
  - ex. C sentence transformation (transformacja)
- writing**: an informal letter (list prywatny, stosowanie nieformalnego stylu wypowiedzi)
- speaking**: acting out (rozmowa z odgrywaniem ról)

### Window on the world

1. Read the text and answer the questions.

2. Write a paragraph about the most interesting place you have visited.

3. Write an informal email to your friend about your trip.

4. Discuss the advantages and disadvantages of different ways of learning a foreign language.

5. Write a paragraph about the most interesting place you have visited.

6. Write an informal email to your friend about your trip.

7. Discuss the advantages and disadvantages of different ways of learning a foreign language.

### Heroes

1. Read the text and answer the questions.

2. Write a paragraph about the most interesting person you have met.

3. Write an informal email to your friend about your trip.

4. Discuss the advantages and disadvantages of different ways of learning a foreign language.

5. Write a paragraph about the most interesting person you have met.

6. Write an informal email to your friend about your trip.

7. Discuss the advantages and disadvantages of different ways of learning a foreign language.

### Work & Leisure

1. Read the text and answer the questions.

2. Write a paragraph about the most interesting job you have done.

3. Write an informal email to your friend about your trip.

4. Discuss the advantages and disadvantages of different ways of learning a foreign language.

5. Write a paragraph about the most interesting job you have done.

6. Write an informal email to your friend about your trip.

7. Discuss the advantages and disadvantages of different ways of learning a foreign language.

### Planet Earth

1. Read the text and answer the questions.

2. Write a paragraph about the most interesting place you have visited.

3. Write an informal email to your friend about your trip.

4. Discuss the advantages and disadvantages of different ways of learning a foreign language.

5. Write a paragraph about the most interesting place you have visited.

6. Write an informal email to your friend about your trip.

7. Discuss the advantages and disadvantages of different ways of learning a foreign language.

### That's strange

1. Read the text and answer the questions.

2. Write a paragraph about the most interesting event you have experienced.

3. Write an informal email to your friend about your trip.

4. Discuss the advantages and disadvantages of different ways of learning a foreign language.

5. Write a paragraph about the most interesting event you have experienced.

6. Write an informal email to your friend about your trip.

7. Discuss the advantages and disadvantages of different ways of learning a foreign language.

### On the move

1. Read the text and answer the questions.

2. Write a paragraph about the most interesting place you have visited.

3. Write an informal email to your friend about your trip.

4. Discuss the advantages and disadvantages of different ways of learning a foreign language.

5. Write a paragraph about the most interesting place you have visited.

6. Write an informal email to your friend about your trip.

7. Discuss the advantages and disadvantages of different ways of learning a foreign language.

### Up-to-date

1. Read the text and answer the questions.

2. Write a paragraph about the most interesting event you have experienced.

3. Write an informal email to your friend about your trip.

4. Discuss the advantages and disadvantages of different ways of learning a foreign language.

5. Write a paragraph about the most interesting event you have experienced.

6. Write an informal email to your friend about your trip.

7. Discuss the advantages and disadvantages of different ways of learning a foreign language.

### Human nature

1. Read the text and answer the questions.

2. Write a paragraph about the most interesting person you have met.

3. Write an informal email to your friend about your trip.

4. Discuss the advantages and disadvantages of different ways of learning a foreign language.

5. Write a paragraph about the most interesting person you have met.

6. Write an informal email to your friend about your trip.

7. Discuss the advantages and disadvantages of different ways of learning a foreign language.

## A. Discuss.

- Where are these landmarks located? What do you know about them?

the Taj Mahal  
the Acropolis  
the Grand Canyon  
the Eiffel Tower  
Niagara Falls  
the Egyptian Pyramids

- Which of them would you like to visit most? Why?

B. Read the article quickly and answer the question. Write a, b or c in your notebook. **44**

- What is the purpose of the article?
- to educate the reader
  - to inform and entertain the reader
  - to encourage people to visit China

## C. Read the article again. Decide whether the following statements are True, False or Not Mentioned in the article. Write T, F or NM in your notebook.

- This article is the only one you can find on the website on the topic of theme parks of the world.
- All the exhibits on show are the same size as the originals.
- In this park, visitors learn something about different countries in the world.
- You can try out food from different parts of China in the park.
- Visitors can take part in sporting activities in the park.
- The visitors are enthusiastic about the park.

**IT'S A SMALL WORLD!**

This week, in our series on the world's most famous theme parks, we are visiting the Window of the World theme park in Shenzhen, China.

This certainly is a theme park with a difference. The Window of the World contains over 130 replicas of the most famous natural and man-made sites in the world, all squeezed onto about 480,000 square metres. Some of the replicas are the actual size of the sites, while others are smaller. In one afternoon, you can visit the Eiffel Tower, walk around the Grand Canyon and marvel at the Egyptian Pyramids. The Acropolis is here along with Niagara Falls.

In the Window of the World theme park, visitors see and experience places and cultures they may not be able to actually get to see in person. This is probably why it is attractive to many visitors as not everyone can visit every famous landmark in the world in one lifetime.

The Window of the World theme park combines both fun and education. There are regular exhibitions about famous people in history, and the park often holds festivals which focus on different countries and cultural themes. Visitors also have the opportunity to try out food from all over the world in one of the many restaurants.

'This week we are holding Indian Week,' explained one of the organisers. 'Visitors can learn all about Indian culture, customs and traditions. We are offering Indian food all week, and there is also a special exhibition on famous Indians in history.'

The Window of the World, however, is not only for those who want to see many famous sites and learn a lot about different world cultures. It is also for people who like adventure trips.

'We are waiting to go down the Colorado River by boat, and some friends of ours are skiing in the Alpine Ski Resort,' said one visitor. 'We actually come from Shenzhen, and we think this park is a great benefit for our region. We will probably never be able to visit all of these places ourselves, so it is really interesting for us. Some friends of ours are visiting us next week from the USA, and we are going to bring them to see the park too!'

In this theme park it really is a 'small world'!

## GRAMMAR

## PRESENT SIMPLE – PRESENT PROGRESSIVE

## A. Look at the online article in Reading activity B and answer the questions.

- What does the Window of the World theme park combine? Which tense is used? Why?
- What are some visitors doing now? Which tense is used? Why?
- Which tense is commonly used with adverbs of frequency (e.g. often, sometimes)?
- Why does the writer use the Present Simple when he or she says '... is not only for those who want to see many famous sites...? What is special about the verb want?

## B. Read about the uses of the Present Simple and the Present Progressive and think of one more example for each use.

## The Present Simple is used for:

- permanent states, e.g. Mr Chin lives in China.
- repeated habitual actions, e.g. ... the park often holds festivals...
- general truths, e.g. The Moon goes round the Earth.

## The Present Progressive is used for:

- actions happening now, e.g. We are waiting to go down the Colorado River...
- temporary situations, e.g. This week we are holding an Indian week.
- future arrangements, e.g. Some friends of ours are visiting us next week...

## STATIVE VERBS

## Read the rule and find examples of stative verbs in the online article in Reading activity B.

These verbs express states – not actions – and are not commonly used in progressive tenses.

- see, hear, smell, taste, notice, seem, look (=seem)
- like, dislike, love, hate, want, need, prefer, mind
- believe, know, remember, forget, think (=believe), understand, hope, mean, imagine
- be, have (=possess), belong, cost

## PRACTICE

## Complete the dialogue with the Present Simple or the Present Progressive of the verbs in brackets. Write the answers in your notebook.

- Alice: Hi, Gary. What a surprise to see you in the public library! What (1) (you / do) here so early in the morning?
- Gary: Yeah, well, they've got a great book about Indian history and culture that I (2) (need). You see, I (3) (travel) to India with my parents next month, and they (4) (want) me to learn a few things about the country.
- Alice: India! You are so lucky! I (5) (love) to travel.
- Gary: But I (6) (never get) the chance to go anywhere.
- Alice: So, what brings you to the library?
- Gary: Oh, I'm here with Kelly. We (7) (not go) anywhere this summer, so we decided to look for a job. We (8) (apply) for a part-time job here.
- Gary: I (9) (not think) I'd like to work during the summer, but good luck!
- Alice: Thanks! By the way, (10) (you / need) any help finding books about India? I'd be glad to help.
- Gary: No, I'll be OK.
- Alice: Well, bye then. And I (11) (hope) you enjoy your trip to India!

## D. Look at the words/phrases highlighted in the article and choose the correct meaning. Write a or b in your notebook.

- replicas
  - copies
  - pictures
- squeezed onto
  - fitting into a small space
  - covering
- marvel at
  - wonder about
  - admire
- experience
  - to be in a particular situation
  - to remember a situation
- combines
  - joins together
  - increases
- holds
  - controls
  - organises

## E. Discuss.

- Would you like to visit the Window of the World theme park? Why / Why not?
- What would you like to do there?

## VOCABULARY

## WORDS EASILY CONFUSED

Choose the option that best completes each sentence and write it in your notebook.

- When I go to a restaurant, I always like to try on / try out something different on the menu.
- Susan asked the shop assistant if she could try on / try out the blue sandals.
- The Spring Festival celebrations will take part / take place in Hyde Park.
- Would you ever take part / take place in a reality show?
- The organisers wait / expect that more than 5,000 people will attend the concert.
- We've been here for 30 minutes. I can't wait / expect any longer.
- Foreigners / Strangers need a visa to enter the country.
- It is common for mothers to tell their children not to talk to foreigners / strangers.
- Ann has a bad habit / custom of not turning off the TV when she is not watching.
- Organising special events for the New Year is a common habit / custom in many countries.
- Come on, Uncle George, tell us a history / story about your childhood.
- I always like to learn about the history / story of the cities I visit.

## Listening &amp; reading

## A. Discuss.

- Has anyone ever asked you for directions in English? How did you react? Did you manage to help them?
- Do you find it hard to give directions? Why / Why not?

## B. Look at the picture and guess. Then listen to the dialogue and check your answers. 🗣️

- Where are the women?
- What is the relationship between them?
- What are they talking about?



- Chelsea** Excuse me, could you help me?  
**Rosie** Sure. You're not from around here, are you?  
**Chelsea** No, I'm from the States.  
**Rosie** I thought so, I could tell by your accent. Are you enjoying London?  
**Chelsea** Yes, it's awesome. I went to Buckingham Palace yesterday.  
**Rosie** Really? How did you find it?  
**Chelsea** Erm... With a map.  
**Rosie** No, sorry, I mean how was it? Did you enjoy it?  
**Chelsea** I sure did.  
**Rosie** So, what can I do to help?  
**Chelsea** Could you tell me where Abbey Road is?  
**Rosie** Ah, are you looking for the zebra crossing?  
**Chelsea** The zebra doing what?  
**Rosie** I mean the pedestrian crossing.  
**Chelsea** No, actually I'm looking for an old friend's apartment. She lives there.  
**Rosie** Well, it's only a five-minute walk from here. Go down here and turn right at the station. Then take the second turning on your right. That's Abbey Road.  
**Chelsea** Thanks. Just one more thing. Can you tell me what this means? She said she lived at A.T. Abbey Road. What's that?  
**Rosie** A.T.? Who wrote that?  
**Chelsea** I did. My friend told me on the phone, but I didn't have time to ask...  
**Rosie** Ah! I know. It's *eighty* Abbey Road.  
**Chelsea** I don't get it.  
**Rosie** The number 80.  
**Chelsea** Oh! 80. We speak the same language, but sometimes it's hard to figure out what you're saying.

## C. Read the dialogue again and answer the questions.

1. What does Chelsea think of her trip to London so far?
2. Which two things caused a misunderstanding between Rosie and Chelsea?
3. Where is Abbey Road on this map?



4. What confused Chelsea about her friend's address?

## Vocabulary &amp; grammar

## GRAMMAR

## QUESTIONS AND ANSWER WORDS

## A. Match the questions 1-4 with the answers a-d by writing the corresponding items in your notebook.

1. Who lives at 80 Abbey Road?
  2. Who does Chelsea want to visit?
  3. Which animal looks like a horse and has black stripes?
  4. What does zebra crossing mean?
- a. Chelsea's friend's dog.
  - b. the zebra
  - c. pedestrian crossing
  - d. an old friend

## B. Look at the questions 1-4 again. Copy the rules in your notebook, choosing the correct word each time.

- When we use the question words *who*, *what*, *which*, *how much* and *how many* to ask about the subject of the verb, the verb is / isn't in the question form.
- With other question words (*when*, *where*, *why*, etc.), and when we use the question words *who*, *what*, *which*, *how much* and *how many* to ask about the object of the verb, the verb is / isn't in the question form.

## INDIRECT QUESTIONS

## Read the examples. What's the difference between the direct questions and the indirect questions (the ones in bold)?

- Where is Abbey Road? → Could you tell me **where Abbey Road is**?  
 What does this mean? → Can you tell me **what this means**?  
 Where did Tom go? → Do you know **where Tom went**?

## PRACTICE

## A. Write questions for the answers given in your notebook. The words in bold are the answers.

1. A:   
B: I bought a skirt and a pair of shoes when I went shopping.
2. A:   
B: Jane is going to the cinema with Fay.
3. A:   
B: I caught five fish yesterday.
4. A:   
B: I usually go to Cornwall during the summer.
5. A:   
B: Tom goes jogging in the morning.
6. A:   
B: They like the blue car.

## B. Rewrite the sentences in your notebook using indirect questions. Start with the words given.

1. How many eggs do we need for the cake?  
Do you know...?
2. How much did that jacket cost?  
Can you...?
3. Where is the bus stop?  
Do you know...?
4. Why is Sally crying?  
Can you...?
5. When is Karen's birthday?  
Do you remember...?

## SPEAKING

## Go to the Speaking section.

## D. Look at these words from the dialogue and choose the correct meaning. Write a, b or c in your notebook.

1. awesome  
a. awful  
b. fantastic  
c. boring
2. apartment  
a. office  
b. flat  
c. family
3. I don't get it.  
a. I don't agree.  
b. I can't go there.  
c. I don't understand.
4. figure out  
a. understand  
b. hear  
c. repeat

## VOCABULARY

## BRITISH AND AMERICAN ENGLISH

The words in bold in sentences 1-12 are American English. Match them with their British equivalents a-l by writing the corresponding items in your notebook.

- |             |                 |
|-------------|-----------------|
| a. lift     | g. cinema       |
| b. autumn   | h. holiday      |
| c. petrol   | i. mobile phone |
| d. bill     | j. crisps       |
| e. rubbish  | k. football     |
| f. trousers | l. trainers     |

1. Can you take the **garbage** out? It's starting to smell.
2. We need to get **gas** before we start our journey.
3. I can't believe there's only one **movie theater** in the whole town.
4. Does anyone want **coffee** or should I ask for the **check**?
5. Where did you go on **vacation** last summer?
6. We have to take the stairs because the **elevator** is broken.
7. My brother gets a new **cell phone** nearly every six months.
8. Do you want a bag of **chips** with your sandwich?
9. Jenny is going to start college in the **fall**.
10. The next **soccer** practice will be Thursday at 8.00, OK?
11. I need to buy some new **sneakers** before school starts.
12. Which **pants** should I wear with this shirt?

# Listening & speaking

## LISTENING

A. Read the statements and guess whether they are True or False. Write T or F in your notebook.

- One out of every three people in the world speaks English.
- There are just under one billion people learning English.
- The English language is used at major sporting events around the world.
- English is rarely used in companies outside English-speaking countries.
- More than 75% of the content of the Internet is in English.
- Very few non-native speakers of English write articles or blogs on the Internet in English.
- In the future, Mandarin might be used more than English on the Internet.

B. Now listen to a radio interview with a professor of Linguistics and check your answers in activity A.


C. Discuss.

- What purposes do you use English for?

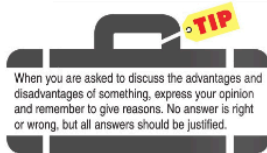
## SPAKING

A. Discuss.

- What are the most popular foreign languages that people learn in your country? Why?
- What is the most common way to learn a foreign language?

B. Look at the pictures and talk about the advantages and disadvantages of each of the ways of learning a foreign language. You can use the words/phrases in the box. 

learning environment	presence of teacher
lively discussion	contact with other students
pair work / group work	ask questions
peaceful atmosphere	work at one's own speed
convenient	immediate feedback
motivation	interaction



C. Discuss.

- How do you learn best, with a teacher in a classroom or studying on your own?
- What would you change about the way you are learning English if you could?

# Writing

## Developing a paragraph

A. You have decided to take a course in English. Before you start, you have to complete a questionnaire. Read and write the answers to section A in your notebook. Then discuss your answers.

QUESTIONNAIRE  
SECTION A

How long have you been learning English?

How old are you?

What is your mother tongue?

Have you learnt any other languages before?  
Which one(s)? How long for?

Have you ever been to an English speaking country? Which one(s)?

What do you find difficult in English?

- reading
- listening
- speaking
- writing
- grammar
- vocabulary
- spelling
- pronunciation

SECTION B

Write a paragraph of approximately 50 words explaining why you are learning English.

B. Think of as many reasons as possible why people want to learn English. Discuss, using the ideas in the box.


travel job/business hobby exams e-pals  
study abroad music/films/Internet make friends

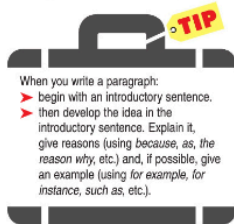
C. Read the paragraph one student wrote and decide which of the following the student does in his/her paragraph. 

- In the first sentence he/she says what purpose he/she is learning English for.
- He/She suggests ways to improve his/her English.
- He/She explains and gives reasons why he/she needs English.
- He/She gives a specific example.

*I am learning English for job purposes. I work as a personal assistant for a large import-export company. Since English is an international language, we use it to communicate with our clients in other countries. For example, I have to send emails to our clients or speak to them on the telephone in English.*

## WRITING TASK

D. Write a paragraph explaining why you want to learn English to complete Section B in the questionnaire in activity A. 



## Reading

## A. Discuss.

- Look at the colours and the words in the box. What do you think each colour expresses?

happiness unhappiness success health death danger



- B. Read the article quickly and choose the most appropriate title. Write a, b or c in your notebook. **TIP**

**a** The Power of Colour: the meaning of colours in different cultures

**b** Colours: choosing the right ones for success

**c** The meaning of colours in the past

When answering questions which refer to the whole text, make sure you choose the option that describes the text as a whole, not only part of it.



You probably know that colour can **influence** your mood and feelings, but did you know that colours mean different things in different cultures? Take the colour white, for example. In Western culture, white represents goodness and purity, while in Asian cultures, white is **associated** with funerals and mourning. In Japan, for example, a white chrysanthemum symbolises death, and in parts of India, white is worn at funerals, and it is generally associated with unhappiness.

In China, red is the colour of good luck. When the Chinese give gifts of money on special occasions, they usually put the money in a red envelope. Chinese brides aren't dressed in white; they wear bright red wedding dresses. On the other hand, in the Western world, red represents danger, which is why warning signs and road signs are often red.

In the past, the Cherokee Indians of North America used to associate colour with the four directions; that is, blue **represented** north, white represented south, red represented east, and black represented west. These four colours had other meanings too; blue meant defeat, white meant happiness, red meant success, and black meant death. The Cherokees also used coloured beads to **achieve** certain goals; they thought, for example, that red beads had the power to help people recover from illness or find love. Black beads were used to help the Cherokees beat their enemies.

Yellow is another colour that has various meanings in different cultures. In the West, yellow is associated with weakness, while in Japan, yellow means courage. In China, the colour yellow represents royalty, but in Myanmar, yellow is associated with mourning.

Green is one of the few colours that most cultures **view** as being a positive colour; in both the East and the West, green is the colour of health and life. For the ancient Egyptians, green was the colour that symbolised hope and the joy of spring. In Ireland, it is a lucky colour, and, all over the world, green is a symbol of ecological awareness.

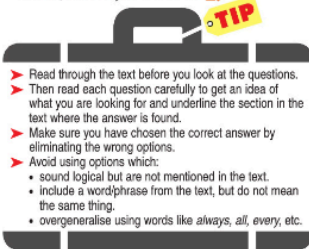
Learning about what meanings colours have in different cultures is interesting and satisfies our curiosity. It can also be very useful for travellers and for those in the world of business. Knowing what colours represent in other countries can help to increase our understanding of other cultures and help us avoid misunderstandings.



## Vocabulary &amp; grammar

## C. Read the article again and answer the questions.

Write a, b or c in your notebook. **TIP**



- Read through the text before you look at the questions.
- Then read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found.
- Make sure you have chosen the correct answer by eliminating the wrong options.
- Avoid using options which:
  - sound logical but are not mentioned in the text.
  - include a word/phrase from the text, but do not mean the same thing.
  - overgeneralise using words like *always*, *all*, *every*, etc.

1. Where does the colour **white** **not** mean something negative?
  - a. in Western culture
  - b. in India
  - c. in Japan
2. In China, a red envelope
  - a. brings good luck.
  - b. is given to brides.
  - c. might contain some money.
3. What colour did the Cherokees think could help with health problems?
  - a. red
  - b. white
  - c. black
4. According to the text, which colours mean something positive in some cultures and something negative in others?
  - a. red and green
  - b. yellow and white
  - c. black and blue
5. The writer says that if you know what colours mean in different cultures,
  - a. you always succeed in business.
  - b. you understand the countries you visit and their people better.
  - c. you just satisfy your curiosity.

D. Look at the words highlighted in the article and match them with their meanings a-e by writing the corresponding items in your notebook.

1. influence
2. associate
3. represent
4. achieve
5. view

- a. connect
- b. succeed in doing something
- c. consider
- d. have an effect on
- e. mean

## E. Discuss.

- What examples can you give of what different colours mean in your country?

## VOCABULARY

## 1. VERBS AND PREPOSITIONS

**NOTE** Many verbs are followed by prepositions. Sometimes more than one preposition can be correct depending on the use of the verb.

- A. Divide the verbs into the three categories shown in the box in your notebook. Some of the verbs can be found in the text in Reading activity B. Some may be followed by more than one preposition.

argue	refer	suffer	die	cooperate
listen	agree	associate	link	escape
fight	belong	choose	speak	recover

verb + from	verb + with	verb + to
-------------	-------------	-----------

- B. Complete the sentences using verbs and prepositions from activity A. Write the answers in your notebook.

1. The book is about how two men **\_\_\_\_\_** a burning car.
2. Many people **\_\_\_\_\_** allergies in the spring.
3. I **\_\_\_\_\_** Kevin; I think we should go by train.
4. Who does this jacket **\_\_\_\_\_**?
5. When students work together on projects, they learn how to **\_\_\_\_\_** each other.

## 2. NEGATIVE PREFIXES AND SUFFIXES

- A. Look at the extracts from the text in Reading activity B. Do the prefixes **un-** and **mis-** add a positive or a negative meaning to the words **happiness** and **understanding**?

... it is generally associated with **unhappiness**.  
... and help us avoid **misunderstandings**.

- B. Look at the word in bold in this sentence. What does it mean? Write a or b in your notebook.

*Don't lend Tony your car; he is a very **careless** driver.*

- a. giving serious attention to something
- b. not careful

**NOTE** The prefixes **un-**, **in-** and **mis-** are used before adjectives, adverbs and nouns to give them the opposite meaning (happiness—unhappiness, correct—incorrect, understanding—misunderstanding).  
The suffix **-less** is used after a noun to form an adjective which means *without* that quality or characteristic (care—careless).

C. Complete the sentences using the correct form of the words in capitals. Write the words in your notebook.

- I don't be afraid of the monkey. It is completely \_\_\_\_\_.
- You use \_\_\_\_\_ language when you write an email to a friend.
- I don't wear these shoes very often because they are very \_\_\_\_\_.
- Finally Tom got a job and is now \_\_\_\_\_ of his parents.
- The manager is \_\_\_\_\_ to see you at the moment because he is in a meeting.

HARM  
FORMAL

COMFORTABLE

DEPENDENT  
ABLE

## GRAMMAR

### PAST SIMPLE

Look at the extracts from the article in Reading activity B and answer the questions that follow.

... blue represented north...

... did you know that colours mean different things in different cultures?

... they thought, for example, that red beads had the power to help people recover from illness...

For the ancient Egyptians, green was the colour...

- How do we form the Past Simple of regular verbs?
- Which verb do we use to form the negative and question forms?
- What's the Past Simple of the verb *be*?
- What kind of actions does the Past Simple describe?

### USED TO - BE/GET USED TO

A. Look at the extract from the article in Reading activity B. What does the phrase in bold mean?

... the Cherokee Indians of North America **used to associate colour with the four directions**...

B. Match the phrases in bold in the examples with their meanings by writing the corresponding items in your notebook.

- I **am used to going to bed after midnight**.
  - You will soon **get used to getting up early in the morning**.
- a. be in the habit of doing something  
b. start acquiring a habit

**NOTE** used to + base form  
be/get used to + -ing form

## PRACTICE

Complete the dialogues with the Past Simple of the verbs in brackets. Use *used to* where possible. Write the answers in your notebook.

A: (1) \_\_\_\_\_ (you / drive) to work this morning?  
B: No, I didn't. I (2) \_\_\_\_\_ (drive) to work every morning, but now I take the bus.

A: I (3) \_\_\_\_\_ (go) to Stone's art exhibition last Saturday, and I really (4) \_\_\_\_\_ (enjoy) it. He's a great artist!

B: Yeah, he (5) \_\_\_\_\_ (be) my favourite painter, but I don't like his new stuff so much.

A: (6) \_\_\_\_\_ (you / know) that Donna (7) \_\_\_\_\_ (jog) every morning before she (8) \_\_\_\_\_ (come) to work?

B: Of course. Don't tell me that you (9) \_\_\_\_\_ (not know) that. She (10) \_\_\_\_\_ (stop) jogging a month ago because of a knee problem.

## ENGLISH IN USE

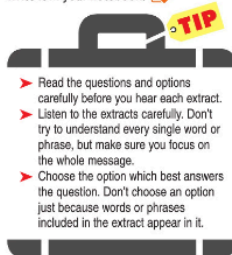
Read the text and complete the gaps. Use only one word in each gap. Write the words in your notebook.

### Japanese TEA CEREMONY

In a Japanese tea ceremony, a hostess prepares tea and serves it (1) \_\_\_\_\_ guests. The habit of drinking tea first started in Japan when (2) \_\_\_\_\_ man called Eichu made tea for the Emperor. Later, when a better kind of tea was brought to Japan (3) \_\_\_\_\_ China, the tea ceremony became very popular. The Japanese believe that each tea ceremony is a very special experience that will never happen again in the same way. For this reason, (4) \_\_\_\_\_ enjoy every part of the ceremony as much as possible. In the past, the hostess and guests (5) \_\_\_\_\_ to wear a kimono during the ceremony, but today, they can wear either a kimono or formal clothes. When the guests arrive, they are led to a waiting area, and they are offered hot water. While the guests (6) \_\_\_\_\_ waiting, the hostess washes her hands and mouth with water. The guests are then led to a tea room. The hostess cleans the cups and everything else she uses in front of the guests, and, after (7) \_\_\_\_\_, she makes and serves the tea. The Japanese tea ceremony is associated (8) \_\_\_\_\_ harmony and celebrates the simple beauty of life and nature.

## LISTENING

You will hear people talking in four different situations. For questions 1-4, choose the best answer a, b or c and write it in your notebook.



- Read the questions and options carefully before you hear each extract.
- Listen to the extracts carefully. Don't try to understand every single word or phrase, but make sure you focus on the whole message.
- Choose the option which best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.

- You overhear two people talking. What is true about the woman?
  - She had a great time.
  - She is disappointed.
  - She had a terrible time.
- You overhear a conversation. Where does it take place?
  - at an airport
  - at a bus stop
  - on a train
- You overhear a conversation. Who did Monroe Street get its name from?
  - an actor
  - a president
  - an actress
- You overhear two friends talking. Why do the Japanese clean their houses before the New Year arrives?
  - because they want to start the New Year with a clean house
  - because they go round to each other's houses
  - because they have a big party

## SPEAKING

Talk in groups of four. Look at the pictures and discuss the questions. You can use some of the words and expressions in the boxes.

- What can you say about the people's lifestyles?
- How similar or different are they to your lifestyle?
- Is there anything you would like to change in the way you live?



opportunities  
facilities  
socialise  
isolated  
monotonous  
exhausting  
independent  
lonely  
alone  
crowded  
trendy

lead a busy life  
relaxing lifestyle  
hectic schedule  
suffer from stress  
easy access to  
escape from routine  
keep up with the times  
lack of communication

I believe/think/suppose...

In my opinion...

The person/people in the picture seem(s) to...

His/Her/Their lifestyle is quite similar to / different from mine as...

I'd like to be able to...



# Writing

## An informal email

### A. Discuss.

- How do you keep in touch with friends/family who live in other cities/countries?
- Do you use the Internet to communicate with them? In what ways?

### B. Your friend, Clara, lives in London, and she is going to travel to several countries. Read the email she has sent to her friend, Antonio. Why is Clara writing to him? 🗣️

From: clara\_z@mail.com  
To: antonio\_m@mail.com


Hi Antonio,

I have some fabulous news that you might find hard to believe. I took part in a quiz show and won first prize! I get to choose any five countries in the world that I want to visit, all expenses paid! I'm not joking.

Anyway, I'll be in your city for a few hours on 25<sup>th</sup> October, and I'd really like to see you. I'll arrive at the central train station at 3.00 p.m. Do you think it would be possible to meet up? Could you suggest a nice place near the station where we could meet? Oh, and don't forget to tell me how to get there! I'm so excited about this trip, and I really hope we'll be able to get together.

Hope to hear from you soon.

Take care,  
Clara



### C. Read Clara's email again and the points a-d. Choose the ones Antonio should include in his reply to Clara and write them in your notebook.

- give directions
- suggest a place
- respond appropriately to Clara's news
- offer Clara a place to stay

### D. Now read the email that Antonio wrote to Clara. Which sentences correspond to the points you chose in activity C? 🗣️

To: Clara  
From: Antonio  
Subject: 25<sup>th</sup> October meeting

Hi Clara,

That's wonderful news! You are so incredibly lucky! I'm really happy that you're coming to Rome, and we'll be able to get together again.

Unfortunately, I'll be at work until 3.30, but my office is very close to the station. You can walk there and pick me up from work. There's a nice café we can go to nearby. If you feel like having a meal, there are also a couple of good restaurants in the area.

My office is really easy to reach from the station. When you leave the station, walk down Via Viminale on your left. You will see the Opera House on your right. Walk past the Opera House and turn right into Via Quattro Fontane. One block down, turn left into Via Nazionale. Walk along Via Nazionale until you get to Via Milano. My office is in the building on the corner of Via Nazionale and Via Milano, opposite the Exhibition Hall. We're on the second floor. Can't wait to see you!

Bye for now,  
Antonio

- E. Read the table with expressions/phrases you can use to express enthusiasm and make suggestions. Write a reply for situations 1-5 in your notebook, choosing an appropriate expression/phrase. Use a different expression/phrase for each situation.

Expressing enthusiasm
Wow! That's great/wonderful!
I was really happy/glad to hear...
I couldn't believe it when I read...
Making suggestions
Why don't you/we...?
How about...?
I think it would be a good idea to...
There is a nice... where we/y can...

- A friend of yours sent you an email telling you that he got the job he had applied for. What do you say when you write back?
- A cousin of yours, who lives in another town, is visiting you and wants to do something fun on Saturday evening. What do you suggest?
- Your best friend sent you an email saying that he/she is going to travel abroad to take part in a physics competition. What do you say in your answer?
- You and your friends want to take up a sport. Which sport would you suggest?
- Your sister has won an art competition. She wants to celebrate with her friends and has asked you for ideas. What do you suggest?

### WRITING TASK

- F. Clara is also going to visit your city/town and has sent you the same email. Write an email replying to Clara. Use the map and Antonio's email as a model, but you must use your own ideas and other expressions/phrases. Your email should be between 100-150 words. 🗣️



**TIP**

When you are writing an email to a friend:

- ▶ remember to read the rubric and the email you are replying to carefully and respond suitably.
- ▶ use standard grammar and spelling conventions. Avoid forms such as wanna, cu l8r, etc.
- ▶ use appropriate expressions/phrases to express enthusiasm, make suggestions and give directions.

For the layout of emails and set phrases you can use, go to the Writing Section.

## VOCABULARY &amp; GRAMMAR

A. Choose the word or phrase that most appropriately completes each sentence. Write **a, b, c or d** in your notebook.

- We brought a clown to [ ] the children at the party, but none of them laughed at his tricks.  
a. entertain    b. encourage    c. educate    d. influence
- Victoria has a [ ] of playing with her hair when she gets nervous.  
a. custom    b. tradition    c. habit    d. culture
- This holiday will give Jackie the [ ] to get some rest.  
a. mood    b. moment    c. purpose    d. opportunity
- This is an international firm, and most of our clients are [ ].  
a. strangers    b. foreigners    c. original    d. native speakers
- The location of their house is not very [ ]; it is far from public transport, and there are no shops nearby.  
a. convenient    b. common    c. major    d. peaceful
- Go down Asher Street and take the second [ ] on your right.  
a. crossing    b. turning    c. corner    d. warning
- The reason our team is so successful is because everyone [ ] with each other.  
a. cooperates    b. confuses    c. understands    d. combines
- It took James six months to recover [ ] his illness.  
a. to    b. with    c. from    d. by
- These books belong [ ] Monica; I'll give them to her when I see her.  
a. from    b. with    c. by    d. to
- She is willing to work very hard to [ ] her goals.  
a. represent    b. achieve    c. satisfy    d. associate

B. Choose the word or phrase that produces a grammatically correct sentence. Write **a, b, c or d** in your notebook.

- Could you tell me [ ] to your office?  
a. how I can get    b. when do you get    c. how do I get    d. when I get
- I [ ] to the gym three times a week, and I also like playing football on Sundays.  
a. go    b. use to go    c. am going    d. usually went
- Can you tell me how much [ ] for those boots? I think I'd like to buy a pair for my daughter.  
a. you pay    b. did you pay    c. you paid    d. you did pay
- Jennifer [ ] me with my homework tonight.  
a. is helping    b. help    c. helping    d. helps
- Ian [ ] that having kids is a great responsibility.  
a. is believing    b. believe    c. believing    d. believes
- The Browns [ ] an extension to their house.  
a. build    b. building    c. are building    d. builds
- My parents are singers, and when I was young, they [ ] take me with them on their concert tours.  
a. used to    b. used    c. didn't use    d. usually
- William is used [ ] till late at night.  
a. to work    b. working    c. to working    d. in working
- 'Who [ ] this jumper?'  
'It's a present from my sister.'  
a. did you give    b. you gave    c. gave you    d. gives you
- Could you please tell me what exactly [ ] at the moment?  
a. you do    b. do you do    c. are you doing    d. you are doing

C. Complete the sentences with the correct form of the words in capitals. Write the words in your notebook.

- It was an interesting [ ] that combined art and science. EXHIBIT
- The [ ] of the carnival start their preparations at least one year in advance. ORGANISE
- We are [ ] about the plan to build a new park in our neighbourhood. ENTHUSIASM
- My new [ ] is terrible she has been late every day this week, and she is rude to the clients. ASSIST
- I'm sorry about the [ ]; I thought you asked for the vegetarian meal. UNDERSTANDING
- Stress and anxiety can lead to [ ]. HAPPINESS
- My greatest [ ] is my fear of failure. WEAK
- Joan told me to wear something [ ] and comfortable on the trip. FORMAL

D. Write questions for the answers given in your notebook. The words in bold are the answers.


- [ ]  
My maths teacher, **Mr Jones**, lives in that house.    4. [ ]  
I prefer the **purple** dress.
- [ ]  
I'm going to **Hawaii**.    5. [ ]  
Alice phoned **Gemma** this morning.
- [ ]  
It only costs **€60**.    6. [ ]  
There were about **eighty thousand** people at the concert.

E. Translate the words/phrases in brackets into English. Write the answers in your notebook.

- A: [ ] (Kiedy lecimy) to Spain?  
B: Next Tuesday.
- I [ ] (Uważam, że) Ms Parker is a great teacher!
- Tim's life is rather [ ] (monotonne). He works all day and doesn't go out with his friends.
- John still [ ] (lubi) living here.
- When [ ] (zwidzile(a)s) Rome for the first time?
- When Julia was younger, she [ ] (chodzila na) hiking once a week.
- [ ] (Czy mógłbyś/mogłabyś powiedzieć) me where the nearest bank is?
- A: Where [ ] (mieszka) Pam?  
B: She [ ] (mieszka) in Kensington.
- Who [ ] (należy ten samochód)? Is it Julian's?
- I [ ] (biorę udział) in a singing competition at school next weekend. Wish me luck!
- I [ ] (pojechałem) to Spain with my parents last year, and we really [ ] (podobalo się) it.
- My father [ ] (maluje) my room yellow because it [ ] (symbolizuje) happiness.

## Round-up

LISTENING 

You will hear people talking in six different situations. For questions 1-6, choose the best answer a, b or c and write it in your notebook. 

- You overhear a conversation. What is true about their visit to the museum?
  - They found it very small.
  - They only saw the *Mona Lisa*.
  - There were many things they weren't able to see.
- You overhear a conversation. Where did the man go last year?
  - Florence
  - Rome
  - Venice
- You overhear a conversation. Why is the woman pleased?
  - because she's moving to Japan
  - because she's taking Japanese lessons
  - because she found a job
- You overhear a conversation. What is true of the woman?
  - She wants to become a member of the International Society.
  - She is going to buy tickets for the Oxford trip.
  - She likes deep-fried Mars bars.
- You overhear a conversation. Where will the girl be doing conservation work?
  - Thailand
  - Australia
  - India
- You overhear a conversation. Why did the man go to Papua New Guinea?
  - for a holiday
  - to work
  - to study a tribe

## SELF-ASSESSMENT

Read the following and decide which ones you can do. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...	
VOCABULARY	<ul style="list-style-type: none"> <li>&gt; distinguish the difference in meaning of words easily confused</li> <li>&gt; differentiate between British English and American English words</li> <li>&gt; use verbs + prepositions</li> <li>&gt; form opposites by using negative prefixes and suffixes</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>&gt; use the Present Simple and the Present Progressive appropriately</li> <li>&gt; differentiate between stative and non-stative verbs</li> <li>&gt; use question words and form direct and indirect questions</li> <li>&gt; use the Past Simple appropriately</li> <li>&gt; use <i>used to</i>, <i>be used to</i> and <i>get used to</i> to refer to something that was true in the past, or something one is or becomes familiar with</li> </ul>
READING	<ul style="list-style-type: none"> <li>&gt; skim a text to understand the gist and identify its purpose</li> <li>&gt; understand details in a text</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>&gt; understand specific information in a radio interview</li> <li>&gt; understand the necessary information in short spoken texts</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>&gt; talk about language learning</li> <li>&gt; talk about different lifestyles</li> <li>&gt; give directions</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>&gt; write an explanatory paragraph</li> <li>&gt; write an informal email responding to a friend</li> </ul>

**Skills Practice 1:**  
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## Developing Skills

## READING

Read the text. Then complete the summary. Write the answers in your notebook. 

## the great Earth Mother

Traditionally, animals and nature had a special place in the hearts of Africans. They understood and respected the plant and animal kingdoms, and it is for this reason that they played such an important role in traditional African folklore and rituals. Africans did not believe that they were superior to anything that belonged to the natural environment. Instead, they regarded themselves as part of all living things. They believed that man was, in fact, the weakest of all of God's creations, and that is the reason why they depended on all living things.

To teach their young to look upon animals with love and respect, young children attended special schools where they learnt about the spiritual mysteries of their ancestors, gods and goddesses. To help them understand the fact that human beings, animals and the gods were one, their teachers told them that inside every African there was a spiritual animal, bird and fish with which they should keep in contact at all times. This animal, bird and fish served as their link to the natural environment and for this reason they could not survive if they did not understand it.

Furthermore, God was viewed as being not only on Earth and in Heaven but also inside man and everything in the natural environment. So it is not surprising that many African gods were shown as being part animal and part human. For instance, the great Earth Mother, whose Zulu name is Nomkhubulwane, is often shown with one human leg while the other is that of an antelope, elephant or rhinoceros. Sometimes she is shown as having roots instead of toes on her left leg. The fact that she is green-skinned shows that God exists in all plant species as well. The great Earth Mother, together with other less important goddesses, was believed to be able to change her shape to that of any animal, bird or fish whenever she chose. It is for this reason that her name means 'the shape-changer'.

This belief in a spiritual and physical connection between African gods, native Africans and the plant and animal kingdoms emphasises the African people's awareness of the balance that exists in the natural environment. They have always had a deep understanding and respect for it. Living nature with its plants, trees, birds, animals and fish is regarded as a blessing from the gods - necessary for the continued existence of human beings.

Africans always respected the plant and 1.  kingdoms and believed that people were not superior to any other creatures belonging to the natural 2. . Their children 3.  special schools to learn how to treat animals with love and respect. There, they also learnt about the spiritual animal, bird or fish lying inside every African, with which they should always keep in 4.  in order to survive. Furthermore, they viewed their gods as part animal and part human. For example, the great Earth Mother often appears as having one human leg and one animal leg. The fact that she has green 5.  and roots instead of toes on her left leg shows the belief that God 6.  in all plant species as well.

## ENGLISH IN USE

A. Read the text and complete the gaps with the correct form of the words in brackets. Write the words in your notebook. 

## Holidays in Thailand

One of the best holidays I've ever been on was when I went to Thailand. The (1)  (ORGANISE) were very helpful and our tour guide was very (2)  (ENTHUSIASM) about Thailand and eager to show us all the sights. Our tour started in Bangkok, where we visited various places of interest such as the Grand Palace, the Temple of the Emerald Buddha and some museums and galleries with interesting cultural (3)  (EXHIBIT). Next we travelled to Phuket, the largest of Thailand's many beautiful islands.

In the mornings, I went snorkelling and saw colourful marine life. I was a bit frightened when I saw an enormous stingray gliding towards me but our snorkelling instructor assured me it was (4)  (HARM). We also visited some of the nearby islands, which were (5)  (ISOLATE) and therefore more peaceful. What I liked most about the holiday is that we could follow the tour group if we liked or we could do whatever else we wanted to do. This allowed me some freedom and (6)  (INDEPENDENT) when I needed it. I would say the only (7)  (ADVANTAGE) of going to such a beautiful and (8)  (RELAX) place is that I didn't want to come home when my holiday was over.

B. Read the text and think of the word that best fits each gap. Use only one word in each gap. Write the words in your notebook. 📝

## Flamenco

Have you ever wondered exactly (1) \_\_\_\_\_ flamenco is? It is the Spanish art form which originates from Andalusia in Southern Spain. It combines music (2) \_\_\_\_\_ dance from various different cultures. Flamenco was also strongly influenced by gypsy music and dance (3) \_\_\_\_\_ addition, Latin American countries also (4) \_\_\_\_\_ a role in the development of this art form. There are three forms of flamenco: Cante (the song), Baile (the dance) and Guitarra (playing the guitar). In (5) \_\_\_\_\_ past, flamenco performances (6) \_\_\_\_\_ to take place at home to entertain family members. The flamenco started appearing in music cafés which often became crowded (7) \_\_\_\_\_ people who wanted to enjoy this performing art. Flamenco is well-known for its haunting songs, rapid dance steps and colourful costumes. A performance of flamenco will treat the audience to an exciting cultural experience. Overall, flamenco is (8) \_\_\_\_\_ only music and dance, but it is also a way of life because it expresses the love and passion that human beings cannot live without.

C. Complete the second sentence in your notebook. Use the word in bold without changing it. 📝

- The worst thing about not knowing a foreign language is not being able to communicate with people from different countries. **disadvantage**  
The greatest \_\_\_\_\_ with people from different countries.
- "How about going to the new Chinese restaurant for dinner on Friday?" said Julie. **going**  
Julie \_\_\_\_\_ for dinner on Friday.
- I'm so tired that I don't want to go anywhere! **feel**  
I'm so tired that \_\_\_\_\_ anywhere!
- When I was a little girl, I played with my brother's toys. **used**  
When I was \_\_\_\_\_ my brother's toys.
- How long is it since they left? **leave**  
When \_\_\_\_\_?
- The next Formula 1 race will be held in Spain. **take**  
The next Formula 1 race \_\_\_\_\_ in Spain.

## WRITING

Organizujesz urodziny przyjęcie niespodzianek dla swojej koleżanki Emmy. Zaprosiłeś / zaprosiłaś wszystkich jej przyjaciół ze szkoły. Jeden z nich napisał do ciebie e-mail, prosząc o dodatkowe informacje. Napisz do niego odpowiedź, w której:

- podziękujesz za przyjęcie zaproszenia,
- poinformujesz, co mogłoby być dobrym prezentem dla Emmy,
- poinstruujesz, jak dotrzeć pod podany adres z centrum miasta,
- wyjaśnisz, jak długo ma trwać przyjęcie.

Podpisz się jako XYZ. W zadaniu nie jest określony limit słów. 📝

## SPEAKING

### 1

A. Work in pairs. Act out the conversations. 📝

- Uzyskiwanie, udzielanie informacji  
W mieście, które dobrze znasz, spotykasz obcokrajowca. Pyta cię on / ona o drogę do centrum.
  - Powiedz mu / jej, jak tam dotrzeć.
  - Doradź mu / jej, gdzie może kupić drobne upominki.
  - Zapytaj go / ją, czy jeszcze czegoś potrzebuje.
- Relacjonowanie wydarzeń  
Właśnie wróciłeś z pierwszych zajęć w szkole językowej w Londynie. Podziel się wrażeniami:
  - co robiłeś na pierwszej lekcji,
  - co wam się najbardziej podobało,
  - co się wydarzyło podczas przerwy na lunch.

3. Negocjowanie

Ze swoim kolegą / swoją koleżanką ze Szkoły rozmawiasz na temat stylu życia młodych ludzi w różnych krajach. On / ona uważa, że młodzież prowadzi bardzo aktywny tryb życia, ty jesteś odmiennego zdania.
 

- Wyraź swoją opinię na ten temat i uzasadnij ją.
- Nie zgódź się ze swoim rozmówcą, podając argument.
- Zgódź się z jego / jej kolejnym argumentem, ale pozostaj przy swoim zdaniu.

B. Describe the picture and answer the questions.



- Why do you think the woman is riding a bike?
- Is your lifestyle healthy or unhealthy? Why?

### 2

A. Answer the following questions in pairs.

- What countries would you like to visit in the future?
- Do you find learning foreign languages easy or difficult? Why?
- Would you like to change your lifestyle? Why / Why not?

B. Act out the following conversation.

#### Uczeń A

W czasie pobytu za granicą rozmawiasz ze swoim kolegą/koleżanką o planowanej wyprawie do Australii. Poniżej podane są cztery kwestie, które musisz poruszyć w rozmowie. 📝

Miejsca, które chciałbyś/chciałabyś zobaczyć

Środki transportu

Zakwaterowanie

Koszty podróży

#### Uczeń B

Wysłuchaj wypowiedzi Ucznia A i w zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do rozmowy poniższe punkty:

- ➔ Poproś Ucznia A o bardziej szczegółowe informacje dotyczące miejsc, które chce zobaczyć w czasie wycieczki.
- ➔ Zakwestionuj niektóre z pomysłów Ucznia A, tak by podał inne propozycje.
- ➔ Poproś Ucznia A o przedstawienie planu wycieczki.
- ➔ Poproś Ucznia A o zaprezentowanie swoich propozycji z uwzględnieniem kosztów.
- ➔ Poproś Ucznia A o podzielenie się swoim doświadczeniem w kwestii podróży zagranicznych.

C. Work in pairs. Describe the picture and answer the following questions. 📝



- Why do you think the man in the picture has decided to spend his time like this?
- What factors have the greatest influence on people's lifestyles?
- Have you ever changed anything in the way you live?

## Developing Skills

### D. Discuss in pairs.

Rozmawiacie z Waszą przyjaciółką z Wielkiej Brytanii na temat najlepszych metod nauki języków obcych (patrz metody przedstawione na zdjęciach 1, 2 i 3).

- Wybierzcie metodę, która Waszym zdaniem jest najbardziej efektywna, i uzasadnijcie swój wybór.
- Wyjaśnijcie, dlaczego odrzucać pozostałe propozycje. 📧



Zdjęcie 1



Zdjęcie 2



Zdjęcie 3

1. How many languages can you speak? How did you learn them? Why?
2. How important is it to speak foreign languages in today's world? What is the value of learning these?
3. What is the most difficult part of learning another language? Why do some people have more difficulty than others when it comes to learning languages?
4. Do you know any words that are the same across different languages? Why do you think this happens?
5. Is it important to also know a few things about the culture of the language you are learning to speak? Why / Why not?

## Heroes

Tematy z katalogu podstawy programowej:

- ▶ Kultura - twórcy i ich dzieła
- ▶ Człowiek - cechy charakteru i problemy etyczne



### Discuss:

- ▶ When you hear the word 'hero', who comes to your mind?
- ▶ What do you prefer reading, history books or adventure stories? Why?



### In this module you will learn...

- ▶ to talk about fictional heroes, historical figures, everyday heroes and their achievements
- ▶ how to use appropriate tenses to talk about past events and situations
- ▶ how to make comparisons
- ▶ how to define people, places, things and ideas and give additional information about them
- ▶ how to describe a person
- ▶ how to tell a story
- ▶ to write an informal email including a narrative
- ▶ skills and strategies that will help you in exams



### In this module you will practise the following types of tasks:

- ▶ pp. 26-27 **reading** (ex. C): multiple choice (zadanie wielokrotnego wyboru – znajdowanie w tekście określonych informacji)
- ▶ p. 30 **speaking**: discussing heroes (wypowiedź na podstawie materiału stymulującego)
- ▶ p. 31 **writing**: a description of a person (opisywanie ludzi)
- ▶ pp. 36-37 **writing**: an informal email (mail prywatny, opowiadanie o czynnościach, doświadczeniach i wydarzeniach z przeszłości i teraźniejszości)
- ▶ p. 39 **round-up**: ex. D multiple choice (posługiwanie się zasobami środków językowych w określonym kontekście)
- ▶ ex. E open cloze (zadanie z lukami)
- ▶ p. 40 **listening**: multiple choice (zadanie wielokrotnego wyboru – znajdowanie w wypowiedzi określonych informacji)
- ▶ pp. 41-44 **Developing Skills**  
**listening**: matching (dobieranie, znajdowanie w wypowiedzi określonych informacji)  
**English in use**:  
 ex. A multiple choice cloze (zadanie z lukami)  
 ex. B sentence transformation (transformacje)  
**writing**: an informal letter (list prywatny, stosowanie nieformalnego stylu wypowiedzi)  
**speaking**: presentation and discussion (wypowiedź na podstawie materiału stymulującego)
- ▶ p. 197 **Skills Practice**  
**reading & writing** (ex. C): summary gap-filling (uzupełnianie streszczenia brakującymi słowami – przekazywanie w języku obcym informacji sformułowanych w języku obcym)