

MATURA Prime Time plus



Podręcznik przygotowujący do nowej matury

Upper Intermediate



Virginia Evans
Jenny Dooley

Student's Book

**Matura
2015**



Express Publishing

MATURA Prime Time **plus**

Upper-intermediate

Student's Book

Virginia Evans – Jenny Dooley



Express Publishing

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Starter module

Jobs

1 a) Match the words to form jobs.

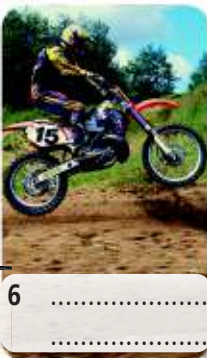
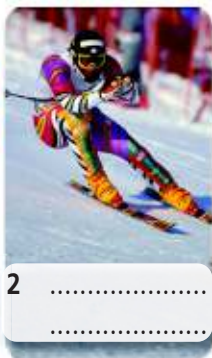
1	video game	A	counsellor
2	flight	B	chaser
3	secret	C	walker
4	sales	D	attendant
5	camp	E	shopper
6	police	F	coach
7	dog	G	assistant
8	storm	H	tester
9	sports	I	officer

b) What job would you like to do?

Extreme Sports

2 Label the pictures.

- street luge • speed skiing • windsurfing
- mountain biking • paragliding • motocross
- white-water rafting • rock climbing



Entertainment

3 Fill in: *audience, scene, scenery, lighting, performance, curtain, stage, props, fame, icon.*

- Kylie Minogue is still a reigning in the world of pop music.
- He's in charge of painting the for the play.
- The twist at the end of the play was a complete surprise for the
- A lot of child actors achieve at a very young age.
- The lead actor gave an excellent
- Actors need to know the plan so they know where to stand.
- At the beginning of the play there were no actors on the
- They brought down the at the end of the play.
- The final of the film was very dramatic.
- When the curtain rose the only on stage were a table, a chair and a glass.

The Internet

4 Fill in: *interface, engine, account, login, profile, browse, sign up, community.*

- Alex set up an email so that we could keep in touch.
- My favourite search is Google.
- This social network seems to be a very tight-knit
- You have to type in your name to open your account.
- You can personalise your in a number of ways.
- You can to get their e-newsletter.
- This program has a much more user-friendly than a lot of others I've used.
- You can for new contacts by name or location.

Starter module

The Weather

5 Circle the odd one out.

- 1 **SNOW:** blizzard – breeze – hail – sleet
- 2 **RAIN:** tornado – flood – shower – drizzle
- 3 **WIND:** gale – tornado – breeze – storm
- 4 **TEMPERATURE:** boiling hot – chilly – sunny spells – freezing cold

Health Issues

6 Fill in: *strain, loss, thumb, swelling, rash, infection, shoulder, upset, immune, insomnia, watery, sickness.*

- 1 We need a healthy system to fight off infections.
- 2 The went down after he put an ice-pack on the injury.
- 3 My mum gets terrible travel , so she rarely goes anywhere.
- 4 Jean gets eyes and a runny nose because of her hay fever.
- 5 We should take regular breaks from the computer screen to prevent eye
- 6 Roland got a strain playing tennis last week; now he can't move his arm.
- 7 My uncle suffered hearing because he worked with loud machinery.
- 8 I got an itchy on the side of my face after I borrowed my friend's mobile phone.
- 9 She's not getting enough sleep because she has
- 10 The cut from that rusty nail gave me a skin
- 11 He had a terrible stomach after he ate curry last night.
- 12 Sending a lot of SMS messages can cause arthritis.

Appearance & Character

7 Circle the odd one out.

- 1 middle aged – old – teenager – plump
- 2 well-built – overweight – skinny – medium
- 3 neck – beard – moustache – hair
- 4 curly – wavy – pierced – straight
- 5 wrinkles – freckles – tattoo – eyebrows
- 6 patient – generous – outgoing – blonde

The Environment

8 Fill in: *global, fossil, greenhouse, lose, caps, threat, temperature, extinct.*

- 1 Sea levels will rise and cause widespread flooding if the polar ice melt.
- 2 A rise in will cause more heatwaves.
- 3 warming is one of the biggest issues facing our planet today.
- 4 We will need to find an alternative power source when fuels run out.
- 5 Carbon dioxide is a gas which traps heat above the earth.
- 6 Our way of life is under because of the changing climate.
- 7 Deforestation is causing a number of species to their habitats.
- 8 Soon a number of plants and animals could become like the dinosaurs.

Everyday English

9 Choose the correct response.

- 1 A: What was the performance like?
B: a Not really. b It was fantastic.
- 2 A: What seems to be the problem?
B: a It's my shoulder. b I'm afraid it's infected.
- 3 A: What does he do for a living?
B: a He works shifts. b He works as a nurse.
- 4 A: I'll make sure it doesn't happen again.
B: a You're welcome.
 b Thanks. I'd really appreciate that.
- 5 A: If we offer you the job, when can you start?
B: a I'll be in touch. b Immediately.
- 6 A: Do you want to go out later?
B: a Sure! b It was nothing special.
- 7 A: Hello. I'd like to book a room, please.
B: a Your booking reference is 2223344.
 b Certainly. Which dates, please?
- 8 A: Should I come and see you again?
B: a Yes, it's very red. b Only if it gets worse.
- 9 A: What day?
B: a 12 Merton St. b 19th July.
- 10 A: You look nice. Is something different?
B: a I got a new haircut.
 b You've grown your hair.

Vocabulary: world events, volcanoes, accidents & injuries, types of TV programmes, rare weather phenomena, disasters

Grammar: present & past tenses (revision); past perfect & past perfect continuous; quantifiers

Everyday English: deciding what to watch on TV

Intonation: echo questions

Phrasal verbs: *back, call, carry*

Word formation: compound adjectives

Writing: a story

Culture Corner: Hurricane Katrina: The tragedy of New Orleans

Curricular (Geography): Tsunamis

Module 1

Breaking news

Vocabulary

World events

1 Listen and say.

- technological invention
- volcanic eruption
- huge tropical storm
- mine collapse
- earthquake
- tsunami

2 a) Look at the events in the pictures and complete the sentences with: *hit, rescued, launched, caused, erupted.*

b) Match the events in Ex. 1 to the pictures (A-E).

3 Listen to extracts from two news reports. Which of the events in the headlines is each about?

OVER TO YOU!

Close your books and say a few things you remember about the events that have happened in the 21st century so far.



In 2002, the Microsoft Corporation 1) the first ever tablet PC.

In 2010, 33 men were 2) from a collapsed mine in the Atacama Desert, Chile.



In 2005, Hurricane Katrina 3) massive flooding and loss of life in New Orleans, USA.



In 2010, the Eyjafjallajökull volcano in Iceland 4) and people had to evacuate.




In 2011, a 9.0 earthquake 5) Japan followed by a huge tsunami that killed thousands of people.


1a Volcano chasers

Vocabulary

Volcanic eruptions

- 1  Listen and say. Use the picture and the captions to tell the class what happens when a volcano erupts.

Listening & Reading

- 2 a) Read the title of the text, the introduction and the first sentence in each paragraph. What is the text about?
 Listen, read and check.

Check these words

volcano, erupt, grab, heat, burn, lava flow, ground shakes, deafening roar, take off, acid, flaming hot lava, freelance, stunning photograph, in high demand, dedicated, dormant volcano, steam, block the view, mystify, be worth it, be on the scene, spectacular shot, lava fountain, jet of lava, shoot up, shelter, boulder, take precautions, poisonous gas, sharp, admit, matter of survival

In the Heat of the Moment

When a volcano erupts, most people want to get as far away as possible, as quickly as they can! German engineer Martin Rietze, on the other hand, grabs his camera and tries to get as close as he can and stay alive at the same time!

He's so close that he can feel the heat burning his face even through his gas mask. The lava flow is about a metre away and it's getting closer every second. The **ground** beneath his feet is **shaking** and there is a deafening roar like a plane taking off. He can't stay this close for too long because the gases and acids will destroy his camera, but Martin Rietze waits just long enough to see flaming hot lava and ash explode out of the nearby crater – and gets the perfect shot.

Martin is a **freelance** photographer whose stunning photographs of volcanic eruptions are in high demand with newspapers and magazines all over the world. He is one of a small but **dedicated** group of volcano chasers. When a dormant volcano becomes active, they book the first flight to be as near as possible to it, set up camp and wait, sometimes for as long as two weeks. It takes a lot of patience as a volcano can erupt at any time, night or day, and clouds, fog and steam often **block** the view. The final results though, like Martin's shots of volcanic lightning – a phenomenon that still **mystifies** scientists – are definitely worth it!

When the Eyjafjallajökull volcano in Iceland erupted in 2010 and ash clouds closed airspace over Northern Europe, Martin was already on the scene for some of his most spectacular shots. After spending three sleepless nights in freezing temperatures, Martin got within three feet of the lava flow and even took photos of lava fountains – jets of lava that shoot up as high as a thirty-storey building! He didn't get any sleep because the volcano was throwing out rocks the size of cars, so for most of the time he was **sheltering** behind a large **boulder**!

Martin says that he's had more accidents when mountain climbing than volcano chasing, but that doesn't stop him from taking **precautions** because this is a job where safety is a priority. Goggles and a gas mask provide protection from poisonous gases, but gloves are just as important because fresh lava can be as sharp as a knife. Volcano chasing is quite risky. As Martin admits, "One has to know when it is safe to come near and when it is a matter of survival to stay away – sometimes many kilometres away!"

Ash and gas fly up into the atmosphere.

Rocks and lava erupt out of the **crater**.

Lava pushes through **vents** in the side of the volcano.

- b) **MATURA P** Now read the text again and for questions 1-5, choose the best answer A, B, C or D. Justify your answers.

- 1 Martin Rietze can't stay near a volcano for a long time because
 - A it's bad for his equipment.
 - B he can't stand the heat.
 - C it's too loud.
 - D it's dangerous for his health.
- 2 Volcano chasers have to be
 - A very active.
 - B talented scientists.
 - C patient.
 - D freelancers.
- 3 When the Eyjafjallajökull volcano erupted, it was difficult for Martin to
 - A get a flight to Iceland.
 - B find somewhere to stay.
 - C get close enough to take good photos.
 - D protect himself from flying rocks.
- 4 It seems that Martin
 - A doesn't take enough safety precautions.
 - B understands the risks he's taking.
 - C often gets injured.
 - D underestimates the dangers of volcano chasing.
- 5 Martin suggests that
 - A he sometimes takes photos when he knows it's too dangerous.
 - B volcano chasing is for anyone.
 - C volcanoes aren't as dangerous as people think.
 - D a volcano is sometimes too dangerous to photograph up close.

- 3 Match the words in bold in the text to their synonyms. What part of speech is each? *rock, earth, devoted, puzzles, moving up and down, not employed by others, prevent you from seeing, hiding, safety measures.*

- 4 Use words from the **Check these words** box in the correct form to complete the sentences.

- 1 The 3300 ft Chilean Chaiten v..... e..... last Thursday for the first time after thousands of years of causing earth tremors.
- 2 The d..... r..... scared people who hurried to evacuate the area.
- 3 The d..... v..... awoke after 9,000 years of silence.
- 4 P..... g..... caused breathing problems for residents.
- 5 F..... h..... l..... started flowing down the volcano.
- 6 Clouds of steam and ash b..... the v..... for miles, making it difficult to see.

Grammar Tense revision

see pp.
GR 1-4

- 5 Put the verbs in brackets in the *present simple, present continuous, past simple, past continuous* or the *present perfect*. Give reasons. Are there similar structures in Polish?

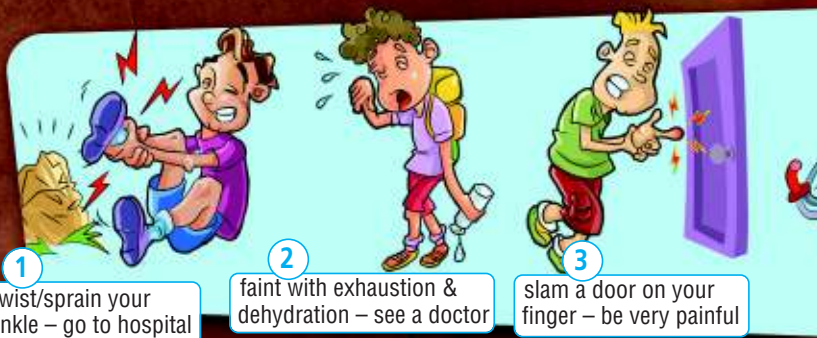
- 1 John (trip) and (cut) his knee as he (walk) up the volcano.
- 2 Martin (not/reach) the crater yet.
- 3 Look at the volcano. Huge rocks (explode) out of the crater!
- 4 They (go) volcano surfing tomorrow.
- 5 Luke often (go) mountain climbing.
- 6 We (leave) for Chile next Monday.
- 7 People (look) at the volcano as lava (flow) down during the eruption last night.

- 6 Use the adverbs to make sentences about you: *every day, last week, at this time last Monday, ago, yet, now, for a month, already, since last weekend.*

Speaking & Writing

- 7 **THINK!** Imagine you are Martin Rietze and you are close to an erupting volcano. What has happened? What can you hear and see? How do you feel? In three minutes, write a few sentences on the topic. Read them to the class or your partner. Start like this: *The volcano has just erupted. I can hear ...*

1b Amazing escape



1 twist/sprain your ankle – go to hospital

2 faint with exhaustion & dehydration – see a doctor

3 slam a door on your finger – be very painful

Vocabulary Accidents & injuries

- 1 a) Listen and say.
- b) Have you ever had any accidents similar to these? Tell the class what happened.

I once slammed a door on my finger at home. I had to go to hospital.

Check these words

remote, canyon, sacrifice, climbing gear, first aid kit, crack, disaster struck, boulder, trap, canyon wall, struggle, get free, chip away at, exhaustion, dehydration, delirious, blunt penknife, administer first aid, be missing, notify authorities, rescue crew, live life to the fullest, prosthetic arm, motivational speaker, disabled athlete, troubled teenager, desperate struggle, loved ones

Reading

- 2 a) Look at the picture and read the title and the introduction. What sacrifice do you think Aron had to make? Read to find out. What is the author's intention?

Trapped!

When 27-year-old Aron Ralston set out to climb in the remote Blue John Canyon in Utah one Sunday in May 2003, he had no idea that he would have to make an incredible sacrifice to stay alive.

Aron had gone climbing alone many times before, only this time, he hadn't told anyone where he was going and he didn't even take his mobile phone. Apart from his climbing gear, Aron carried only a backpack containing a small first aid kit, a knife, a video camera, one litre of water, and a few snacks. He felt sure he would be back before nightfall.

Aron had been climbing all day and was about to stop, but as he was crossing a 1-metre wide crack in the canyon, disaster struck; a 365-kilo boulder moved and trapped his arm against the canyon wall. **1** There was no way he could move.

At first Aron hoped that help would arrive, but nobody came. He struggled to get free, and using his penknife, tried to chip away at the boulder without success.

2 Aron used his video camera to keep a video diary and then to record a goodbye message to his parents. Fighting exhaustion and dehydration, Aron became more and more delirious.

On the fifth day, Aron reached a decision to do the one thing – the only thing – that could save his life: to cut off his own arm. **3** He used his body

weight to bend his arm until he felt it break. Then, using his blunt penknife, he slowly cut through his arm. The whole procedure took an hour. He administered first aid to himself, then he fixed a rope to the rock and climbed down nearly 21 metres to the canyon floor. After hiking 8 km, he came across a Dutch family who gave him water and helped him to walk on.

Meanwhile, Aron's friends and family had realised he was missing and notified authorities who found out Aron had used his credit card to buy groceries in Moab, Utah. When a rescue helicopter crew finally spotted him, the rescuers were amazed to see Aron walking back to his truck. He hardly needed them to rescue him!

4 With his prosthetic arm, he has become a better climber than before his accident. He also works as a motivational speaker, helping disabled athletes and troubled teenagers. In 2010, a blockbuster film came out about his experience called *127 hours*, the exact amount of time he spent trapped. Aron still revisits Blue John Canyon to remember his desperate struggle to survive and return to his loved ones.



Grammar

see
p. GR 4

Past perfect & past perfect continuous

- 4 Read the theory and find examples in the text in Ex. 2. Are there similar structures in Polish?

- b) **MATURA R** Read the text again. Five sentences are missing. Match the sentences (A-E) to the gaps (1-4). There is one extra sentence. Justify your answers. What style is the text written in?

- A It crushed Aron's arm so tightly he could only feel his fingertips.
B If he didn't rescue himself now, he wouldn't have the strength to do it later.
C It was a struggle for him to get free.
D Aron hasn't let his accident stop him from living life to the fullest.
E Four days and freezing cold nights passed with Aron in terrible pain and surviving on just sips of water and pieces of chocolate.

- 3 Complete the summary using words/phrases from the **Check these words** box in the correct form.

Aron Ralston, an experienced climber, went on a trip into the remote Blue John 1)
He hadn't told anyone where he was going and he only had a knife, a small 2), a video camera, and a few snacks with him. Unfortunately, 3) while he was crossing a three-foot-wide crack in the canyon. A 4) slipped and trapped his arm against the canyon wall. He 5) to get free, but he couldn't. He was trapped for five days and he suffered from 6) and 7) He decided to cut off his own arm using a 8) to free himself. Meanwhile, his family had 9) who managed to find him walking to his truck. Today, he has a 10) that helps him lead a normal life.

We use the **past perfect** (had/hadn't + past participle) for an action that happened before another action in the past. *He **had left** before she arrived.*

Time expressions: before, after, until, by the time, already, yet

We use the **past perfect continuous** (had/hadn't + been + verb -ing) for an action that had been happening for a period of time before another action in the past. *She **had been waiting** for ten hours before help arrived.*

Time expressions: for, since

We can use the past perfect or the past perfect continuous for an action which finished in the past and whose results were visible in the past. *They **were very happy** because they **had managed** to reach the top of the mountain. He **was very tired**. He **had been hiking** all day.* (emphasis on duration)

- 5 Put the verbs in the **past perfect** or the **past perfect continuous**.

- 1 By the time we arrived at the canyon, it
..... (stop) snowing.
2 Jane's feet were aching because she
..... (walk) since early that morning.
3 Most people (leave) before the volcano erupted.
4 Simon got lost because he
(not/take) a map with him.
5 Julia and Amy were soaking wet because they
..... (hike) in the rain.

- 6 Use the phrases to make sentences. Put the verbs in **bold** in the **past perfect** or the **past perfect continuous**. Use the adjectives in the phrases to talk about you.

- 1 Jeff/happy – win first prize; 2 Lucy/tired – **work**/all morning;
3 Betty/sad – fail the test; 4 they/exhausted – **dig** the garden/all day;
5 Mark/thrilled – **graduate** from college

*I was happy because I **had passed** my test. I was tired because ...*


Speaking & Writing

- 7 Listen and read the text. Imagine you are interviewing Aron for a TV show. Prepare questions and answers. Present your TV interview to the class.

*TV Presenter: Aron, great to have you on the show! Now, was this the first time you **had gone** climbing alone? etc*

- 8 **THINK!** Did Aron's decision surprise you? Why? Do you agree with his decision? In three minutes, write a few sentences. Tell your partner or the class.

1c Culture Corner

1 How do you think Hurricane Katrina affected New Orleans?
 Listen and read to find out.

2 **MATURA P** Read the information for the tourists. Match the correct heading (A-F) to each part of the text (1-4). Write the appropriate letter in each box. Two headings are extra and do not match any of the parts of the text. What is the author's intention?

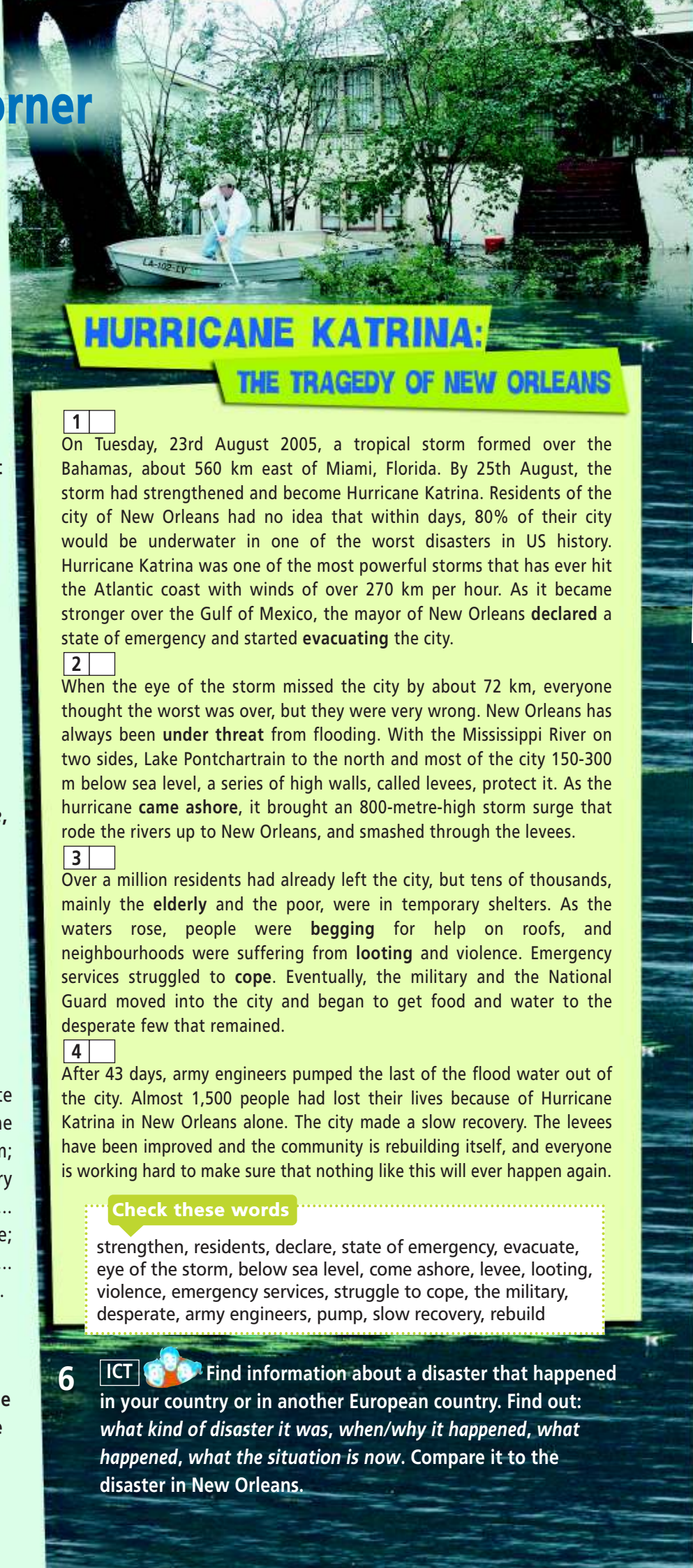
- A SURROUNDED BY WATER
- B GATHERING STRENGTH
- C COLLAPSING BUILDINGS
- D MOVING ON
- E NO WARNING
- F A DESPERATE SITUATION

3 Match the words in bold with their meanings: *broke, manage, moved from the sea to land, sending people to a place of safety, old people, in danger, asking anxiously, stealing, announced.*

4 Fill in: *threat, recovery, beg, declare, shelters, pump, tropical, level, rise, struggle, lose, eye.*

1 storm; 2 a state of emergency; 3 the of the storm; 4 be under from; 5 below sea; 6 in temporary; 7 waters; 8 for help; 9 to cope; 10 water out; 11 their lives; 12 make a slow

5 **THINK!** Imagine you lived through Hurricane Katrina. Use the phrases in Ex. 4 to narrate your experience to the class either in English or in Polish.



HURRICANE KATRINA: THE TRAGEDY OF NEW ORLEANS

1 ☐

On Tuesday, 23rd August 2005, a tropical storm formed over the Bahamas, about 560 km east of Miami, Florida. By 25th August, the storm had strengthened and become Hurricane Katrina. Residents of the city of New Orleans had no idea that within days, 80% of their city would be underwater in one of the worst disasters in US history. Hurricane Katrina was one of the most powerful storms that has ever hit the Atlantic coast with winds of over 270 km per hour. As it became stronger over the Gulf of Mexico, the mayor of New Orleans **declared** a state of emergency and started **evacuating** the city.

2 ☐

When the eye of the storm missed the city by about 72 km, everyone thought the worst was over, but they were very wrong. New Orleans has always been **under threat** from flooding. With the Mississippi River on two sides, Lake Pontchartrain to the north and most of the city 150-300 m below sea level, a series of high walls, called levees, protect it. As the hurricane **came ashore**, it brought an 800-metre-high storm surge that rode the rivers up to New Orleans, and smashed through the levees.

3 ☐


Over a million residents had already left the city, but tens of thousands, mainly the **elderly** and the poor, were in temporary shelters. As the waters rose, people were **begging** for help on roofs, and neighbourhoods were suffering from **looting** and violence. Emergency services struggled to **cope**. Eventually, the military and the National Guard moved into the city and began to get food and water to the desperate few that remained.

4 ☐

After 43 days, army engineers pumped the last of the flood water out of the city. Almost 1,500 people had lost their lives because of Hurricane Katrina in New Orleans alone. The city made a slow recovery. The levees have been improved and the community is rebuilding itself, and everyone is working hard to make sure that nothing like this will ever happen again.

Check these words

strengthen, residents, declare, state of emergency, evacuate, eye of the storm, below sea level, come ashore, levee, looting, violence, emergency services, struggle to cope, the military, desperate, army engineers, pump, slow recovery, rebuild

6 **ICT**  Find information about a disaster that happened in your country or in another European country. Find out: *what kind of disaster it was, when/why it happened, what happened, what the situation is now.* Compare it to the disaster in New Orleans.

	Channel 1	Channel 2	Channel 3
5.30	Backyardigans – children's programme	The Simpsons – cartoon	Jamie's 30-minute Meals – cooking programme
6.00	The Bold and the Beautiful – soap opera	2 Wild! – wildlife programme	Sportsline – sports programme
6.30	The Daily Show – talk show	Hurricane Katrina – documentary	How I Met your Mother – sitcom
7.00	American Idol – talent show	Big Brother – reality show	Deal or No Deal – game show
8.00	News & Weather	Grey's Anatomy – hospital drama	CSI: New York – police drama

- 4** Find sentences in the dialogue which mean: *Actually, I'm enjoying it. – Is there another option? – I think I'd enjoy that. – No problem.*

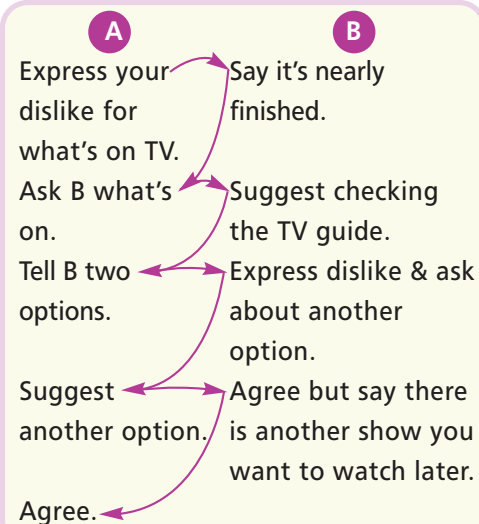
Intonation: echo questions

- 5** Replace the underlined words with *what, how much, how long, or what time.*
 Listen and check. Listen again and say.

- He's watching a horror film.
He's watching a what?
- It's a documentary about floods.
- The film's on at 10 o'clock.
- He's paid \$10,000 a show.
- The Simpsons* have been running for over 20 years.

Speaking

- 6** It's 5:50. Decide what to watch on TV. Use the sentences in Ex. 2 and the TV guide to act out your own dialogue. Follow the plan.



- 1** Look at the TV guide. Which are your favourite/least favourite TV programmes? Why? Use the adjectives/phrases *boring, interesting, educational, funny, relaxing, exciting, thought-provoking, silly, predictable, a waste of time*, and your own ideas and tell your partner.

I enjoy documentaries because I find them interesting and educational, but I hate ...

- 2** Listen and say. Pay attention to the intonation.
- What are you watching this for? • It's nearly finished.
 - What's on later? • Why don't you look in the TV guide?
 - I like the sound of that. • Isn't there anything else on?
 - As long as we can change the channel at 8. • That's fine with me!
- 3** Listen and read the dialogue. What do Andy and Becky decide to watch on TV? What TV show starts at 8? Is the dialogue formal or informal?

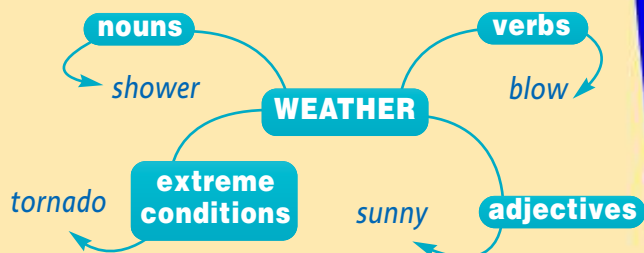
Andy: What are you watching this for? Documentaries are boring!
 Becky: I happen to find it interesting. Anyway, it's nearly finished.
 Andy: What's on later?
 Becky: I don't know. Why don't you look in the TV guide?
 Andy: OK. Well, after this there's a reality show on Channel 2 or a game show on Channel 3.
 Becky: I can't stand game shows and I don't like reality shows either. Isn't there anything else on?
 Andy: American Idol is on Channel 1. We can watch that.
 Becky: What is it?
 Andy: It's a talent show.
 Becky: OK. I like the sound of that! As long as we can change the channel at 8. I want to see CSI.
 Andy: OK. That's fine with me!

1e Weird weather

Vocabulary

Weather phenomena

- 1 In three minutes, complete the word map with as many words as you can. Compare with your partner.



- 2 **THINK!** Close your eyes and listen to the music and sounds. What is the weather like? What can you hear, see, feel, smell? Tell the class.

- 3 Listen and say. Have you heard of any of these phenomena? Which can you see in the pictures?

- raining animals • giant hailstones • pink snow
- red rain • a never-ending lightning storm
- ball lightning • a fire tornado • blue moon
- a moonbow (lunar rainbow)

Reading & Listening

- 4 Read the title of the text and the subtitles. Which of the weather phenomena are they about?

Listen and read to find out. What is the author's purpose?

- 5 Read again and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say). Justify your answers.

- 1 It rains a lot in Catatumbo, Venezuela.
- 2 It's possible that the Catatumbo lightning is helping the Earth.
- 3 Ball lightning appears for longer than normal lightning.
- 4 Fire tornados can happen when a fire is very hot and it's windy.
- 5 They don't happen very often.
- 6 The rain of fish is a new phenomenon.
- 7 Strong winds probably cause it.

Strange weather we're having!

Most of us are interested in the weather forecast; do we need to wrap up warm today or take an umbrella or our sunglasses when we go out? But imagine if you heard that a never-ending lightning storm was on its way, or a shower of animals! This might sound crazy but, believe it or not, these kinds of weird weather phenomena actually happen ...

Heavy weather

Some people are used to extreme weather conditions.

This is the case for those who live in the area where the Catatumbo River meets Lake Maracaibo and has dark clouds covering it most of the year. For centuries, these clouds constantly crash into each other and cause violent lightning storms that can last up to ten hours and occur between 140 and 160 nights a year. They call it 'the never-ending lightning storm'. However, every cloud has a silver lining; this lightning activity produces nitrogen oxide which probably helps to restore the ozone layer. Another kind of rare lightning is ball lightning. This is a ball of brightly coloured light which usually occurs during thunderstorms but lasts longer than a lightning bolt. Sometimes the ball even explodes and leaves behind a smell, but the true cause of this phenomenon is a mystery. One sighting hit the news in 1984 when ball lightning entered a Russian aircraft, flew above the shocked passengers, travelled through the aircraft and passed silently out again leaving two holes in the plane.

- 6 Complete the sentences using words from the **Check these words** box in the correct form.

- 1 According to the it will rain this evening.
- 2 If you are out in a, never take shelter under big trees.
- 3 The devastating tsunami in Japan made, shocking people everywhere.
- 4 Most tornadoes in the northern hemisphere in the opposite direction to the hands of a clock.
- 5 A broke out causing the whole area to flood.
- 6 Scientists are working hard to the ozone layer before it is too late.

2

B Fire from the sky

We're all used to hearing about tornados, but imagine if a tornado was a whirling fire storm instead of a wind storm. A fire tornado or a 'fire devil' can happen when high temperatures from a wildfire mix with strong winds. They are usually about 300-450 metres high, but they can sometimes reach 1.6 km in height! A fire tornado made world news in 2010 in Brazil when astonished motorists watched one spin and burn its way through fields by a highway. In 1923, the Great Kanto Earthquake in Japan ignited the largest fire tornado in history, killing 38,000 people in 15 minutes. Luckily, fire tornados are very rare.

C A watery tale

Have you ever heard the saying, 'it's raining cats and dogs'? Well, what about frogs, fish, jellyfish or even snakes? Believe it or not, there have been many stories throughout history of it raining animals. One explanation is that strong winds or a tornado could pick them up and drop them far away. The rain of fish has been happening every summer in the region of Yoro, Honduras, for over a century. Witnesses say that there is usually a violent storm, then afterwards there are hundreds of living fish on the ground which people take home, cook and eat! Many local people believe that this is a miracle, but some scientists disagree; they believe that the fish are from underground rivers and that the storms somehow bring them up above ground.

3

Study skills**Idioms**

Learning idioms improves your ability to read in English and understand colloquial conversation. Compare idioms in the English language to idioms in your language. This will help you remember them.

Weather idioms

- 7 a) Match the idioms (1-5) with their meanings (A-E). Are there similar ones in Polish?

- | | | |
|---|--------------------------|---------------------------------|
| 1 | <input type="checkbox"/> | raining cats and dogs |
| 2 | <input type="checkbox"/> | every cloud has a silver lining |
| 3 | <input type="checkbox"/> | fair-weather friend |
| 4 | <input type="checkbox"/> | in a fog |
| 5 | <input type="checkbox"/> | is under the weather |

- | | |
|---|---|
| A | however bad the situation is, something positive always comes from it |
| B | confused, puzzled |
| C | someone who is only around when things are good |
| D | pouring with rain |
| E | feels a bit ill |

Check these words

weather forecast, wrap up warm, never-ending, lightning storm, weather phenomena, constantly, crash into, violent, silver lining, nitrogen oxide, restore, ozone layer, occur, whirling, temperature, wildfire, make world news, astonished, spin, ignite, rare, region, witness, violent storm, miracle, underground river, above ground

- b) Use the idioms to complete the gaps.

- 1 Take your big umbrella with you. It is outside!
- 2 Go help Bill. He's..... !
- 3 Jane always leaves when there's a problem, she's such a
- 4 I found a new job that I like better after losing my old one. You see, !
- 5 Jill today. She's got a cold.

Speaking & Writing

- 8 Tell your partner four things you have learnt from the text either in English or in Polish.

- 9 **THINK!** Imagine you have experienced one of the weird phenomena in the texts. In three minutes, write about your experience and feelings. Tell the class. Start like this: *I'm in the region of Yoro, Honduras. It has been raining since morning. Right now it's ...*

1f Disasters

Vocabulary & Reading

- 1 a) Read the headlines and fill in: *CLOSED DOWN, WASHES AWAY, RUNNING WATER, UNDERSEA, STRIKES, FORCE, EVACUATED.*
- 🔊 Listen and check. Say the headlines in your language.

**MASSIVE 1)
EARTHQUAKE 2)
OFF THE COAST OF JAPAN**

**10-METRE TSUNAMI
3) HOUSES & CARS**

**4) OF JAPAN QUAKE
MOVES ISLAND BY 2.4 METRES**

**NUCLEAR POWER STATIONS IN
QUAKE AREAS 5)**

**HALF A MILLION JAPANESE
6) THEIR HOUSES & 1.4
MILLION WITHOUT 7)**

- b) Use the headlines to tell the class what you think happened in Japan in March 2011.

In March 2011, an undersea earthquake struck off the coast of Japan. Soon after, ...

- 2 Write down three questions you would like to ask about this disaster then read the text. Can you answer your questions?

The Day the Earth moved

On 11th March, 2011, at 14:46 local time, an undersea earthquake struck off the northeastern coast of Japan. The force of the earthquake, the most powerful in Japan's history, triggered a devastating tsunami. Many thousands of people lost their lives and roads, buildings and entire villages were swept away. The world faced a partial nuclear meltdown and the planet moved on its axis, shortening the length of every day by 1.8 milliseconds. It was a terrible national tragedy that the country will need a great deal of time to recover from.

In the days before the main earthquake, Japan had experienced quite a few foreshocks, some of which exceeded magnitude 7, but nothing could prepare the nation for the main shock, a magnitude 9 quake. It was strong enough to be felt hundreds of kilometres away in Tokyo where buildings shook violently and many office workers ran out onto the streets terrified. 1 Much worse was yet to come as the authorities issued a tsunami warning.

Frantic residents headed for high ground, rooftops or upper floors of buildings. Soon after, a wall of water, 10 m high in some places, rolled across the Pacific Ocean and crashed into the coast.

2 One giant wave even crashed through an airport in Sendai, leaving 1,300 people stranded on the upper floors. The waters reached up to 10 km inland before heading back out to sea, now loaded with debris and leaving a swamp-like landscape of landslides and mud. TV viewers couldn't believe their eyes as these scenes were broadcast around the world.

By this time, many areas were without electricity as pylons had crumbled which caused a major disaster at Japan's nuclear power stations. 3 The government immediately ordered an evacuation of hundreds of thousands of residents. Explosions rocked the plant as courageous technicians struggled to control the damage and prevent a nuclear meltdown.

Over the next few days, a large number of aftershocks continued to shake Japan, causing plenty of problems for rescue teams as they raced to find survivors. Several countries sent relief workers and the world held its breath while it waited to see how the tragedy would end. 4 Over 15,000 people died that day and thousands more were missing. Several amazing tales of survival came to the attention of the world's press, though. A 4-month-old baby girl was pulled alive from the rubble four days after the earthquake. A man was found clinging to his rooftop as it was floating 14 km out at sea 2 days after the tsunami. And there was the Japanese student in California, desperate for news of her lost family, who found them on a YouTube news clip. It showed her sister holding up a sign and sending a desperately-needed message of hope across the world: "We all survived."

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Check these words

strike, devastating, nuclear meltdown, axis, foreshock, exceed, shake, epicentre, authorities, warning, head for, roll across, crash into, loaded (with), debris, landslide, mud, pylon, evacuation, explosion, courageous, technician, struggle, aftershock, relief worker, desperate, collapse, rip apart, blaze, force, sweep away, inland, slam into

3 **MATURA R** Read the text again. Five sentences are missing. Match each sentence (A-E) to a gap (1-4). There is one extra sentence. What is the author's purpose?

- A Closer to the epicentre, buildings collapsed, roads and railways were ripped apart and fires blazed.
- B The evacuation zone around the nuclear power plant was soon increased to 20 km.
- C Sadly, there were hardly any survivors.
- D Without power, the cooling system at the Fukushima No. 1 Plant failed.
- E It washed away houses and cars and hurled ships far inland, carrying them along and slamming them into whatever lay in their path.

4 a) Match the highlighted words with their meanings: *holding on tightly, panicked & frightened, broken into small pieces, started, incomplete, unable to leave, pieces of bricks, stones & other materials, very wet, violently threw.*

b) Translate the first paragraph into Polish.

Grammar Quantifiers

see pp. GR 4-5

- 5** a) Write C (countable), U (uncountable) next to each word.
- 1 not any **C/U**, few, many, a few, most
 - 2 not many, some, a lot of, too many
 - 3 little, too much, very little
 - 4 not much, lots of, a little

b) Choose the correct words in bold. Explain your answers, then make sentences using the other options.

- 1 Were there **any/some** aftershocks after the earthquake?
- 2 Rescue workers found very **few/little** survivors in the rubble.
- 3 **A lot of/Much** people lost their loved ones in the earthquake.
- 4 There was only **a little/a few** water left.
- 5 **Most/Too much** people in the town didn't have **some/any** electricity after the earthquake.
- 6 There wasn't **much/many** hope of finding **any/some** survivors in the burning building.

6 Read the sentences. Which phrase is not possible in each sentence? Which can be followed by: a countable, uncountable noun? Find more examples in the text in Ex. 2.


- 1 There was a **large amount of/a great deal of/a number of/plenty of** rain in the days after the earthquake.
- 2 He heard **quite a lot of/quite a few/a little/plenty of** amazing survival stories after the disaster.
- 3 There were **no/hardly any/any/a small number of** survivors.
- 4 **Much/A large number of/Several/A couple of** nuclear power plants were damaged during the earthquake.
- 5 **All/Several/Every/Each** of them had lost their homes.


7 Fill in: *the whole of, both, neither, either, none*. Check in the Grammar Reference section.

- 1 Anna nor Steve were in Japan when the earthquake struck.
- 2 Sadly, the tsunami and the earthquake caused terrible damage.
- 3 the world was shocked.
- 4 we leave now or wait until they come.
- 5 Lots of people were in the building when the fire broke out, but fortunately of them got hurt.

8 Make sentences based on the text using: *the whole of, a large amount of, hardly any, most people, little hope, a few.*

Speaking & Writing

9 **THINK!**  Listen and read the text. Imagine you were in Japan on the day of the earthquake and tsunami in March 2011. Where were you? What did you see and hear? How did you feel? In a few minutes, write a few sentences. You can use the headlines in Ex. 1a. Tell your partner or the class either in English or in Polish.

10  Draw a picture or find pictures to raise awareness of the victims of the disaster in Japan. Present it/them to the class.

1g Skills



- 1 rail accident
- 2 landslide
- 3 flood
- 4 factory explosion
- 5 road accident
- 6 plane crash
- 7 severe/freak storm
- 8 environmental disaster
- 9 tsunami
- 10 earthquake
- 11 war
- 12 avalanche



Vocabulary Disasters

- 1 a) Listen and say the types of disasters. Which are: *natural? influenced by man?* Which can you see in the pictures?

- b) Which accident/disaster (1-12) best matches each of the headlines (A-H). Which words helped you decide?

- 2 a) Listen to some people describing the disasters in the pictures 1-4. Match the descriptions A-D to the disasters 1-4.
- b) Choose a picture and describe it to your partner in as much detail as possible.

A ☐ TRAIN COLLISION INJURES 50

B ☐ Violent Tremors Hit Capital City

C ☐ Oil Spill Blackens Coast

D ☐ 20 SURVIVORS RESCUED FROM AIRCRAFT

E ☐ Dangerous Blast At Chemical Plant

F ☐ CITY CENTRE BUILDINGS DAMAGED BY HURRICANE

G ☐ Rising River Waters Close Roads

H ☐ Side Of Mountain Collapses Onto Homes

Speaking

Giving bad news & Reacting

- 3 Use the headlines in Ex. 1b and the language in the box to make exchanges, as in the example.

Giving bad news	Reacting
<ul style="list-style-type: none"> Did you hear? There's been ... Did you see/hear about the ... on the news? Have you heard? Guess what happened! You'll never guess what's happened! Look at this! 	<ul style="list-style-type: none"> It's awful, isn't it? Oh no! That's awful/terrible! Really? How horrible! I don't believe it! That's so sad/depressing, etc.

A: *Did you hear? There's been a major train crash and 50 people have been injured.*

B: *It's awful, isn't it?*

Listening

- 4 **MATURA P** You'll hear a radio news report. For questions 1-5, listen and tick (✓) T (true) or F (false). Is the recording formal or informal?

- 1 The train crash happened at lunchtime.
- 2 No one died in the accident.
- 3 The reason for the lights' failure isn't known yet.
- 4 The flood is due to a burst water pipe.
- 5 The town suffered a worse flood last year.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- 5 Choose a disaster which was in the news last month. Prepare a short news report for the local TV station. Talk about: *place, date, event, what happened.*

- 1 What do you know about tsunamis? What else would you like to know? Write down three questions you would like to ask.

🎧 Listen and read to see if you can answer your questions.

- 2 **MATURA P** Read the information for the tourists. Match the correct question (A-F) to each part of the text (1-4). Write the appropriate letter in each box. Two questions are extra and do not match any of the parts of the text.

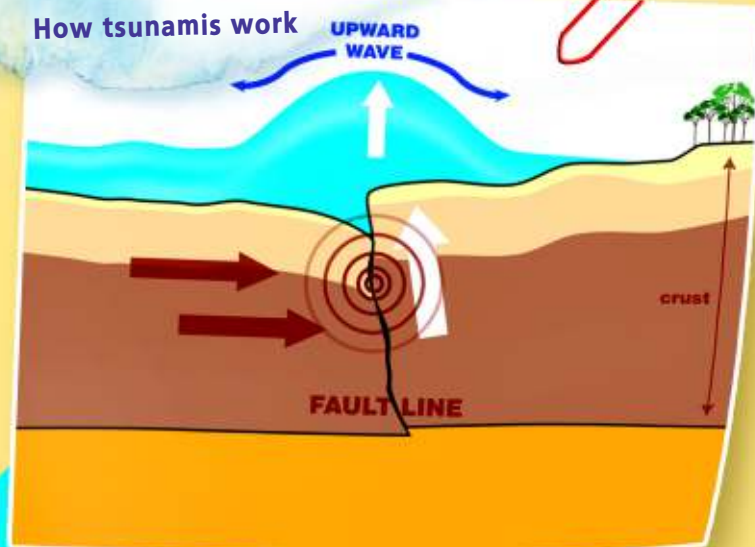
- A Are tsunamis always huge waves?
 B Can we forecast a tsunami?
 C What causes a tsunami?
 D What regions of the world have tsunamis?
 E How destructive is a tsunami?
 F Where does the tsunami go?

- 3 Complete the sentences with words/phrases from the **Check these words** box.

- 1 A tsunami can be caused by a(n) underwater.
 2 When the Earth's move suddenly, an earthquake happens.
 3 A tsunami is similar to throwing a(n) into a lake, but on a much larger
 4 When the water reaches the and comes it destroys everything in its
 5 A tsunami can buildings and destroy ecosystems.

- 4 Tell your partner or write four things you have learnt about tsunamis either in English or in Polish.

How tsunamis work



Tsunami: A wave of disaster

1

A tsunami is a large wave caused by undersea earthquakes, landslides and volcanic eruption.

When an undersea earthquake happens, the Earth's tectonic plates move suddenly downwards or upwards. This usually happens on a fault line and one plate slides below the neighbouring plate causing a large amount of water to be forced upwards.

2

The rising water forms a wave at the surface. Just like when you throw a pebble into a lake, the water ripples outwards. It is the same with a tsunami, but the water doesn't stop moving until it reaches land. As the wave moves towards the land, it increases in speed and strength.

3

Not all tsunamis are giant waves when they hit the shore, though. Many of them arrive as a strong and fast tide. However, the impact of the water often destroys everything in its path. After the initial tsunami hits, there are often other large waves following it, which get smaller over time.

4

Water is a very powerful force and can cause tremendous damage. As well as the loss of life that a tsunami can cause, it can flatten buildings and trees and destroy whole ecosystems.

Check these words

undersea, landslide, volcanic eruption, tectonic plates, fault line, slide, force, pebble, ripple, outwards, shore, fast tide, impact, in its path, initial, tremendous damage, loss of life, flatten, ecosystem

5

ICT



Collect more information about tsunamis.

Use the key word: **tsunami** Present your information to the class.

1 Writing

A story

Writing Tip

Writing stories

Stories can be about real or imaginary situations. They can be in first person (*I, we*) or third person (*he, she, they*). Before we start writing a story, we first decide on the type of story, the main characters and the plot.

In the **first paragraph**, we set the scene (when/where it happened, main characters, weather, what happened first).

In the **main body paragraphs**, we describe the events in the order they happened leading to the climax event (the main event), and the main event. In the **final paragraph**, we write what happened in the end and how the character(s) felt.

We normally use **past tenses** and **time linkers** (*as, when, after, later, while, suddenly, finally*, etc.) to help the reader follow our story. We can also use a **variety of adjectives and adverbs** and **direct speech** to make our story more interesting to the reader.

Study skills

Understanding rubrics

To plan your piece of writing you need to understand the rubric as it contains information on the imaginary situation, the imaginary reader which will help you decide what style you will write in, the type of writing and any specific details.

- 1 Read the rubric and look at the key words in bold. Answer the questions.

A travel magazine has asked its readers to send short stories describing a **nasty holiday experience** they had. The best story wins a three-day visit to London. Write your story for the competition (**200-250 words**).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What should your piece of writing be about?
- 4 How many words should you write in?
- 5 Will your narrative be in the first person or the third person?

- 2 Read the story and answer the questions.

- 1 How does the writer set the scene?
- 2 What is the climax event?
- 3 What happened in the end?
- 4 How did the characters feel?

The RUNAWAY Train

By John Brown

During my summer holiday, my friend James and I were travelling across the USA. One day, we decided to take a journey on a steam train which became a thrilling adventure. Little did we know that we were in for a terrifying experience.

We had been enjoying the smooth ride when something went terribly wrong. We had just come out of a tunnel and we were slowly making our way down a hill when suddenly there was a loud screeching noise. Then, instead of slowing down we began to speed up.

People started screaming frantically. As we all held onto our seats, the train started rocking dangerously from side to side. A man got out of his seat and ran quickly to the front of the train. A few minutes later, the train began to slow down. Soon after that, we pulled into the next station and we all got up anxiously to see what had happened. It seems the driver had hit his head and fallen unconscious.

Luckily, the passenger had got there in time to slow down the train and save the day. We were relieved to hear that no one had been hurt and that the driver was well.

- 3 Put the events in the order they happened. Compare with your partner.

- | | |
|----------------------------|--------------------------------------|
| <input type="checkbox"/> A | We heard a screeching noise. |
| <input type="checkbox"/> B | We pulled into the next station. |
| <input type="checkbox"/> C | James and I went on a train journey. |
| <input type="checkbox"/> D | A man ran to the front of the train. |
| <input type="checkbox"/> E | The driver hit his head. |
| <input type="checkbox"/> F | The train began to speed up. |
| <input type="checkbox"/> G | The train started to slow down. |
| <input type="checkbox"/> H | The driver was well. |

- 4 Which adjectives has the writer used to describe the following?

- | | |
|-----------|---------------|
| 1 | 2 ride |
| adventure | 3 noise |

5 Write the adverbs the writer has used to describe the following:

- 1 making our way
- 2 screaming
- 3 train rocking
- 4 ran
- 5 we got up

6 Fill in the sentences with a suitable adjective or adverb from the list.

- deafening • dark • rapidly
- carefully • terrified • violently
- massive • heavy

- 1 The thunder was and the windows were shaking
- 2 I felt absolutely when I saw the wave rushing towards us.
- 3 clouds filled the sky as the rain poured down.
- 4 Simon drove across the bridge.

7 Fill in: suddenly, before, and then, eventually, as soon as, while, and.

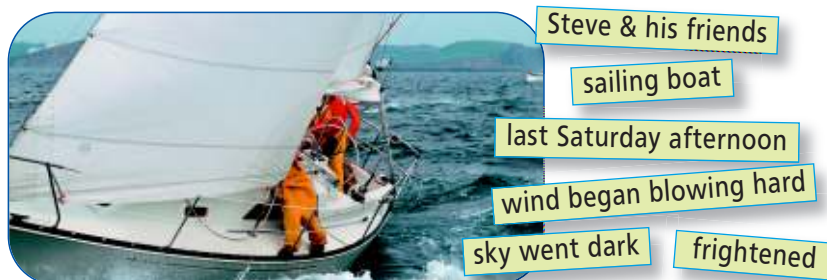
1) we reached London, we looked for somewhere to spend the night. 2) we came across a small cosy hotel. 3) we were waiting at the reception, a young man entered. He looked at us coldly, then disappeared in the lift without saying a word. 4) we heard a scream. Minutes later the young man came down the stairs. He looked very scared 5) his hands were shaking. 6) we said a word he grabbed my hand and said, "I saw him. He is in my room waiting for me. Please, help me." 7) he fainted.

Study skills

Setting the scene

When we write a story we start by setting the scene. To do so, we imagine we are looking at a picture and try to describe the place (*where*), the time (*when*), the weather, the people involved (*who*), and what happens. We can use our **senses** to make the descriptions more vivid. We can describe what we **see** (e.g. *a cute dog*), **hear** (*barking*), **feel** (*soft grass*) or **smell** (eg. *the scent of orange trees*).

8 Look at the picture and use the prompts to set the scene. Start with the sentence given.



Steve could never expect his weekend trip would end like this.

9 Put the pictures in the correct order (1-4) to make the outline of a story.

🔊 Listen and check.



10 A magazine has asked its readers to send in stories (200-250 words) about a nasty experience. Use the pictures in Ex. 9 to write the story. Follow the plan.

Plan

- Para 1:** set the scene: characters, when/where, weather (*One hot day, Matt & ... After they ...*)
- Paras 2&3:** events in order they happened & climax event (*By the time they got ... Dark clouds ... All of a sudden, ...*)
- Para 4:** what happened in the end, feelings (*Before long ... Everyone sighed with relief.*)

Rozumienie ze słuchu (Dobieranie)

Preparing for the task

- 1 a) Read the questions and look at the key words. Then read the script and find words that relate to the key words.

	Which person ...	S (Sam)	A (Ann)
1	is <u>concerned about</u> something?		
2	had <u>visitors</u> ?		

Sam: Good morning, Ann. What's up with you?
 Ann: I'm just a bit tired. I didn't sleep very well.
 Sam: Oh, if I made too much noise last night, I apologise, but a couple of friends dropped round unexpectedly.
 Ann: No, I didn't hear anything but I woke up a three in the morning thinking about my exams.
 Sam: You don't need to worry about exams. You're one of the top students...

- b) Choose your answers? What words helped you choose?

2

MATURA P

Usłyszysz dwukrotnie rozmowę Lucy i Roba na temat wegetarianizmu. Odpowiedz na pytania 1–5 zgodnie z treścią nagrania. Zaznacz znakiem X odpowiednią rubrykę w tabeli (L – Lucy lub R – Rob).

	Which person ...	L (Lucy)	R (Rob)
1	arrived late for lunch?		
2	has always been a vegetarian?		
3	thinks that people become vegetarian because it's fashionable?		
4	thinks that some people are afraid of eating meat?		
5	gave a talk on vegetarianism?		

Część ustna – bez określania poziomu (Rozmowa wstępna)

- 3 a) Answer the question.

What do you like/dislike watching on TV. Why?

- b) Listen and read. Underline the words/phrases the person uses to express his likes/dislikes. What reasons does he give?

I enjoy watching a variety of TV programmes, but I just love police dramas like CSI. I find them really exciting and interesting. I'm not really a fan of soap operas, though, and I can't stand watching reality shows. I think both of these are silly and a waste of time.

4

MATURA

Odpowiedz na poniższe pytania, używając zwrotów z tabeli. Postaraj się, aby twoja wypowiedź brzmiała naturalnie.

- What kinds of films do you like/dislike watching? Why?
- Do you like reading? Why/Why not? If so, what do you read?
- What do you enjoy doing in your spare time?
- Do you like using the Internet? If so, what for?

Likes	Dislikes
<ul style="list-style-type: none"> I really/quite like/ enjoy ... I'm fond of ... I (absolutely) love ... I'm (really) keen on ... I think that ... is/ are really fascinating, etc 	<ul style="list-style-type: none"> I (just) hate ... I (really) don't like ... I'm not keen on ... I'm not really a fan of ... I find ... boring/ exciting, etc

Wypowiedź pisemna

5

MATURA P

Właśnie wróciłeś/-aś z wakacji. Napisz e-mail (80–130 słów) do swojego kolegi z Anglii, w którym:

- opiszesz trzęsienie ziemi, które miało miejsce tam, gdzie przebywałeś/-aś,
- zdasz relację z tego, jak udzielana była pomoc poszkodowanym,
- przedstawisz wpływ tej klęski żywiołowej na życie lokalnej społeczności,
- zapytasz, jak Twój kolega spędził wakacje.

Rozumienie tekstów pisanych (Dobieranie)

Preparing for the task

- 1 Match the sentences (1-3) to sentences A-C that follow. Which words helped you decide?

- 1 ☐ It was a terrible accident.
2 ☐ The hurricane hit land at 2 a.m.
3 ☐ The river is one of the longest in the world.

- A It crosses ten states and flows for 3,370 km.
B Several people were injured.
C Unfortunately, many people were sleeping at the time.

- 2 **MATURA R** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki 1-4 litery, którymi oznaczono brakujące zdania (A-E), tak aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

LADIES AND GENTLEMEN, WE INTERRUPT OUR PROGRAMME ...

It was the night before Halloween, 1938, and families around the USA changed stations on their radios to find themselves listening to a radio programme featuring Ramon Raquello and his Orchestra.

1 ☐ "A huge flaming object" had fallen out of the sky in Grover's Mill, New Jersey. The programme returned to the music, but then broke off almost immediately for another bulletin. Something was climbing out of the smoke-filled crater, something from another planet. It was an alien invasion.

Listeners panicked. Some ran onto the streets using wet towels as gas masks and some raced to be with their families in their last moments. 2 ☐ Also, phonelines were jammed as desperate citizens tried to find out exactly what was happening.

What these people didn't realise was that they were listening to Orson Welles' radio play of the science-fiction classic, *The War of the Worlds*. Welles' impressive production staged the events of the invasion as if they were really happening. 3 ☐ It was so realistic that thousands of listeners were convinced that a real alien invasion was taking place.

How were people fooled so easily? Seventy years ago, very few households had a television so people got their news from newspapers or the radio. They believed what they read or heard.

4 ☐ The following day, Welles' name was all over the newspapers and there were calls for the government to pass laws to stop similar things ever happening again. Orson Welles went on to have a glorious film career, but he will never be forgotten as the man who convinced America that the Martians had landed!

- A Reporters presented eye-witness accounts, the authorities advised citizens and scientists gave informed opinions.
B So when people found out that the invasion was just a radio play, they were furious.
C Suddenly, a voice interrupted it with some breaking news.
D Welles was arrested by the police.
E Others loaded guns and hid in cellars, preparing to defend themselves against whatever had landed!

Rozumienie ze słuchu (Dobieranie)


Preparing for the task

- 3 Read the rubric. Look at the statements A-C. Now read the script. Choose the correct answer from A-C.

The speaker

- A describes how a plane was caught in a storm.
B narrates an accident.
C explains the cause of a plane crash.

I'll never forget what I saw that day. My friend and I were walking past an old farmhouse when we heard a deafening noise and suddenly saw a small plane practically fall out of the sky and plough right into the farmhouse. Fortunately, no one was hurt.

- 4 **MATURA R**  Usłyszysz dwukrotnie cztery wypowiedzi na temat klęsk żywiołowych. Do każdej wypowiedzi (1-4) dopasuj odpowiadające jej zdanie (A-E). Wpisz rozwiązania do tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

Which speaker

- A implies that people may not be saved?
B suggests people help rescue workers?
C expresses hope after the disaster?
D gives people advice?
E says people were taken by surprise?

Speaker 1	<input type="checkbox"/>
Speaker 2	<input type="checkbox"/>
Speaker 3	<input type="checkbox"/>
Speaker 4	<input type="checkbox"/>

Znajomość środków językowych (Wybór wielokrotny)

Preparing for the task

- 5 a) Read the sentences. What type of word is missing in each sentence? Choose.

- 1 They said the storm will over the next few hours. **adjective/verb**
- 2 It was awful experience. **article/conjunction**
- 3 They were both injured the crash. **pronoun/preposition**

b) Choose the word which best fits the gap.

- 1 strengthen – strong 2 such – an 3 at – in

- 6 Read the rubric. Then read the title of the text and look at the picture. What could the text be about? Read through and say.

MATURA R

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

Life through the Lens



Working as a photojournalist, I'm frequently asked about the difference between what I do and what a(n) **1)** photographer does. Most photographers simply use their images to illustrate an article; my photos, however, are a series of pictures that tell a story by themselves without using words.

My job is very diverse and I never know where I'll be travelling to next. I **2)** be dodging bullets in a war zone, staying in a village in India or walking the streets of Manchester with the homeless. It often means spending weeks away from home, **3)** on where the story is.

Nowadays, because of digital photography, the job is changing. In the old days, photographers waited days or weeks to get the right shot, but with the new HD video cameras, you can film continuously and then just freeze-frame to get the perfect picture. I can't **4)** to them, though. I still use the old 35mm camera which I've had for the past twenty years!

- | | | | |
|----------------|-------------|------------|----------------|
| 1 A ordinary | B usual | C common | D everyday |
| 2 A will | B would | C should | D might |
| 3 A resting | B depending | C trusting | D counting |
| 4 A being used | B get used | C be used | D getting used |

Wypowiedź pisemna

7

a)

MATURA R

Wypowiedz się na jeden z poniższych tematów.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz temat, który wybrałeś/-aś, zakreślając jego numer.

- 1 W niektórych krajach korzystanie z tabletów podczas zajęć szkolnych staje się coraz bardziej popularne. Czy rzeczywiście powinniśmy używać tych urządzeń na lekcji? Napisz **rozprawkę** na ten temat, rozważając go z punktu widzenia ucznia, który korzysta z tabletu w szkole i nauczyciela, który prowadzi zajęcia z wykorzystaniem tego urządzenia.
- 2 Wielu celebrytów skarży się na paparazzich, którzy ingerują w ich prywatność i łamią wszelkie zasady, aby zrobić im zdjęcie. Czy paparazzi są jedynie fotoreporterami, którzy zbierają materiały dla serwisów informacyjnych, czy zwykłymi natrętami? Napisz **artykuł**, w którym przedstawisz i uzasadnisz swoją opinię na ten temat.

- b) Go through the Checklist and make any necessary improvements to your essay/article.

Checklist



When you finish writing your essay/article check for the following:

- word length
- inclusion of all main points
- appropriate style
- correct grammar, spelling and punctuation
- use of full verb forms
- use of linkers to join ideas
- well structured paragraphs (make sure main body paragraphs start with appropriate topic sentences)