

**REFERENČNÍ ČÁST**

**PÍSEMNÁ ZKOUŠKA**

**POSLECH S POROZUMĚNÍM**

Informace o zkoušce	10
Zkouškové strategie	11
Cvičení typu pravda / nepravda (true/false)	14
Varianta cvičení – výběr odpovědí z více možností (multiple choice – variation)	14
Výběr odpovědí z více možností (multiple choice)	15

**ČTENÍ S POROZUMĚNÍM**

Informace o zkoušce	17
Zkouškové strategie	17
Cvičení typu pravda/nepravda (true/false)	23
Různé varianty cvičení výběru odpovědí z více možností (multiple choice)	23
Přirazovací cvičení (matching)	24

**JAZYKOVÁ KOMPETENCE**

Zkouškové strategie	25
Výběr odpovědí z více možností (multiple choice)	25

**PÍSEMNÝ PROJEV**

Informace o zkoušce	26
<b>KRÁTKÝ TEXT</b>	
Zkouškové strategie	26
Ukázkové úlohy	28

**DLOUHÝ TEXT**

Zkouškové strategie	32
Ukázkové úlohy	36

**ÚSTNÍ ZKOUŠKA**

**MLUVENÍ**

Informace o zkoušce	40
Rozhovor na všeobecné téma	40
Popis obrázku	44
Ústní projev a interakce na dané téma	49
Komunikační situace	51

**TEMATICKÁ ČÁST**

<b>1</b>	PEOPLE, FAMILY AND SOCIAL LIFE	54
<b>2</b>	HOME	62
<b>3</b>	SCHOOL	70
<b>4</b>	WORK	78
<b>5</b>	FOOD	86
<b>6</b>	SHOPPING AND SERVICES	94
<b>7</b>	TRAVELLING AND TOURISM	102
<b>8</b>	CULTURE	110
<b>9</b>	SPORT	118
<b>10</b>	HEALTH	126
<b>11</b>	NATURE AND ENVIRONMENT	134
<b>12</b>	SCIENCE AND TECHNOLOGY	142

**MLUVNICE**

Přítomné časy (Present Tenses)	152
Minulé časy (Past Tenses, used to)	154
Předpřítomný a předminulý čas (Perfect Tenses)	156
Časy vyjadřující budoucnost (the Future)	159
Podmínkové věty (Conditionals)	161
Vazba <i>There is/It is</i>	164
Trpný rod (the passive), vazba <i>have sth done</i>	166
Způsobová slovesa vyjadřující schopnost, nutnost a dovolení (Modal verbs – Ability, Obligation, Permission)	168
Způsobová slovesa vyjadřující spekulaci (Modal verbs – Speculation)	170
Podstatná jména počítatelná a nepočítatelná (Countable and Uncountable Nouns), vyjadřování množství (Quantifiers) a členy (Articles)	182
Zájmena neurčitá (Indefinite Pronouns)	175
Zájmena přivlastňovací (Possessives)	176
Přídavná jména (Adjectives)	178
Neprímá řeč (Reported Speech)	180
Vztažné věty (Relative Clauses)	183
Spojky (Conjunctions)	186
Předložky (Prepositions)	188
Předložky (Prepositions)	188
Slovesné vazby (Verb Patterns)	190
Tázací dovětky (Question Tags)	199

**DOPLŇKOVÉ MATERIÁLY**

POPIS OBRÁZKU	192
PŘEPIS NAHRÁVEK	198
KLÍČ K REFERENČNÍ ČÁSTI	210
KLÍČ K MLUVNICKÉ ČÁSTI	213

# TEMATICKÁ ČÁST

	VOCABULARY	LISTENING	READING	SPAKING	USE OF ENGLISH	WRITING
1 54-61	PEOPLE, FAMILY AND SOCIAL LIFE Personal details, clothes, body parts, personality, leisure activities, useful phrases WORDBANK	54 LISTENING 1: Evolution of humans Lecture Multiple Choice 55 LISTENING 2: The ideal boyfriend test Conversation Multiple Choice	56 READING 1: Make poverty history Leaflet True/False 57 READING 2: Beautiful people Letter to the Editor Multiple Choice	58 SPEAKING 1: General Conversation SPEAKING 2: Photo Description	60 USE OF ENGLISH: Test anxiety Multiple Choice	57 WRITING Long Text Informal Letter
2 62-69	HOME Furniture and equipment, parts of a house, types of houses and flats, renting a flat, housework, useful phrases WORDBANK	62 LISTENING 1: Renting a flat Conversation Multiple Choice (variation) 63 LISTENING 2: Christmas presents Conversation True/False	64 READING 1: Property for sale Advertisement Matching 65 READING 2: Helicopter Article True/False	66 SPEAKING 1: General Conversation SPEAKING 2: Photo Description	68 USE OF ENGLISH: Squatters' rights Multiple Choice	65 WRITING Long Text Letter of Enquiry
3 70-77	SCHOOL Types of school, places in a school, people in a school, school subjects, objects, exams, useful phrases WORDBANK	70 LISTENING 1: Conversation in a school canteen Conversation True/False 71 LISTENING 2: Teachers Interview Sentence Completion	72 READING 1: Changes in our school Survey Matching 73 READING 2: The KIPP Academy True/False	74 SPEAKING 1: Simulated Situation SPEAKING 2: Photo Description	76 USE OF ENGLISH: School area lottery Multiple Choice	75 WRITING Short Text Letter of Enquiry
4 78-79	WORK Jobs, adjectives to describe jobs, looking for a job, work and money, useful phrases WORDBANK	78 LISTENING 1: Happy workplaces Conversation Matching 79 LISTENING 2: Rita's new job Conversation True/False	80 READING 1: Summer jobs Article Matching 81 READING 2: Dirty work Article Multiple Choice	82 SPEAKING 1: General Conversation SPEAKING 2: Photo Description	84 USE OF ENGLISH: Work unpaid Multiple Choice	84 WRITING Long Text Application Letter
5 80-87	FOOD Types of food, adjectives describing food, food packaging and quantities, preparing food, meals, restaurants and bars, useful phrases WORDBANK	86 LISTENING 1: Food crime link Interview Matching 87 LISTENING 2: Dine in the dark Conversation Multiple Choice	88 READING 1: School meals around the world Article Matching 89 READING 2: The Restaurant at the End of the Universe Fragment of a novel True/False	90 SPEAKING 1: Simulated Situation SPEAKING 2: Photo Description	92 USE OF ENGLISH: The origin of crisps Multiple Choice	92 WRITING Short Text Informal Email
6 88-95	SHOPPING AND SERVICES Types of shops, in a shop, complaining, shopping for clothes, services, useful phrases: bargains, paying WORDBANK	94 LISTENING 1: Husband and wife Conversation Multiple Choice 95 LISTENING 2: Fairtrade Interview Matching	96 READING 1: Advertising Internet forum True/False 97 READING 2: Fashion for kids Articles Multiple Choice (variation)	98 SPEAKING 1: Simulated Situation SPEAKING 2: Photo Description	100 USE OF ENGLISH: The end of an era Multiple Choice	97 WRITING Long Text Letter of Complaint
7 96-103	TRAVELLING AND TOURISM Air/rail/road/sea travel, accommodation, holidays, useful phrases WORDBANK	105 LISTENING 1: Round the world cyclist Interview Multiple Choice 106 LISTENING 2: Child and grandpa Conversation True/False	104 READING 1: Travel around Europe Leaflet Matching 107 READING 2: The least successful Daytrip Fragment of a novel Multiple Choice	108 SPEAKING 1: General Conversation SPEAKING 2: Photo Description	109 USE OF ENGLISH: No meat in Thailand Multiple Choice	107 WRITING Short Text Postcard
8 104-105	CULTURE Music, literature, the theatre, film, the media, visual arts, useful phrases WORDBANK	112 LISTENING 1: Free time Interview Matching 113 LISTENING 2: Gamer rant Narrative Multiple Choice	114 READING 1: Art for the people Article True/False 115 READING 2: New York filmmakers Article Matching	116 SPEAKING 1: Topic Presentation and Discussion SPEAKING 2: Photo Description	118 USE OF ENGLISH: Subway music in Washington D.C. Multiple Choice	113 WRITING Short Text Invitation
9 106-113	SPORT Sports, equipment, places, people, useful phrases WORDBANK	120 LISTENING 1: Define sport Interview Matching 121 LISTENING 2: Fitness speech Conversation Completing a form	121 READING 1: Heartbreaking moments in sport Article Matching 122 READING 2: Chess-boxing Article Multiple Choice	124 SPEAKING 1: Simulated Situation SPEAKING 2: Photo Description	122 USE OF ENGLISH: The stranger's football match ever Multiple Choice	124 WRITING Short Text Informal Email
10 114-121	HEALTH Illnesses, injuries, symptoms, organs of the body, treatment, health care, useful phrases WORDBANK	128 LISTENING 1: Play doctor Conversation Multiple Choice 129 LISTENING 2: Working animals Narrative True/False	128 READING 1: Investigations Article Matching 129 READING 2: Catch 22 Fragment of a novel Multiple Choice	130 SPEAKING 1: Topic Presentation and Discussion SPEAKING 2: Photo Description	132 USE OF ENGLISH: Stress reducers Multiple Choice	129 WRITING Short Text Message
11 122-129	NATURE AND ENVIRONMENT Landscape features, weather, plants, animals, natural disasters, the environment, useful phrases WORDBANK	137 LISTENING 1: Vegetarianism Conversation Multiple Choice 138 LISTENING 2: Computer crash Conversation Multiple Choice	136 READING 1: Postcards Blog Matching 137 READING 2: Last night I dreamt... Multiple Choice	138 SPEAKING 1: Simulated Situation SPEAKING 2: Photo Description	140 USE OF ENGLISH: Nature's thermometer Multiple Choice	140 WRITING Long Text Informal Email
12 130-131	SCIENCE AND TECHNOLOGY Areas of science and scientists, scientists at work, technology, computing, space exploration, useful phrases WORDBANK	145 LISTENING 1: Best invention Interview Matching 146 LISTENING 2: The scientific method Article Multiple Choice	144 READING 1: The scientific method Article Multiple Choice 145 READING 2: Everything you always wanted to know about science Article True/False	148 SPEAKING 1: Topic Presentation and Discussion SPEAKING 2: Photo Description	148 USE OF ENGLISH: The discovery of radioactivity Multiple Choice	149 WRITING Short Text Postcard

# 1

# PEOPLE, FAMILY AND SOCIAL LIFE

*'It's easier to love humanity as a whole than to love one's neighbour'*

ERIC HOFFER (AMERICAN SOCIAL WRITER, 1902-1983)

### PERSONAL DETAILS

1 Fill in this form about yourself.

APPLICATION FORM	
..... FIRST NAME	EU CITIZEN? <input type="checkbox"/> YES <input type="checkbox"/> NO
..... SURNAME	..... SEX
..... DATE OF BIRTH	..... OCCUPATION
..... NATIONALITY	..... MARITAL STATUS

### CLOTHES

2 CD 1-18 Mike's going to summer camp. His mother is helping him pack. Complete their dialogue with the words from the box. Listen to the dialogue and check your answers, then read it aloud with another student.

.....  
gloves hat jumpers sandals scarf shorts  
socks trunks underpants  
.....

MOTHER: Here you are, Mikey. Twelve pairs of clean  
1 \_\_\_\_\_.

MIKE: Mum, I don't need twelve pairs. I can wash them.  
And anyway I'll be wearing 2 \_\_\_\_\_ most of the  
time.

MOTHER: And I've bought you some  
nice new 3 \_\_\_\_\_.

MIKE: Mum, that's really nice of  
you, but you know I only wear  
boxer 4 \_\_\_\_\_!

MOTHER: Have you packed the three  
warm 5 \_\_\_\_\_? Take a woolly  
6 \_\_\_\_\_ and a 7 \_\_\_\_\_, they  
said on TV it may be cold!

MIKE: Mum, it's July! Are you going to tell me to take  
a pair of winter 8 \_\_\_\_\_, too?

MOTHER: Better safe than sorry, Mikey. And here's  
something else for you.

MIKE: Wow! A new pair of Speedo swimming  
9 \_\_\_\_\_! Thanks, Mum!

### BODY PARTS

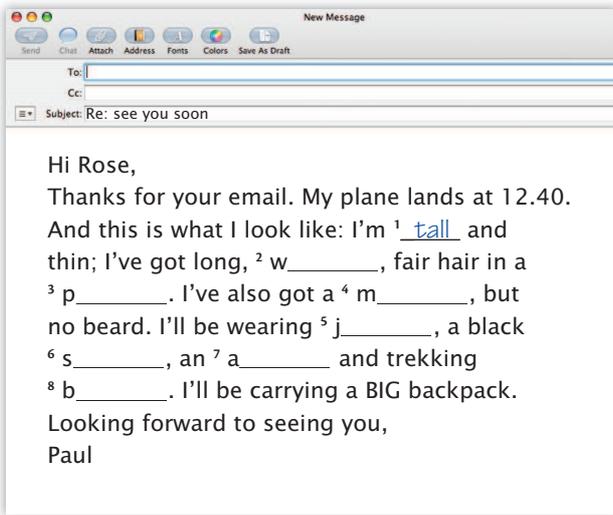
3 Label the body parts in the picture above.

- |         |         |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |



**CLOTHES AND APPEARANCE**

4 Rose is going to meet her student exchange partner Paul at the airport. They have never met before. Complete Paul's email in which he tells Rose what he looks like.



**PERSONALITY**

5 Circle the correct word.

- Mary's very *sensible* / *sensitive*. She tends to think everything over and she doesn't often make stupid decisions.
- He's a bit *talkative* / *bossy*. He likes telling people what to do.
- Bill's wonderfully calm and *relaxed* / *reserved*. I don't think I've ever seen him lose his temper!
- My sister's very *sensible* / *sensitive*. She always cries when she hears something bad has happened to someone.
- Andrew's too *generous* / *ambitious*. He's never satisfied unless he's the best.
- Diane is very *friendly* / *nasty*. She's usually the first one to talk to newcomers at school and help them.
- Chris is a loyal, *polite* / *reliable* friend. I trust him completely.
- They say I'm *rebellious* / *responsible*. I say I'm independent. I just don't like other people telling me what to do all the time!
- Millie's very *cheerful* / *helpful* by nature. She's never sad for long.
- He's so dreadfully *selfless* / *selfish*! He never thinks of anyone but himself.

6 Match the phrases from the two columns to make definitions.

- |                    |  |
|--------------------|--|
| 1 Brave people     | <input type="checkbox"/> a don't cheat or lie.               |
| 2 Gentle people    | <input type="checkbox"/> b hate waiting.                     |
| 3 Honest people    | <input type="checkbox"/> c don't talk much.                  |
| 4 Impatient people | <input type="checkbox"/> d like the company of other people. |
| 5 Polite people    | <input type="checkbox"/> e don't change their minds easily.  |
| 6 Quiet people     | <input type="checkbox"/> f are not easily frightened.        |
| 7 Sociable people  | <input type="checkbox"/> g say 'please' and 'thank you'.     |
| 8 Stubborn people  | <input type="checkbox"/> h are careful not to hurt anyone.   |

**LEISURE ACTIVITIES**

7 CD 1-19 Chris and Rose have recently started going out together and are trying to decide what to do in the evening. Complete their conversation. Then listen and check.

CHRIS: So, what shall we do tonight?  
 ROSE: Let's go <sup>1</sup> c\_\_\_\_\_! I feel like a dance.  
 CHRIS: Oh no... I can't stand all that noise. Can't we just stay at home and <sup>2</sup> p\_\_\_\_\_ chess?  
 ROSE: You've got to be joking! Is that your idea of <sup>3</sup> e\_\_\_\_\_?  
 CHRIS: Well, actually, yes, it is... But if you don't like it, we can do something else.  
 ROSE: Like what?  
 CHRIS: How about <sup>4</sup> w\_\_\_\_\_ a good film on DVD?  
 ROSE: You really don't want to <sup>5</sup> g\_\_\_\_\_ o\_\_\_\_\_ at all, do you Chris? What are you, sixty years old or something?  
 CHRIS: We could <sup>6</sup> l\_\_\_\_\_ to some music later... we could <sup>7</sup> d\_\_\_\_\_ on our own, just the two of us. What do you think of that, Rosie?  
 ROSE: Oh, OK, then. Maybe you can be romantic after all. But no chess, right?

**USEFUL PHRASES**

8 Choose the verb which completes all the expressions in each box.

.....  
 go have take get play  
 .....

1 _____	married up ready dressed on with someone
2 _____	a meal a good time a rest a row/an argument a party
3 _____	out with someone swimming/bowling to the cinema clubbing/dancing for a walk
4 _____	the guitar/the piano board games cards computer games chess
5 _____	the dog for a walk a shower turns (to do sth) the children to school a rest/a nap

In 2005 a meeting of the 'G8', the eight most powerful countries in the world, took place in Britain. A lot of people all over the country demonstrated to remind the leaders to take action against poverty in the world. The protesters' slogan was 'MAKE POVERTY HISTORY' and the symbol of the movement worldwide was a white band.

Look at these children. They're both girls, they're both 11 years old and they both like school. But their lives are very different.



**Kay** lives in Uganda. Every morning she gets up at 6 a.m., sweeps the floor, cleans her tiny house, and prepares whatever breakfast she can find for her family. She then walks four miles to school. Although Kay is an excellent pupil, there are more than 150 children in her class, and not enough books to go round, so it's difficult to learn.

Kay is an **orphan**. Her parents and her uncle and aunt died from AIDS, so she has to look after her younger brother and sister, three **cousins** and her sick **elderly** grandmother. At weekends and in the evenings she works to feed her family. 'I dig gardens and people give me food. If I don't do it, we can't eat.' ■



**Sarah** lives in England. She wakes up at 8 a.m., except at the weekends, when she likes to **lie in**. After breakfast, which her mother prepares for her, she gets dressed and gets ready for school. She doesn't do much housework apart from tidying her room, clearing up after dinner and taking the dog for a walk. Her father takes her and her close friend, Susan to school by car. Her favourite subject is Computer Studies. There is one computer for every child in her class.

Sarah is **an only child** and she gets on very well with her parents and her grandparents. She gets £10 **pocket money** every week, which she usually spends on clothes. She loves shopping. ■

THESE GIRLS' LIVES SHOULDN'T BE SO DIFFERENT.

In 2005, world leaders said they were going to **MAKE POVERTY HISTORY**. Because of public pressure they made some big promises – to increase aid and cancel many poor countries' debts. But if 2005 was supposed to be the start of a global movement to end poverty, Kay didn't see it. She and her family still have to survive on just twelve pence per day. And there are millions of children like her. So today, we are telling our governments that Kay and children like her **CAN'T WAIT**. We must deliver on our promises and take decisive action against poverty... NOW.

- 1 You are going to read about two children, a poor one from Uganda and a richer one from England. How might their lives be different? Write three sentences about each:

The poor child \_\_\_\_\_

The rich child \_\_\_\_\_

The poor child *hasn't got any toys.*

maturitaexam

- 2 Přečtěte si text a výroky 1–6. Rozhodněte na základě informací z textu, který z uvedených výroků je pravdivý (P) a který nepravdivý (N).

- 1 In Kay's school there aren't any books.
- 2 Kay works to get some money for herself.
- 3 Sarah likes helping her parents around the house.
- 4 Both girls walk to school.
- 5 Sarah hasn't got any brothers or sisters.
- 6 This text was written to make people more sensitive to poverty.

- 3 Match the **highlighted** words from the text to the definitions.

- 1 someone who has no brothers or sisters
- 2 the children of your aunt and uncle
- 3 a child whose parents have died
- 4 not young
- 5 money you get from your parents to spend as you like
- 6 to stay in bed a bit longer in the morning

- 4 Write a paragraph about the everyday life of an ordinary child in your country. Give the child a name. Use these questions to help you.

- What does he/she do in the morning?
- How does he/she get to school?
- What is his/her school like?
- How many people are there in the family?
- Does he/she do any housework?
- How much pocket money does he/she get?
- Does he/she work to earn money?

1 What do you imagine humans might look like in the future? Compare your ideas in pairs. Think about:

height build proportions of the body skin colour strength and fitness hair intellect personality

I think people will be taller and thinner than they are now...

**maturitaexam**

2 CD 1-20 Uslyšíte přednášku o budoucnosti lidstva. Vyberte správnou odpověď A–C.

- 1 Dr Fedotov describes herself as
  - A elderly.
  - B middle-aged.
  - C short.
- 2 Dr Fedotov describes the people in the room to show that
  - A men are different from women.
  - B people can look very different.
  - C the people in the audience are different from average people.
- 3 The Eloi and the Morlocks are
  - A exotic people H. G. Wells saw in his travels.
  - B fictional humans described in a book.
  - C names for predicted future types of people.
- 4 The Eloi are
  - A smaller and weaker than the Morlocks.
  - B dark-skinned.
  - C blond-haired.
- 5 The Morlocks
  - A have dark skins.
  - B live in caves.
  - C are aggressive.
- 6 Dr Fedotov believes that
  - A people couldn't really become two different species.
  - B people who use technology a lot will become more intelligent.
  - C some people will be physically better developed than others.

3 Do you think it's possible people will really become two different species? Why?/Why not?

**maturitaexam**

1 Přečtěte si článek o tom, jak přemoci stres a nervozitu. K ulohám 1–10 vyberte vždy jednu správnou alternativu A–C.

**T r u e T i m e**

21

**Test Anxiety – And How To Beat It**

You've participated in class, <sup>1</sup> \_\_\_ all of your homework and studied hard. The day of the test comes, and suddenly, you feel <sup>2</sup> \_\_\_ nervous that you can't answer the questions you knew just last night. Test anxiety is a type <sup>3</sup> \_\_\_ performance anxiety – a feeling one might have when performance really counts or when there is pressure to do well. For example, a person might get it when they are about to sing a solo on stage or go into <sup>4</sup> \_\_\_ important interview.

**What Can You Do?**

**Be prepared.** Some students think that going to class is all it takes to learn and do well on tests. However, even hours of studying the night before a test <sup>5</sup> \_\_\_ take the place of systematic learning.

**Accept mistakes.** This is especially important <sup>6</sup> \_\_\_ you're a perfectionist or you're usually hard on yourself. Everyone makes mistakes, so you must learn <sup>7</sup> \_\_\_ them. This is a valuable skill.

**Take care of yourself.** It can help to learn ways to calm yourself down when you <sup>8</sup> \_\_\_ tense or anxious. For some people, this means learning a simple breathing exercise. Practicing such exercises regularly helps the body see them as a signal to relax. Everything <sup>9</sup> \_\_\_ time and practice, and learning to beat test anxiety is no different. Although it won't go away overnight, facing and dealing with it will help you do better – so don't give <sup>10</sup> \_\_\_ !

- |               |              |               |
|---------------|--------------|---------------|
| 1 A made      | B done       | C performed   |
| 2 A so        | B such       | C that        |
| 3 A for       | B of         | C in          |
| 4 A the       | B A          | C an          |
| 5 A will not  | B cannot     | C wouldn't    |
| 6 A because   | B if         | C after       |
| 7 A tolerate  | B tolerating | C to tolerate |
| 8 A feel      | B be         | C behave      |
| 9 A is taking | B has taken  | C takes       |
| 10 A in       | B up         | C out         |

1 You are going to read letters from teenagers to magazines. Think of three reasons why a person might write to a magazine.

**maturitaworkout**

2 Read the letter below, the multiple-choice exercise and answer the questions 1–4.

Dear Editor,

I saw your enthusiastic article on top fashion models, with lots of impressive photos, in last Saturday's issue and I was disgusted. You present women as objects that are nice to look at! What is more, printing such materials is completely irresponsible. I would like to tell you about my younger sister. She was a completely normal, cheerful, lively girl. About the age of 14 she started reading glossy magazines and looking at photos of models and film stars all the time. She started dieting and even though she got really thin, she couldn't stop. In the end, she had to go to hospital to be treated for anorexia. Can you imagine to how many teenage girls this might happen as a result of looking at your photos of impossibly skinny females? Why don't you print articles about women who are brave or intelligent, or who have done something special for other people? They are the right kind of *models* for young girls.

Richard, Manchester

**Richard describes the article as irresponsible because:**

- A it presents women as objects.
- B it may cause girls to have eating disorders.
- C he thinks the photos are pornographic.
- D it doesn't mention women with serious talents.

1 Out of the four options above, one does not relate to anything in the text and you can eliminate it at once. Which one?

2 The other three options all refer to something in the text. Find and underline the related sentences.

3 *Irresponsible* is a key word in the question. What exactly does it mean? Complete this explanation:

**If someone does something irresponsible, they don't think about...**

4 Only one of the options explains why Richard thinks the article is *irresponsible*. Which one?

**maturitalexam**

3 Přečtěte si text a k otázkám 1–6 vyberte správnou odpověď A–D.

1 Jodie has written the letter because she

- A would like to get advice on her friend's problem.
- B is annoyed with something the magazine has written.
- C has just found out about the website *Beautifulpeople.net*.
- D wants to warn other readers.

2 If a girl wants to join *Beautifulpeople.net*,

- A she doesn't have to send in a photograph.
- B all members make rude comments about her.
- C men belonging to the club will vote on her membership.
- D a jury will study her profile and decide if they accept her.

3 Out of all the people who tried to join *Beautifulpeople.net* since January,

- A most have been successful.
- B only a small group have failed.
- C most feel frustrated and insecure.
- D most have been unsuccessful.

4 *TeenTimeMag* usually

- A gives girls good advice on how to be beautiful.
- B writes a lot about supermodels.
- C does not treat appearance as very important.
- D does not write about Internet dating sites.

**Tell Tina**

Your chance to let us know what's on your mind  
Send a letter, email or text message to Tina, *TeenTimeMag*,  
42 Fleet Street London, EC4 / tina@ttmag.com / 702 4034844

**Dear Tina**

I've never written to *TeenTimeMag* before, but after reading your article about the dating website *Beautifulpeople.net*, I've just got to let you know how I feel. Usually, I'm a quiet easy-going girl. In fact, I'm a bit shy. But right now I'm really angry! Let me tell you why...

*Beautifulpeople.net* is an online club which only accepts beautiful people. To join you have to send in a picture and a profile of what you're like. Then, for three days members of the opposite sex study your profile, send in rude messages and then vote whether you're attractive enough to become one of them. According to your article, more than 35,000 people have tried to join the club since January, but only one in twenty has been successful! It's a cruel, arrogant system that makes good people feel frustrated, lonely and insecure. I'm not narrow-minded, but I was absolutely amazed you decided to print an article about this club, and I'm disappointed that you described it in such a positive way. I've always admired the sensible advice you give adolescent girls.



MULTIPLE CHOICE ◀ 15

- 5 Why was Debbie not allowed into the club?  
 A because she was behaving badly.  
 B because of her clothes.  
 C because of her appearance.  
 D no reason was given.
- 6 Jodie is asking *TeenTimeMag*  
 A not to write about *Beautifulpeople.net* again.  
 B to describe *Beautifulpeople.net* more accurately.  
 C to be more careful about what they write in future.  
 D to print her letter.

4 According to Jodie, which of these things are more and less important in a person?

appearance a lively personality being friendly  
 a sense of humour perfect teeth a sexy body  
 looking like a skinny model being generous

NOT VERY IMPORTANT	IMPORTANT
_____	_____
_____	_____
_____	_____
_____	_____

- 5 In pairs, ask and answer these questions.
- Do you agree with Jodie? Why?/Why not?
  - In your view, how important is appearance and personality?
  - What is your opinion of the dating website described in the letter?

1 Work in groups. Girls ask boys the quiz questions. Check the answers on page 158. Do you agree with them?

*The Ideal Boyfriend Test*

- 1 How much time do you spend on your appearance every day?  
 A less than 5 minutes  
 B 30 minutes maximum  
 C more than an hour
- 2 If you split up with a girl, would you do it:  
 A on the phone  
 B by text message  
 C face to face
- 3 It's your girlfriend's birthday. What do you do?  
 A throw a surprise party and buy her a birthday cake  
 B go out for a romantic meal and then go dancing with her  
 C go out with your friends. She should celebrate her birthday with her family
- 4 If you were married, which household chores would you do?  
 A just the shopping  
 B the shopping, the cooking and light housework like dusting and washing-up  
 C 50% of everything including the washing, the ironing and the vacuuming
- 5 Your girlfriend asks you to go shopping with her. Do you...  
 A agree enthusiastically – you love shopping, too  
 B agree but insist on going to different shops from her  
 C refuse – you want to play computer games with your mates
- 6 You go to the cinema and there's a choice of three films. She prefers the romantic film. Which film do you go to see?  
 A an action film  
 B a romantic film  
 C a French comedy

maturitaexam

2 CD 1-21 Uslyšíte rozhovor dvou kamarádů na téma 'Test ideálního přítele'. K otázkám 1–6 vyberte správnou odpověď A–C.

- 1 According to Georgie, 'spending time on your appearance' means mainly  
 A buying clothes.  
 B personal hygiene.  
 C working out at the gym.
- 2 Kieran would end a relationship by text message because  
 A he'd be afraid of a face-to-face conversation.  
 B he doesn't like telephoning.  
 C it doesn't cost much.
- 3 In question 4 Kieran chooses the answer because  
 A he likes cooking but dislikes ironing.  
 B he likes washing up but dislikes ironing.  
 C he doesn't like housework at all.
- 4 In question 6 Kieran chooses  
 A the action film.  
 B the romantic film.  
 C the comedy.
- 5 At the end of the conversation, Kieran decides  
 A to change his behaviour a bit.  
 B to go out.  
 C not to do such tests in the future.

3 Work in pairs. Write four sentences on each of the topics below. Read your sentences to the whole class to compare ideas.

An ideal girlfriend should...  
 An ideal boyfriend should...

T e e n T i m e M a g

You tell them not to try to look like skinny supermodels. You say it's more important to have a lively personality and to be friendly and generous than it is to have perfect teeth or a sexy body. But your article on *Beautifulpeople.net* sends out the opposite message: that appearance is more important than personality.

Last weekend, I went to a new club with some friends. I was wearing a short denim skirt, a sleeveless top and high heels and they let me go in. But they told my friend Debbie she couldn't go in. Why not? Maybe she wasn't pretty enough or maybe it was because she was wearing some baggy jeans, a hooded sweatshirt and a pair of old trainers. Debbie's a cheerful outgoing girl with a great sense of humour, but just then she felt miserable and depressed and she started crying. And that's how the thousands of people who are rejected by *Beautifulpeople.net* must feel.

Personally, I can't stand people who look down on others just because of their appearance, so the next time you write an article about such an unpleasant thing as *Beautifulpeople.net* please try to describe it more accurately.

Jodie, Luton

maturita**workout**

## 1 Match the questions from the box to the appropriate answers.

Have you got any brothers or sisters?  
 Could you please describe one of your friends to me?  
 What do you like doing in your free time?  
 Can you tell me something about your family?  
 What are some of your good and bad qualities?  
 How do you spend time with your friends?

- 1 \_\_\_\_\_  
I love cycling and doing tricks on my bike.
- 2 \_\_\_\_\_  
I'm rather lazy.
- 3 \_\_\_\_\_  
My best friend is Katka. She's a very interesting person.
- 4 \_\_\_\_\_  
No, I'm an only child.
- 5 \_\_\_\_\_  
We go out together, especially at the weekends..
- 6 \_\_\_\_\_  
There are four of us: my parents, my brother and myself.

## 2 Make the answers in Exercise 1 longer by adding lines a–f below.

- a Sometimes we go dancing, sometimes to the cinema, and sometimes we just walk around the city centre.
- b But I've got four cousins, two girls and two boys. My favourite cousin is the same age as me.
- c I go out on my bike every day if the weather is not too bad.
- d I usually leave doing all work till the last moment.
- e My mother is a doctor and my father is an engineer.
- f She paints and draws and plays the piano.

maturita**exam**

## 3 In pairs, ask and answer the questions from Exercise 1. Student A asks questions 1–3; student B asks questions 4–6. Give answers that are true for you. Say as much as you can!

## 4 Look at page 192 and do exercises 1–5.

maturita**workout**

## 1 Read the Matura task in Exercise 2 and do preparation exercises a–b.

## a Which of these sentences suggests a positive, and which a negative opinion of the new relationship? Write 'P' or 'N'.

- \_\_\_ 1 I don't know what she sees in him.
- \_\_\_ 2 Personally, I can't stand people like that.
- \_\_\_ 3 He's gorgeous!
- \_\_\_ 4 She's really sweet.
- \_\_\_ 5 I give it two months.
- \_\_\_ 6 I think it might be really special.
- \_\_\_ 7 They look so happy!
- \_\_\_ 8 I think it's a total misunderstanding.

Choose one or two sentences for your letter.

## b Circle the openings and endings that are appropriate in an informal letter. Then write 'O' for openings and 'E' for endings.

Dear Sir or Madam,

All the best,

Dear Kitty,

Best wishes,

Hi Ricky,

Love,

Kindest regards,

Dear Mr Hutchinson,

Yours sincerely,

Choose a beginning and ending for your letter.

maturita**exam**

## 2 Přečtěte si následující příklad (testové) zadání a napište dopis.

Read a fragment of a letter that you have just received from your Irish friend Jane:

*I have heard that your brother Mark has a new girlfriend? Can you tell me something more about her? I am dying to hear some juicy gossip ;o)*

Write a letter of 150–180 words to Jane in which you will:

- explain how and where Mark met his new girlfriend
- describe the appearance and character features of Mark's new girlfriend
- express your opinion about the new relationship and ask Jane for her opinion

Begin like this: *Hi Jane,*

## PERSONAL DETAILS

**citizen** občan  
**date/place of birth** datum/místo narození  
**human being** lidská bytost  
**job/profession** zaměstnání/povolání  
**male/female** muž, mužský/žena, ženský  
**nationality** národnost  
**sex** pohlaví  
**divorced** rozvedený  
**marital status** rodinný stav  
**married** ženatý/vdaná  
**single** svobodný  
**widow/widower** vdova/vdovec

## BODY AND FACE

### FACE

**cheek** tvář  
**chin** brada  
**ear** ucho  
**eyes** oči  
**eyelashes** řasy  
**forehead** čelo  
**lips** rty  
**mouth** ústa  
**nose** nos

### BODY

**back** záda  
**bottom** zadek  
**chest** hrud', hrudník  
**elbow** loket  
**finger** prst  
**fist** pěst  
**foot/feet** noha/nohy (od kotníku dolů)  
**hand** ruka  
**head** hlava  
**heel** pata  
**jaw** čelist  
**knee** koleno  
**leg** noha  
**neck** krk  
**shoulders** ramena  
**skin** pleť, pokožka  
**stomach** žaludek  
**thigh** stehno  
**throat** hrdlo, krk  
**thumb** palec  
**toe** prst na noze  
**tongue** jazyk  
**tooth/teeth** zub/zuby  
**waist** pas

## APPEARANCE

### GENERAL

**beautiful** krásný  
**good-looking** dobře vypadající, pohledný  
**gorgeous** nádherný  
**handsome** hezký, mužný  
**look (like)** vypadat (jako)  
**pretty** pěkný  
**scruffy** ošuntělý, zanedbaný  
**ugly** ošklivý

### AGE

**child/children** dítě/děti  
**elderly** postarší, v letech

**in his/her early twenties** je mu/jí něco přes dvacet  
**in his/her late thirties** táhne mu/jí na čtyřicet  
**in his/her mid fifties** je mu/jí asi čtyřicet pět  
**middle-aged** ve středním věku  
**old** starý  
**teenager** mladistvý, nezletilý  
**young** mladý

### HEIGHT

**medium height** středně vysoký  
**short** malý, malého vzrůstu  
**tall** vysoký

### BUILD

**fat** tlustý  
**overweight** obézní, trpící nadváhou  
**plump** baculatý  
**skinny** vyzáblý  
**slim** štíhlý  
**thin** hubený  
**well-built** urostlý

### HAIR

**bald** plešatý  
**curly** kudrnaté  
**dark** tmavé  
**fair** světlé  
**fringe** ofina  
**ginger/red** zrzavé  
**ponytail** koňský ohon, culík  
**shoulder-length** k ramenům  
**straight** rovné  
**wavy** vlnité  
**white/grey** bílé/šedivé

### OTHER

**beard** plnovous, bradka  
**freckles** pihy  
**moustache** knír  
**pale/tanned complexion** bledá/opálená pleť  
**scar** jizva  
**tattoo** tetování  
**wrinkles** vrásky

## CLOTHES AND ACCESSORIES

### STYLE

**casual** neformální, ležérní  
**elegant** elegantní  
**(un)fashionable** (ne)moderní

### CLOTHES

**blouse** blůza  
**boxer shorts** spodní kalhoty, boxerky  
**bra** podprsenka  
**coat/overcoat** kabát  
**dress** šaty  
**jacket** sako, bunda  
**jumper/sweater** lehký svetr  
**pants** kalhotky  
**pocket** kapsa  
**pyjamas** pyžamo  
**scarf** šála, šátek  
**shirt** košile  
**shorts** šortky  
**size** velikost  
**sock** ponožka  
**skirt** sukně  
**suit (n)** oblek

**swimsuit** dámské plavky  
**swimming trunks** pánské plavky  
**tie** kravata  
**tracksuit** tepláky  
**trousers** kalhoty  
**T-shirt** tričko  
**underwear** spodní prádlo  
**uniform** uniforma

### ACCESSORIES

**(baseball) cap** čepice s kšiltem  
**belt** pásek  
**briefcase** aktovka  
**boots** vysoké boty, kozačky  
**flat shoes** boty na nízkém podpatku  
**glasses** brýle  
**gloves** rukavice  
**handbag** kabelka  
**hat** klobouk  
**(woolly) hat** (zimní) čepice  
**high heels** boty na vysokém podpatku  
**jewellery** šperky, bižuterie  
**purse** (dámská) peněženka  
**sandals** sandály  
**shoes** boty  
**trainers** sportovní boty

### VERBS

**fit** sedět, padnout (o velikosti)  
**get dressed** obléci se  
**match** hodit se k sobě  
**put sth** obléci si  
**suit** slušet  
**take sth off** svléknout si, sundat si  
**wear sth** nosit

## PERSONALITY

**aggressive** agresivní  
**ambitious** ctížádostivý  
**arrogant** arogantní  
**bossy** panovačný  
**brave** statečný  
**bright** bystrý  
**calm** klidný  
**careless** nepozorný  
**caring** starostlivý  
**cheerful** veselý  
**clever** chytrý  
**cruel** krutý  
**(dis)loyal** (ne)loajální, (ne)věrný  
**(dis)honest** (ne)čestný  
**dull/boring** nudný  
**(un)friendly** (ne)přátelský  
**generous** štědrý  
**gentle** jemný, ušlechtilý  
**helpful** nápomocný  
**hard-working** pracovitý  
**lazy** líný  
**(im)mature** (ne)zralý  
**(im)patient** (ne)trpělivý  
**(im)polite** (ne)zdvořilý  
**independent** samostatný, nezávislý  
**(in)sensitive** (ne)citlivý  
**(ir)responsible** (ne)zodpovědný  
**kind** laskavý  
**lively** živý  
**mean** lakomý, zlý  
**messy** nepořádný  
**modest** skromný  
**quiet** tichý  
**rebellious** vzpurný

**relaxed** uvolněný  
**reliable** spolehlivý  
**reserved** zdrženlivý, upjatý  
**rude** hrubý  
**self-confident** sebejistý  
**selfish** sobecký  
**sensible** rozumný  
**shy** ostýchavý  
**sociable** společenský  
**strict** přísný  
**stubborn** tvrdohlavý  
**sympathetic** soucitný  
**talkative** upovídaný  
**tidy/neat** pořádný  
**tolerant** tolerantní  
**vain** marnivý

## LEISURE ACTIVITIES

**ask sb out** pozvat někoho na rande  
**entertainment** zábava  
**go clubbing** chodit do klubů  
**go for a walk** jít na procházku  
**go out for a meal** vyjít si do restaurace  
**go swimming/dancing/bowling** jít si zaplavat/zatančit/zahrát bowling  
**go to the cinema/a disco/a concert/a party** jít do kina/na diskotéku/na koncert/na večírek  
**have a party** pořádat večírek/oslavu  
**have little free time** mít málo volného času  
**listen to music/to the radio** poslouchat hudbu/radio  
**meet friends** scházet se s přáteli  
**play cards/board games/chess** hrát karty/společenské hry/šachy  
**play the piano** hrát na piano  
**play video/computer games** hrát hry na počítači  
**read books/magazines/comics** číst knihy/časopisy/komiksy  
**spend time outdoors** trávit čas venku  
**watch TV/a video/a film** dívat se na televizi/video/film

## USEFUL PHRASES

**break up/split up with** ozejít se s někým  
**bring sb up** vychovávat někoho  
**dress up as...** oblékat se jako ...  
**fall out (with someone)** pohádat se s někým, rozejít se  
**get divorced** rozvést se  
**get on well with sb** vycházet s někým dobře  
**go out with sb** chodit s někým  
**give birth** porodit  
**have an argument/a row** pohádat se  
**have a good time/enjoy oneself/ have fun** mít se dobře  
**look after/take care of children** starat se o děti  
**look forward to sth** těšit se na něco  
**make up with sb** udobřit se  
**run away from home** utéci z domova  
**start/end a relationship with sb** navázat/ukončit vztah s někým

## UNIT 1 • PEOPLE, FAMILY AND SOCIAL LIFE

## SPEAKING 2 • page 60

## maturitaworkout

- 1 **CD 1-22** Look at picture A and listen to a student trying to describe it. What's his difficulty?
- 2 Answer the following questions. They will help you think of things to say about the photo.
- Who is in the photo? What adjective(s) could you use to describe the people?
  - What are they doing? And what are they *not* doing?
  - Where are they?
  - What is the relationship between the people?
  - How are they feeling? Why do you think so?
  - What do you think happened before?
  - What are they thinking?

- 3 Describe picture A, using your answers to the questions in Exercise 2. You should talk for about one minute.

- 4 **CD 1-23** Listen to a model description. Were your ideas similar?

## maturitaexam

- 5 Compare pictures A and B. The following ideas may help you:

- What is similar?
- What is different?

- the place
- the people
- what the people are doing
- the atmosphere and emotions

A



B



## INFORMACE O ZKOUŠCE

Při zkoušce uslyšíte každou nahrávku vždy dvakrát. Dobře této možnosti využijte. Ještě před prvním poslechem si přečtěte pokyny a náplň zkoušky a pokuste se odhadnout, jaký druh informací asi uslyšíte. Při prvním poslechu nahrávky se pokuste vybrat pravděpodobné odpovědi. Než začnete poslouchat

## ZKOUŠKOVÉ STRATEGIE

### 1 PEČLIVĚ ČTĚTE ZADÁNÍ A POKYNY

Jestliže čtete zadání a zkuškové otázky pečlivě, lépe se pak při poslechu soustředíte na požadované informace. To je pro vypracování úkolu nezbytné. Také nepřehlédněte informace obsažené již v instrukcích:

- typ textu nahrávky, který uslyšíte a jeho téma (např.: *You are going to hear a conversation about fast food.* = rozhovor, jídlo – rychlé občerstvení),
- jaký druh informací máte při poslechu sledovat,
- kam a jak máte své odpovědi na zadaný úkol vypracovat/zapsat.

### 2 ODHADUJTE

Před začátkem plnění každého úkolu máte daný čas na jeho přečtení. Tento čas dobře využijte! Na základě informací získaných z pokynů odhadněte, co byste mohli následovně slyšet: co asi budou mluvit na dané téma říkat? Jakou slovní zásobu budou zřejmě používat?

### 3 POŘADÍ VAŠICH ODPOVĚDÍ OPROTÍ POŘADÍ OTÁZEK VE ZKOUŠKOVÉM TESTU

Pořadí otázek v testu odpovídá pořadí informací obsažených v textu nahrávky. Proto se můžete při poslechu soustředit na jednu otázku a na další následující otázku se již připravovat, tj. např. ji číst. To vám umožní zachytit další bod nahrávky, který přináší novou informaci. Jestliže poslech obsahuje otázky, které vyžadují porozumění nahrávce jako celku, přicházejí vždy až na konci.

### 4 OTÁZKY TÝKAJÍCÍ SE AUTOROVA NÁZORU A/NEBO HLAVNÍ MYŠLENKY NAHRÁVKY

Otázka na názor mluvčího, případně otázka týkající se hlavní myšlenky nahrávky, přichází obvykle jako poslední a plní funkci jakéhosi shrnutí obsahu celého textu. Až na ni budete odpovídat, nezapomeňte brát v úvahu celou nahrávku, nejen její poslední část. Také vaše odpovědi na předcházející otázky vám při tom mohou pomoci vybrat správnou odpověď.

### 5 VÝZNAM NEZNÁMÝCH SLOV

Nepropadejte panice, když uslyšíte neznámá slova či fráze. Nejlepší strategie je nezastavovat se u nich a nezačít o nich přemýšlet, protože jistě nechcete zmeškat další důležitou část nahrávky, ve které již nemusíte mít s porozuměním žádný problém. Nezapomínejte, že **nemusíte** rozumět každému slovu nahrávky. Mějte na paměti, že vyhledáváte pouze požadované informace. Také se pokuste využít kontextu nahrávky, což vám může pomoci neznámým slovům porozumět. A v nejhrošším případě frázi, kterou neznáte, prostě ignorujte.

podruhé, znovu si rychle pročtete všechny otázky, zvláště ty, které jste nestihli během prvního poslechu zodpovědět. Během druhého poslechu pak zvolte konečnou odpověď. Při zkoušce byste se měli řídit následujícími strategiemi:

### 6 SLOVNÍ PARAFRÁZE (OPISY)

Typická zkušková otázka je formulována tak, že jsou v ní informace a slovní zásoba z nahrávky parafrázována, tedy vyjádřeny jiným způsobem. Typická slovní parafráze zahrnuje:

- synonyma, např.: *John is good-looking.* = *John is handsome.*
- antonyma, např.: *The film we watched yesterday wasn't interesting at all.* - *The film we watched yesterday was very boring.*

### 7 MLUVNICKÉ PARAFRÁZE (OPISY)

Zkušková otázka může být parafrázována i pomocí mluvnické. V nahrávce se např. setkáte s větou: *Sue's family has lived in this area since the end of World War II*, přetvořenou v nabídce odpovědí na danou otázku následovně: *Sue's family came to live here in 1945*. Jak vidíte, pro jiné vyjádření stejné skutečnosti byla použita mluvnická transformace, opis, a to pomocí přeměny věty s předpřítomným časem na větu s časem minulým prostým. Dalšími typickými příklady mluvnických přeměn jsou:

- podmínkové věty, např.: *If Megan were rich, she would buy a new house with a big garden.* = *Megan would have a new house with a big garden if only she had enough money.*
- Stupňování, např.: *Paul is younger than my little brother.* = *My little brother is older than Paul.*
- výrazy typu *some/any/much/many/few/a few*, např.: *I haven't got many good books at home.* = *I only have some/a few good books at home.*

Zkuškové otázky, ve kterých jsou použity mluvnické parafráze, mohou obsahovat informaci, která je naprosto shodná s obsahem nahrávky. Ne vždy však tomu tak nutně musí být. Velmi často zkuškové otázky obsahují informace, které se významově liší od informací obsažených v nahrávce. Ne všechny otázky jsou totiž skutečně synonymickým vyjádřením informací uváděných v nahrávce. Např.: *Jo went to bed a short while ago.* ≠ *Jo has been asleep for a few hours.*

### 8 SLOVA, KTERÁ MAJÍ STEJNOU NEBO PODOBNOU VÝSLOVNOST

Angličtina obsahuje slova, která cizincům znějí velmi podobně. Věnujte takovým slovům pozornost, vždy poslouchejte velmi pečlivě a snažte se správně vyřešit, o jaké slovo jde. Jste-li na pochybách, snažte se vyjít ze širšího kontextu a slovo podle něj správně odhadnout. Některé ošidné výrazy jsou např.:

- homonyma, tj. slova stejně vyslovovaná a se stejným pravopisem, ale jiným významem, např.: *bear* ≠ *bear*
- homofonní slova, tj. výrazy stejně znějící, ale s jiným pravopisem a významem, jako např.: *break* ≠ *brake*
- slova s jednou odlišnou hláskou, např.: *woman* ≠ *women*
- číslovky, např.: *thirty* ≠ *thirteen*

## PRESENT SIMPLE

We use the **Present Simple**:

- to talk about things that happen repeatedly (routines, habits),

*I often **finish** school at 4.30.*

*Adam **visits** his grandparents every Tuesday.*

- to talk about things that are always true (general truths),

*Air pressure **decreases** with height.*

*Water **boils** at 100°C.*

- with verbs that express emotions (*hate, like, love*), activities of the mind (*believe, know, need, remember, seem, think, understand, want*) or senses (*feel, hear, see*). These are called stative or state verbs (see below).

*He **doesn't want** to go there.*

*I **need** your help with packing.*

**TIME EXPRESSIONS** (TIME ADVERBIALS) USED WITH THE PRESENT SIMPLE:

*always, regularly, usually, often, sometimes, rarely, seldom, hardly ever, never, every day/week/month, once/twice/three times a week/month.*

## PRESENT CONTINUOUS

We use the **Present Continuous**:

- to talk about things that are happening now (at the time of speaking) or around the time when we speak,

*She's **taking** a shower **now**. (at the moment of speaking)*

*They're **studying** Ancient Greece **this semester**. (around the moment of speaking, not necessarily right now)*

- to express current changes.

*More and more young women **are getting** married at later ages nowadays.*

*The number of people studying Chinese **is growing** rapidly.*

**TIME EXPRESSIONS** (TIME ADVERBIALS) USED WITH THE PRESENT CONTINUOUS:

*at the moment, (right) now, today, this morning/afternoon, this year, these days, at present.*

### STATIVE VERBS

- describe states and are not normally used in the Present Continuous (they don't take *-ing* form), even if they refer to things or states happening at the moment of speaking.

*Do you **understand** what she means?*

*I **don't believe** you.*

Some state verbs can be used both in the Present Simple and the Present Continuous tense depending on what they refer to:

*I **think** she's a very pretty girl. (think here means believe and refers to a state)*

*I'm **thinking** about my new job. (think here means consider and refers to an activity)*

### DYNAMIC VERBS

- describe activities and can be used in the Present Simple and the Present Continuous tense.

*I often **watch** TV. (a habit)*

*I'm **watching** a western now. (at the moment of speaking)*

## HAVE

The verb **have** can be used in the Present Simple and the Present Continuous tense.

- When **have** means *possess*, it refers to a state and can only be used in the Present Simple.

*I **have got** a new car. (have = possess)*

*She **has** two sisters.*

- When **have** refers to an activity (e.g. *have a bath, have a party, have a good time*), it can be used in the Present Simple and the Present Continuous.

*On Saturdays we usually **have** lunch at home. (have = eat, a routine)*

*I can't talk now. We **are just having** lunch. (have = eat, at the moment of speaking)*



**1 Read the situations and circle the correct verb form in each sentence.**

- You're talking about young people in your country. *More and more young people **are going** / go abroad to find work these days.*
- You don't know why your friend is very quiet. *What **are you thinking** / do you think about?*
- You're talking to your English friend about the weather in your local area. *In winter it's **snowing** / snows here all the time.*
- You're explaining to your friend why you can't go to the cinema with her. *I'm **studying** / study for a very important exam.*
- You're talking about your favourite ways of spending free time. *I'm **enjoying** / enjoy discos and parties.*

**2 Use the words in brackets and complete the sentences with the verbs in the Present Simple or Present Continuous.**

- Tom says he can speak German, English and Spanish but <sup>1</sup> I don't believe (I/not believe) him. He <sup>2</sup> \_\_\_\_\_ (never/talk) to Carmela when <sup>3</sup> \_\_\_\_\_ (she/come) to visit us during the summer.
- <sup>4</sup> \_\_\_\_\_ (I/not think) <sup>5</sup> \_\_\_\_\_ (they/need) our help. Let's leave them alone – <sup>6</sup> \_\_\_\_\_ (they/do) fine.
- Listen to that! They <sup>7</sup> \_\_\_\_\_ (argue) again! <sup>8</sup> \_\_\_\_\_ (It/seem) like <sup>9</sup> \_\_\_\_\_ (they/have) a big argument every other day.
- Barbara <sup>10</sup> \_\_\_\_\_ (live) in this area until she can find a flat somewhere else. <sup>11</sup> \_\_\_\_\_ (she/not like) it here – it's noisy, dirty and <sup>12</sup> \_\_\_\_\_ (she/not feel) safe.

**3 Complete the dialogues forming questions with the verbs in capitals.**

- A: What are you eating?  
B: A ham sandwich. EAT
- A: Who \_\_\_\_\_ for?  
B: My girlfriend. And she's late again! WAIT
- A: \_\_\_\_\_ tennis?  
B: Yes, but not very well. PLAY
- A: How many hours \_\_\_\_\_?  
B: Usually not more than seven. WORK
- A: What \_\_\_\_\_?  
B: If you ask me, it's a very good idea. THINK

**4 Complete the gaps with the verbs in brackets in the Present Simple or Present Continuous.**

Hello Ruth!

I <sup>1</sup> 'm having (have) a great time here... It's really hot! Spanish lessons <sup>2</sup> \_\_\_\_\_ (go) well, and Andrea, my teacher <sup>3</sup> \_\_\_\_\_ (seem) really nice. I <sup>4</sup> \_\_\_\_\_ (understand) quite a lot now and I <sup>5</sup> \_\_\_\_\_ (get) to the stage where I can say some things. I <sup>6</sup> \_\_\_\_\_ (think) that it's helpful that I <sup>7</sup> \_\_\_\_\_ (learn) here rather than at school back home.

Other than that I <sup>8</sup> \_\_\_\_\_ (enjoy) myself very much. The area we <sup>9</sup> \_\_\_\_\_ (stay) in is rather tempting as there're so many posh shops and restaurants around... I <sup>10</sup> \_\_\_\_\_ (try) to resist buying too much. I can go out quite a lot, my lessons usually <sup>11</sup> \_\_\_\_\_ (start) at 10am so I <sup>12</sup> \_\_\_\_\_ (not have to) get up early, which is great when tasting the nightlife. You know me, I <sup>13</sup> \_\_\_\_\_ (like) partying.

Anyway I <sup>14</sup> \_\_\_\_\_ (need) to go. Hope you're well and not too cold back at home! Keep in touch!

Seeta xxx

**EXAM PRACTICE**

**5 Read the text in which somebody compares and contrasts two photographs. Complete the gaps with the verbs in brackets in the Present Simple or Present Continuous.**

Both pictures show people at the seaside. In the first picture I can see four people on the beach. A middle-aged man <sup>1</sup> is holding (hold) a little girl, who <sup>2</sup> \_\_\_\_\_ (not want) to go in the water. I guess she <sup>3</sup> \_\_\_\_\_ (hate) water and that's why she <sup>4</sup> \_\_\_\_\_ (cry). Two other boys <sup>5</sup> \_\_\_\_\_ (build) a sandcastle on the beach.

There are only two people in the other picture and they are both in the sea. I can see a teenage boy who <sup>6</sup> \_\_\_\_\_ (wear) red trunks and a swimming cap. The boy <sup>7</sup> \_\_\_\_\_ (play) with a dog and they both <sup>8</sup> \_\_\_\_\_ (seem) very happy. In the distance I can see one more person, probably a man. He <sup>9</sup> \_\_\_\_\_ (swim). I <sup>10</sup> \_\_\_\_\_ (think) all the people in the two pictures are on holiday and they <sup>11</sup> \_\_\_\_\_ (have) a good time.