

# matatura 2015

## repetitorium

Poziom podstawowy i rozszerzony  
Podręcznik do języka angielskiego



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MACMILLAN

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SERVICES

# 01 Człowiek



## Dane personalne

### 1 Complete the voice message with the correct words. First letters of the missing words have been given.

Hello. This is Andrew Browne and I'm returning your call. You left a message yesterday because you need some more information from me. So, my (1) **s**\_\_\_\_\_ is Browne – that's with an 'e' at the end and my (2) **f**\_\_\_\_\_ names are Andrew Barry. My (3) **g**\_\_\_\_\_ is, of course, male and my (4) **m**\_\_\_\_\_ status is single. I'm not married, (5) **d**\_\_\_\_\_ or widowed! My (6) **n**\_\_\_\_\_ is British and my (7) **o**\_\_\_\_\_ is builder. Oh, and I nearly forgot – my date of (8) **b**\_\_\_\_\_ is 4th October 1990. I hope that's all the information you need.

### 2 Complete the reply with the correct words. First letters of the missing words have been given.

Hello Andrew. This is Mr Parker. Thanks for the information. There are just a couple more things I need to know to complete the form. Firstly, I'm sure it's obvious but could you confirm your country of (1) **r**\_\_\_\_\_? I also have to fill in your next of (2) **k**\_\_\_\_\_. Is it your mother, father, sister? And finally, your (3) **e**\_\_\_\_\_ origin, please. I imagine it's Caucasian – but if you could just confirm, I'd be grateful. Oh yes, and do you have any (4) **d**\_\_\_\_\_ features? Thank you.

## Wygląd zewnętrzny

### 3 Put the words into the correct columns. Then describe the people in the picture below.

plump wrinkles good-looking freckles dyed ugly overweight curly pretty pierced ears skinny dark/blond beautiful tanned wavy bald attractive tattoo obese straight handsome slim muscular shoulder-length scar spotty

Hair	Opinions about appearance	Distinguishing features	Build



**PHRASAL VERBS**

- 4 Complete the sentences with the correct prepositions.
- I've put \_\_\_\_\_ a lot of weight this year and I can't do \_\_\_\_\_ my jeans!
  - I really need to go \_\_\_\_\_ a diet before the holiday.
  - I must cut \_\_\_\_\_ on the number of chocolate bars I eat every day.
  - If you take \_\_\_\_\_ a sport, you'll get slim really quickly.
  - You should go \_\_\_\_\_ darker colours because they're more slimming.

**CONFUSING WORDS**

- 5 Choose the correct words.
- Paula's nickname is 'Ginger' because her hair is **brown** / **red**.
  - I always **colour** / **paint** my nails before going to a party.
  - My sister was quite **normal** / **plain** when she was a child but now she's very attractive.
  - My hair **goes** / **is** curly in the rain so I have to **straighten** / **flatten** it when it's dry.
  - I **get** / **become** spots if I eat chocolate.



**Ubrania**

- 7 Find the words that are in the wrong boxes and put them in the right ones. Add two more words to each column.

Clothes	Accessories	Patterns and materials
jeans	handbag	wool
blouse	scarf	waistcoat
fleece	pyjamas	cotton
tartan	sunhat	silk
suit	gloves	checked
trainers	ring	necklace
belt	gold	silver
underwear	tie	leather
tracksuit	earrings	spotted
sweatshirt	cap	striped
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 8 Complete the sentences in your own words.

- When I am cold, I wear \_\_\_\_\_.
- When I am hot, I wear \_\_\_\_\_.
- When I go to school, I wear \_\_\_\_\_.

- 9 Tell your partner about something you:

- have bought recently.
- haven't worn much and need to throw away.
- often borrow from a family member or friend.

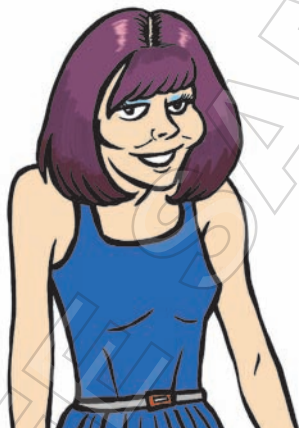
**COLLOCATIONS**

- 6 Complete the notice with the correct words.

cheekbones receding loose shaven clear parting piercing high auburn distinguishing



# HAVE YOU SEEN THEM?



The police are looking for a couple who stole money from a pensioner in the High Street yesterday. The man is stocky with fine, blond hair and a (1) \_\_\_\_\_ hairline. He's clean-(2) \_\_\_\_\_ and has a small, red birthmark on his cheek. A notable feature is his (3) \_\_\_\_\_ blue eyes. His female partner is quite nondescript with no (4) \_\_\_\_\_ features. But she is



tall and lanky with thick, (5) \_\_\_\_\_ hair that she wears (6) \_\_\_\_\_ or up in a ponytail. She has a centre (7) \_\_\_\_\_ and a long fringe that covers a (8) \_\_\_\_\_ forehead. She has (9) \_\_\_\_\_ skin and high (10) \_\_\_\_\_. Any information should be sent to ...

## COLLOCATIONS

**10 Unjumble the words to complete the advertisement.**

EXTENDED

### END OF LINE CLOTHING ITEMS! CHECK OUT OUR ONLINE SALE!

There are some excellent bargains.

How about a (1) SLERPASST \_\_\_\_\_ top with a (2) CLAY \_\_\_\_\_ cardigan for those warm summer evenings or maybe a (3) GOLN-VELESDE \_\_\_\_\_, V neck jumper in this year's fashionable royal blue for cooler days? For the guys who need (4) MARST \_\_\_\_\_ business clothes there are a range of inexpensive shirts with varying (5) LOCRAL \_\_\_\_\_ sizes and styles of cuffs. For everything you need from (6) GRINSESD \_\_\_\_\_ gowns to the more luxurious gold (7) TREBLASCE \_\_\_\_\_ and (8) LALB \_\_\_\_\_ gowns visit our website and buy now.

### Cechy charakteru

**11 Write the opposites of the adjectives below. Use un- / dis- / im- and -less.**

careful	polite
selfish	sociable
honest	reliable
tidy	helpful
patient	imaginative

**12 Work in pairs. Choose three adjectives describing personality and tell your partner what this person often does, without mentioning the adjective itself. Make your partner guess the words.**

**13 Complete the sentences with the correct adjectives.**

- Maria is a hard-working student but her sister isn't. She's very **l** \_\_\_\_\_.
- Paul is generous and pays for everyone when we're out but Jack is the opposite. He is so **m** \_\_\_\_\_.
- I'm usually very **t** \_\_\_\_\_ but if I don't know people I'm really quiet.
- My sister is very **i** \_\_\_\_\_. When she wants to she can get excellent marks without much effort.
- There are two judges on the talent show. One is nice and the other is **n** \_\_\_\_\_!

**14 Who in your class is the most ...? Compare your answers and say why you chose these people.**

talkative      reliable      generous  
shy              tidy              honest  
polite              patient

**15 Match the comments with the adjectives to describe the speakers.**

EXTENDED

bossy cowardly sympathetic materialistic  
sensitive sporty modest

That's terrible news! I'm so sorry.

Just do what I say. No questions!

It's not a big thing. I was really just very lucky.

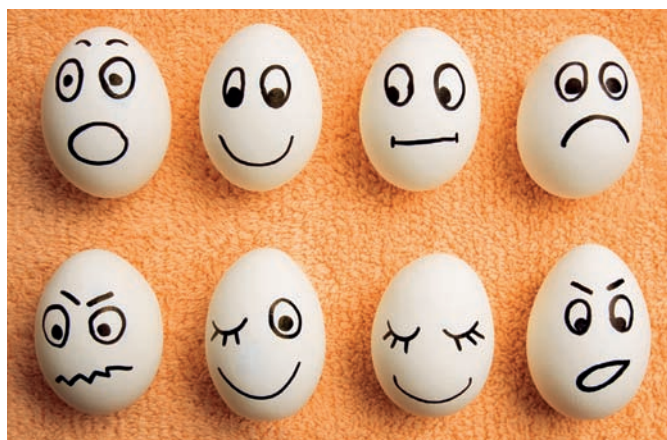
I just love buying new things - the more the better.

I was very hurt by what Rita said to me.

There's no way I'm going to tell my mum that! She'd kill me!

I adore doing athletics, especially running and jumping.

### Uczucia i emocje



**16 Complete the sentences with the correct words. When did you last feel like this?**

worried nervous embarrassed bad mood  
bored exhausted upset

- I get \_\_\_\_\_ when I don't have anything to do.
- I get \_\_\_\_\_ when I say something stupid in class.
- I get \_\_\_\_\_ if I work too late at night.
- I get \_\_\_\_\_ if I hear some bad news.
- I get \_\_\_\_\_ if my little brother messes up my room.
- I get \_\_\_\_\_ before a big exam.
- I get in a \_\_\_\_\_ if the weather's not very good.

**EXTENDED**

17 Which of the highlighted words can be replaced by the adjectives in the box? You can use some more than once.

very surprised   very tired   very frightened  
very pleased

- 1 I was **worn out** after the marathon.  
\_\_\_\_\_
- 2 I was **stunned** by the beauty of the view.  
\_\_\_\_\_
- 3 I was **shattered** after the four hour exam.  
\_\_\_\_\_
- 4 I was **delighted** to hear that my English friend is coming to visit.  
\_\_\_\_\_
- 5 I was **petrified** when I saw the huge spider on my bed.  
\_\_\_\_\_

18 Choose three of the new words from exercise 17 and tell your partner about a time you felt like this. Use the new words in your explanation.

**Zainteresowania**



19 Complete the survey questions with the correct words. Then answer them with a partner.

into   keen   hopeless   gigs   hobbies   spend  
fan   stand

- 1 What are your main interests and \_\_\_\_\_?
- 2 What do you love doing and what can't you \_\_\_\_\_ doing?
- 3 What were you \_\_\_\_\_ when you were a child?
- 4 Are you a \_\_\_\_\_ of any particular sports team?
- 5 Are you \_\_\_\_\_ on reality TV shows?
- 6 Is there anything that you're really \_\_\_\_\_ at?

**Problemy etyczne**

20 Which ethical issues are the people talking about? Do you agree with them?

- |              |                |
|--------------|----------------|
| a drug abuse | d homelessness |
| b abortion   | e corruption   |
| c charities  | f racism       |

1  It's important to give money to help people who are worse off than we are.

2  We need to make the punishments for using them much harder.

3  We shouldn't make decisions about people based on their colour or ethnic origin.

4  The government should pay for everyone to have a place to live.

**EXTENDED**

21 What are these ethical issues?

- 1 When people want to end their own lives because of severe illness: **eu** \_\_\_\_\_.
- 2 When scientists change a baby's genes to stop a possible future illness: **ge** \_\_\_\_\_ **en** \_\_\_\_\_.
- 3 When governments kill people who have committed very serious crimes: **de** \_\_\_\_\_ **p** \_\_\_\_\_.
- 4 When people can say freely what they believe: **fr** \_\_\_\_\_ of **s** \_\_\_\_\_.
- 5 When people spend all their money in casinos: **ga** \_\_\_\_\_.



# WHO ARE YOU?

**Zoom in**

**1 Work in pairs and answer the questions.**

- 1 Look at the personality types below. Who would you least like to socialise with? Who wouldn't you like to work with?
- 2 Who is the strangest person you you have ever met?

talkative extrovert

hard-working perfectionist

lazy day-dreamer

shy introvert

**Practise**

**GET SMARTER**

Zwróć szczególną uwagę na zdania przeczące lub zawierające słowa o negatywnym znaczeniu np. *few, hardly ever, never, seldom* oraz mające negatywne przedrostki, np. *dislike, impolite, unhappiness*. To one bardzo często decydują o zrozumieniu szczegółowych informacji w nagraniu.

**2** **01.01** Complete sentences B in 1 and 2 below so that the pairs of sentences have the same meaning. Then listen and check your answers.

- 1 A Young people are usually sociable.  
B Teenagers are hardly ever \_\_\_\_\_.
- 2 A Not many teens prefer to spend their time alone.  
B \_\_\_\_\_ teenagers want to be on their own.

**3** **01.01** Listen to the dialogue and justify the answers given in 1–3 below.

- 1 Anna doesn't mind people who lie. **F**
- 2 Anna is quite untidy. **F**
- 3 Anna would like to be more imaginative. **T**

**EXAM TASK**

**4** Usłyszysz dwukrotnie wywiad z psychologiem szkolnym na temat typów osobowości nastolatków. Zaznacz znakiem X które zdania (1–5), są zgodne z treścią nagrania (P – Prawda), a które nie (F – Fałsz).

	P	F
1 According to Josh, young people do not show their feelings very often.		
2 Beauty kings and queens don't wear only brand new clothes.		
3 It's easy for over-achievers to find friends.		
4 There is little difference between how teenagers and adults show their emotions.		
5 Teenagers' personalities most often change in the future.		

**Fish for words**

**5** Choose the correct preposition. Find the expressions in the audioscript on page XXX.

- 1 We have little **in / with** common with each other.
- 2 Certain types of reactions are more typical **of / for** younger than more mature people.
- 3 We often come **up / across** oversensitive teenagers.
- 4 Lots of teenagers spend their money **for / on** top brands.
- 5 Over-achievers focus **off / on** achieving success.
- 6 Other students often look **on / up** to ambitious people.
- 7 When we grow **up / on**, we become more sensible.
- 8 When teenagers develop **to / into** adults, they don't change their personalities.

**6** Tick (✓) the sentences which describe people obsessed with something. Give an example of a person who behaves like that.

- 1 \_\_\_\_\_ is an eco-freak.
- 2 \_\_\_\_\_ is into fashion.
- 3 \_\_\_\_\_ is a fitness maniac.
- 4 \_\_\_\_\_ is keen on sports.
- 5 \_\_\_\_\_ is a health nut.
- 6 \_\_\_\_\_ is a drama queen.

**Wrap it up**

**7** Work in pairs. Discuss the questions.

- 1 Is it possible not to judge people by their appearance?
- 2 Do you agree with the statement that 'You never have a second chance to make the first impression'?
- 3 Have you changed in any way since you were a child?

EXTENDED

Practise

GET SMARTER

Często parafraza słów nagrania dotyczy wyglądu, uczuć lub opinii i może być wyrażona przy pomocy idiomów np. *I enjoyed myself. = I had the time of my life.*  
*She's a bit strange. = She's a bit of an odd ball.*

1 **01.01** Listen to the recording and choose the correct answer A, B or C. Justify the correct and incorrect answers.

The speaker

- A heard his neighbour's loud voice.
- B was scared when he saw the man.
- C didn't like the man in the end.



Fish for words

3 **01.01** Underline synonyms to being strange. What do the other words/expressions mean?

- uneasy      weirdo      odd      stunned
- bizarre      unusual      weird
- whizz kid      eccentric      oddball
- ridiculous
- unwilling      freak



4 Complete the expressions with the nouns in the box. Use these expressions to talk about people you've met / events in your life.

time person courage ground nature conversation ears

- 1 I need to pluck up some \_\_\_\_\_ to say hello to her.
- 2 It isn't always easy to strike up a \_\_\_\_\_ with a stranger.
- 3 He wasn't the \_\_\_\_\_ I wanted to befriend.
- 4 I had the \_\_\_\_\_ of my life when we were together.
- 5 I couldn't believe my \_\_\_\_\_!
- 6 It's part of my \_\_\_\_\_ to want to socialise.
- 7 In the end, we found a lot of common \_\_\_\_\_.

EXAM TASK

2 **01.01** Usłyszysz dwukrotnie cztery wypowiedzi związane z zaskakującymi sytuacjami. Do każdej wypowiedzi (1-4) dopasuj odpowiadające jej zdanie (A-E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

- A discovered personal similarities with someone.
- B found the conversation with someone very stressful.
- C met someone who looked elegant.
- D was surprised with someone's unpleasant reaction.
- E hadn't had a better time ever before.

1	2	3	4

Go online

Do some of these online personality quizzes. Find out who you are and learn some useful English!

- [www.macmillan.pl/personality\\_test1](http://www.macmillan.pl/personality_test1)
- [www.macmillan.pl/personality\\_test2](http://www.macmillan.pl/personality_test2)
- [www.macmillan.pl/personality\\_test3](http://www.macmillan.pl/personality_test3)



## Zoom in

- 1 Work in pairs. Are you good at recognising faces and remembering what people look like?
- 2 Close your eyes. Tell your partner about another person in the class. Describe the persons' face, hairstyle and what he / she is wearing today in as much detail as possible.
- 3 Tell your partner about someone you saw this morning on the way to school but who you don't know. What did this person look like? Would you recognise him / her again?

## Practise

## GET SMARTER

Pamiętaj, że nagłówek jest podsumowaniem całego akapitu, a nie tylko jednej z kwestii w nim poruszonych.

- 4 Read the headings and try to guess what the paragraph they refer to may be about. Then read the text below and choose the correct heading.
  - A Expensive clothes make a difference.
  - B Choosing what to wear can be very hard.
  - C What people can learn from our clothes.

- 5 Read the text fragment below. Choose the most appropriate heading and explain why the remaining options are wrong answers.

- A Best places for storing photos
- B My favourite pic
- C An unforgettable moment

Photographs are important in my life. I take one around with me wherever I go. It's of me and my very best mate with her dog and we're posing for the camera in a park near her home. We're all looking cheerful and relaxed – the dog as well! The photo is in my wallet as well as on my phone. I've also used it as a screensaver for my laptop, so I see it every time I go online! It reminds me of a very happy period in my life.



## FASHION GIRL BLOG

[« PREVIOUS ENTRY](#)

6 November 2013

The decision about what you're going to wear everyday is a significant one. Your clothes can say a lot about you. They tell people how you are feeling and what impression you want to make. Your personality is also reflected in the clothes you wear as well as how clean and tidy you are. And, of course, they show how much money you are willing to spend on your appearance.

[add a comment](#)





EXAM TASK

6 Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdego fragmentu tekstu. Wpisz odpowiednią literę w miejsca 1–4. Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego fragmentu tekstu.

Are you one of THEM? Read on to find out.

1 \_\_\_\_  
Imagine the situation. You're walking down the crowded high street and suddenly a complete stranger stops you and says, 'Hi! You were on the beach in the south of Spain six years ago. How are you doing?' This stranger isn't necessarily mad. He or she might be a 'super-recogniser'. These are people who have the unusual ability to recognise people they have seen only once – a long time ago, maybe in a crowd.



2 \_\_\_\_  
It doesn't matter what the person looks like now. People change, get different hairstyles, dye their hair or go grey. Wrinkles, new scars and tattoos give them new appearances, but the super-recognisers can still recognise them.

have face-blindness which means that they have huge problems recognising faces, they are only now realising that some people are the complete opposite. Tests have shown that a super-recogniser can identify people that they only saw for a brief moment – and this is not an ability that we can acquire, it's something we are born with.

3 \_\_\_\_  
Although scientists have known for a long time that about 2% of people

4 \_\_\_\_  
The police are starting to use 'super-recognisers' to spot criminal faces in videos of crowds. They look for people with a specific build and facial features like beards and moustaches but they can even recognise quite nondescript people with no distinguishing features at all. As well as surprising our holiday maker in Spain six years later, this ability can be used for a very practical purpose indeed.

- A A great help
- B An inborn skill
- C A rare experience
- D No matter the differences in appearances
- E Fear of upsetting criminals
- F A common skill

Fish for words

7 Underline parts of the texts that show why the correct answers are correct. Why are the other options wrong?

8 In the text, find synonyms to the words and phrases below. Then use them to complete the sentences 1–4.

- short (paragraph 3) \_\_\_\_\_
- very different (paragraph 3) \_\_\_\_\_
- very big (paragraph 3) \_\_\_\_\_
- notice (paragraph 4) \_\_\_\_\_

- 1 I had a \_\_\_\_\_ lunch today so I'm not hungry.
- 2 Did you \_\_\_\_\_ the mistake in my email?
- 3 It'll take us only a \_\_\_\_\_ moment, I promise.
- 4 They are twins but you'd never guess it as they look \_\_\_\_\_!

9 Fill the gaps with either complete or brief.

- 1 The journey took me an hour and was a \_\_\_\_\_ nightmare.
- 2 He only caught a \_\_\_\_\_ glimpse of the girl's eyes, but he fell in love with her at first sight.
- 3 Let me just say a \_\_\_\_\_ word about our guest.
- 4 I told them I could swim, but it was a \_\_\_\_\_ lie.
- 5 You're a \_\_\_\_\_ fool if you think she'll give you the money back.
- 6 Hi, I know you're having extra classes in an hour, so I'm just calling for a \_\_\_\_\_ chat.

10 Complete the sentences with the correct form of the verbs in the box.

- remember recognise remind identify realise

- 1 I \_\_\_\_\_ we were going in the wrong direction when I saw the church.
- 2 I didn't \_\_\_\_\_ the email address so I didn't open the email. Sometimes they have viruses, don't they?
- 3 I \_\_\_\_\_ my sister to record the film for me while I was out and she did.
- 4 The police can \_\_\_\_\_ the criminal from his fingerprints.
- 5 Do you \_\_\_\_\_ meeting Ewa at my birthday party last year?

Wrap it up

11 Work in pairs and answer the questions.

- 1 What can people do to change their appearance?
- 2 Think of a person you have known for a long time. How has this person changed since you first knew him/her?
- 3 Would you ever consider having cosmetic surgery? Why?/Why not?

## Practise

## GET SMARTER

Pamiętaj, że pytania w zadaniu będą parafrazowały treść fragmentów tekstu. Szukaj w tekście tych samych treści wyrażonych innymi słowami.

**1 Read the four extracts from an article about how early a baby can recognise its mother's face. Write a paraphrase for each sentence. Try to use as few of the original words as possible.**

1 There is a widely held belief that newborn babies have the immediate ability to recognise their mother's face.

\_\_\_\_\_

2 The truth is that newborns know who their mother is primarily thanks to voice recognition.

\_\_\_\_\_

3 Pediatricians maintain that there is little evidence of visual recognition before the age of three weeks.

\_\_\_\_\_

4 An infant's vision is initially very blurry but sharpening each month until perfect vision is achieved by the child's second birthday.

\_\_\_\_\_

## Fish for words

EXTENDED

**3 Underline the parts of the text that helped you find the answers.**

**4 Complete the sentences with words and collocations from the text.**

1 I've got a \_\_\_\_\_ that I've forgotten something! (paragraph A)

2 I've heard that song before but I \_\_\_\_\_ where I heard it. (paragraph A)

3 Going into a room and then forgetting why you've gone there is quite a \_\_\_\_\_! (paragraph A)

4 Dave's bad exam results \_\_\_\_\_ about whether he'll go to university or not. (paragraph A)

5 The new equipment in the computer room is extremely \_\_\_\_\_, so be careful when you use it! (paragraph B)

6 I've \_\_\_\_\_ the letter and it looks as if you've included everything we said. (paragraph B)

**5 Choose the correct word.**

1 nagging **doubt** / **complaint**

2 common **weather** / **cold**

3 raise your **voice** / **temper**

4 sophisticated **language** / **view**

5 scan a **text** / **an idea**

## EXAM TASK

**2 Przeczytaj tekst, który został podzielony na trzy części (A–C) oraz pytania ich dotyczące (1–4). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania w kratki. Uwaga: jedna część tekstu pasuje do dwóch pytań.**

**In which paragraph does the author:**

1 explains that several mental processes are involved in our ability to remember people?

2 mentions a situation that many of us have found ourselves in?

3 indicates the amount of information we can recall?

4 talks about measuring people's reactions to visual information?

## Do I know you?

A How many times have you seen someone on TV or in a crowd and had that nagging feeling that you've seen them somewhere before but can't quite place them? This seems to be quite a common experience and it raises questions about exactly how we recognise faces. What's going on in our brains when we see a face?

B Scientists have recently carried out tests on volunteers to find out which areas in the brain are involved in face recognition. The tests must have been a lot of fun to take part in! The volunteers were shown a photograph of a famous person on a computer and then the face gradually changed into another famous person's. For example a picture of the 1950s film star Marilyn Monroe slowly changed into a picture of the English Prime Minister Margaret Thatcher! Obviously Marilyn's beautiful curly blonde hair became greyer, her nose became sharper and longer, and her creamy

complexion developed wrinkles and lines around the mouth. As they watched the person change, sophisticated equipment scanned the volunteers' brains to see which parts of the brain were lighting up.

C The results showed that we use three main areas of the brain to identify people's faces. While one section of the brain looks at the physical aspects such as size and shape of eyes and distinguishing features, another part identifies the face as known or unknown. At the same time a third part of the brain is checking out the name or other information about the face in our memory. It sounds amazing but it seems that human beings can store as many as 10,000 faces in their memories and most of us can recognise about ninety percent of our classmates up to thirty five years after we last saw them!



## Zoom in

### 1 Work in pairs and answer the questions.

- 1 Do you follow fashion? Why? Why not?
- 2 What clothes, colours and patterns are trendy at the moment?
- 3 Describe the most fashionable person you know.

## KNOW YOUR PHRASES

- **In the photograph, I can see a beautiful woman / a good-looking man.**  
Na zdjęciu widzimy piękną kobietę / atrakcyjnego mężczyznę.
- **The photograph shows a young woman / a handsome man.**  
Zdjęcie przedstawia młodą kobietę / przystojnego mężczyznę.
- **She's on the beach / in a room / at a bus stop.**  
Ona jest na plaży / w pokoju / na przystanku autobusowym.
- **She looks like she is a model / a teacher.**  
Ona wygląda na modelkę / nauczycielkę.
- **He seems to be a politician / a mechanic.**  
On zdaje się być politykiem / mechanikiem.
- **She's wearing a short dress / jeans and cardigan.**  
Ona ma na sobie krótką sukienkę / dżinsy i rozpinany sweter.
- **I think / In my opinion she looks happy / sad.**  
Myślę że / Według mnie ona wygląda na szczęśliwą / smutną.
- **I guess he feels relaxed / nervous.**  
Wydaje mi się, że on jest zrelaksowany / zdenerwowany.
- **I believe she's posing for a photograph / studying / commuting to work.**  
Uważam, że ona pozuje do zdjęcia / uczy się / dojeżdża do pracy.

## Activate

### 2 Powiedz, że:

- 1 na zdjęciu widzisz modnie ubraną kobietę w średnim wieku.
- 2 wydaje Ci się, że nastolatka na zdjęciu wygląda jak modelka.
- 3 masz dziś na sobie koszulę w kratę, lniane spodnie i skórzane sandały.
- 4 zdjęcie pokazuje starszego mężczyznę, który wygląda na smutnego.

## Practise

### GET SMARTER

Opisując zdjęcie, pamiętaj, aby uwzględnić następujące informacje: kogo widzisz, gdzie znajduje się opisywana osoba, co robi, jak wygląda, oraz, jeśli można to wywnioskować, jak się czuje.

### 3 Look at the photograph and read the description. Add the missing aspects of the description.

She is wearing a beige dress and holding a sun umbrella. She's sitting on a white suitcase. I think she's posing for a photo.



### 4 Look at the photograph and answer the questions. Write your answers in Polish first and then translate them into English if it's easier for you.

Who does the picture show?

How do you think he is feeling?

Where is the man?

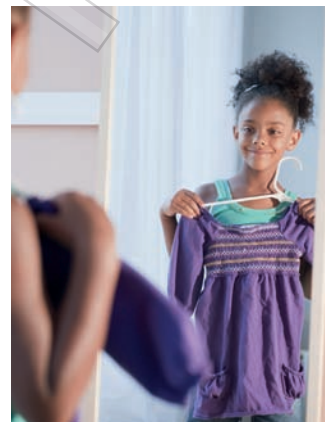
What is he wearing?



What is he doing?

## EXAM TASK

### 5 Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie pytania i odpowiadajcie na nie.



#### Uczeń A

- 1 Why do you think the girl is smiling?
- 2 Is appearance important to you? Why? Why not?
- 3 Describe the last time you or someone you know wanted to make a good impression on someone.



#### Uczeń B

- 1 Why does the woman look unusual?
- 2 Do you judge people by appearances? Why? Why not?
- 3 Describe the last time you met someone strange.

## Wrap it up

### 6 Work in pairs and answer the questions.

- 1 What's your idea of beauty?
- 2 Who's the most beautiful / handsome person you can think of? Why?



## Zoom in

### 1 Work in pairs and answer the questions.

- 1 What personal information do people often share on social networking sites? Is it always a good idea?
- 2 Compare your Facebook / social networking site profiles. How much and what could a stranger learn about you?

## Practise

### GET SMARTER

Gdy uzupełniasz lukę testującą gramatykę, zwróć uwagę na poniższe aspekty podanych wyborów odpowiedzi: użyty czas, liczbę i formę gramatyczną w danym kontekście wypowiedzi.

### 2 Read the text and decide why the given answers fit or don't fit the gap.

Parents often feel worried when their teenage children leave too much personal (1) \_\_\_ on different networking sites for everybody to read. Teenagers, on the other hand, (2) \_\_\_ seem to bother about what details about themselves they make public. So apart from their photographs, they include their full names, age, email addresses, phone numbers, the name of the school they go to and even in (3) \_\_\_ cases their place of residence.

- 1 A details    B information    C space
- 2 A don't    B didn't    C haven't
- 3 A few    B some of    C some

## EXAM TASK

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

There are social networking sites which are called 'friend-of-a-friend' sites and which connect users to new friends through people they know and (1) \_\_\_ interests. The idea sounds great as you get a chance to get to know people like you. These sites invite you to share quite (2) \_\_\_ personal information with other users so that you can find individuals with similar passions, personalities or even looks. Most people (3) \_\_\_ that regularly forgetting that this information will be available not only to friends of friends but also to hundreds of strangers out there. All is fine when the people who read your personal profiles are honest and won't use

## EXAM TASK

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



I'm 19 years old and I'm quite shy. (1) \_\_\_ like that ever since I remember and probably would still be if I hadn't met Rebecca. She's my age and we first met online on one of the social networking sites. We share similar interests as we're both (2) \_\_\_ on photography and painting. When we made friends, Rebecca invited me to a photo exhibition – a big event with TV cameras and journalists. I said I wouldn't go because I was too shy and I didn't like (3) \_\_\_. Rebecca, however, kept encouraging me to go. She gave me (4) \_\_\_ on how to be more self-confident by practising conversations in front of the mirror. It helped a lot. In the end, I went along and even had a chat with one or two people. I (5) \_\_\_ although I still felt pretty nervous. Well, I took the first step and I hope I'll find more courage to go out and talk to others.

- 1 A I always was    B I'm always    C I've always been
- 2 A fond    B keen    C fascinated
- 3 A crowds of people    B the crowd of people    C crowded people
- 4 A some advice    B any advice    C little advice
- 5 A enjoyed    B was enjoying    C enjoyed myself

your details for wrong purposes. But what if your personal information (4) \_\_\_ against you? Young people often seem not to worry about it at all but perhaps they should give it a (5) \_\_\_ before posting too many details online for the whole world to read.

- 1 A casual    B common    C same
- 2 A a lot of    B many    C lots
- 3 A are doing    B do    C did
- 4 A will be used    B will use    C be used
- 5 A thought    B chance    C try

## Wrap it up

- 5 Work in pairs. Find out as much personal information as possible about the person you're working with.**
- 1 You have 5 minutes to write as many questions as you can.
  - 2 You have 5 more minutes to interview each other and 5 more minutes to write up a profile of your partner to present to the rest of the class.

Make sure the questions will allow you to find out something new about your partner, eg. their lucky number, their mother's maiden name or a new hobby they'd like to take up.

EXTENDED

### EXAM TASK

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



The Internet is, no doubt, a wonderful meeting place. At the same time it poses certain risks to all its users no matter how old they are.

And (1) \_\_\_ some eighteen or nineteen-year-olds realise the potential threats they face online, they don't seem to give much thought to the fact that university administrators and employers more and more often scrutinise their profiles before admitting them to prestigious colleges or giving them jobs.

Young adults who post provocative comments and photos about eg. their partying habits or, what's worse, about drinking or drug use can make themselves (2) \_\_\_ as immature and lacking common sense.

Experts advise against posting any material that would make you feel ashamed of yourself in the future and as one media expert said 'wouldn't make your grandmother proud of you!' So, it's high time you (3) \_\_\_ social networking sites as space to promote yourself personally, academically and professionally by sharing information that will help you leave a positive impression on your future employers. Too young to agonise over it? Think twice before you (4) \_\_\_ this advice down.

- |               |               |
|---------------|---------------|
| 1 A however   | C in spite of |
| B despite     | D although    |
| 2 A look      | C appear      |
| B come across | D show up     |
| 3 A treat     | C treated     |
| B to treat    | D would treat |
| 4 A turn      | C take        |
| B play        | D hold        |

### EXAM TASK

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

Personal marketing uses business principles to help people succeed in life and realise their own goals. It (1) \_\_\_ people to look deeper inside themselves in order to discover their strengths and weaknesses which are then used to teach them how to use their personality (2) \_\_\_. What it amounts to is creating an advert of yourself.

The idea has proved extremely popular and personal marketing courses are springing up everywhere. People sign up because they want to learn how to fulfill their dreams and control their lives better. The courses usually offer very practical training in motivation techniques and (3) \_\_\_ ideas for self-development but the main aim is to get people to produce an advert of themselves, supported by a photo and a video clip which they could post online when they're looking for a partner or a job. People who have given it a go seem delighted and they say this is (4) \_\_\_ trying!

- |                        |                          |
|------------------------|--------------------------|
| 1 A makes              | C suggests               |
| B encourages           | D lets                   |
| 2 A to their advantage | C by chance              |
| B up to the point      | D under no circumstances |
| 3 A a lot              | C great variety of       |
| B an amount of         | D plenty of              |
| 4 A sensible           | C worth                  |
| B wise                 | D advisable              |





## Zoom in

## 1 Work in pairs and answer the questions.

- Which famous people are in the news at the moment? Why?
- Describe a Polish celebrity without giving the name. Can your partner guess who it is?

## KNOW YOUR PHRASES

- The person I admire most these days is an American actress Angelina Jolie.**  
Osobą współczesną, którą najbardziej podziwiam, jest amerykańska aktorka Angelina Jolie.
- My favourite celebrity of all time is Madonna.**  
Moją ulubioną celebrytką wszechczasów jest Madonna.
- She is making headlines at the moment because she's adopted a child.**  
Ona pojawia się obecnie w nagłówkach wszystkich artykułów prasowych, ponieważ adoptowała dziecko.
- There's a lot about him in the newspapers right now because he's had a plastic surgery.**  
Mnóstwo się o nimostatnio pisze, gdyż poddał się operacji plastycznej.
- She's very fashionable.**  
Ona jest bardzo modna.
- He's got long, dark hair.**  
On ma długie ciemne włosy.
- He's been in lots of films.**  
On występował w wielu filmach.
- She's done a lot of work for charity.**  
Ona zrobiła bardzo wiele na rzecz organizacji charytatywnych.
- The thing I most like about her is her engagement in fighting the poverty in Africa.**  
To, co najbardziej w niej lubię jest jej zaangażowanie w zwalczanie ubóstwa w Afryce.
- I have a lot of respect for this person because she's using her fame and money to help others.**  
Mam mnóstwo szacunku do tej osoby, gdyż korzysta ze swoich pieniędzy i sławy, aby nieść pomoc innym.
- I think he may be admired / remembered most for being a Goodwill Ambassador of UNICEF in the future.**  
Myszę, że w przyszłości może być podziwiany / zapamiętany najbardziej za bycie Ambasadorem Dobrej Woli UNICEFu.
- I believe she'll get an Oscar for the best actress next year.**  
Wierzę, że dostanie Oscara dla najlepszej aktorki w przyszłym roku.

## Activate

## 2 Powiedz, że:

- Ryan Gossling jest Twoim ulubionym celebrytą.
- bardzo szanujesz swoją mamę.
- to, co najbardziej szanujesz w Leo Messim, to jego skromność.
- Justin Timberlake jest najatrakcyjniejszą osobą, jaką kiedykolwiek widziałeś.
- podziwiasz Angelinę Jolie za jej pracę na rzecz organizacji charytatywnych.

## Practise

## GET SMARTER

Przeczytaj kilkakrotnie polecenie i upewnij się, że rozumiesz, o przekazanie jakich informacji jesteś proszony w każdym jego podpunkcie. Poszczególne elementy polecenia mogą się składać z jednej lub dwóch części, ważne, aby w pracy pisemnej nie pominąć żadnego elementu wymienionego w poleceniu. Jednocześnie limit słów narzuca Ci zwięzłość i ogranicza możliwość dygresji.

3 Read the instruction in the bullet point below and then paragraph A and B. Choose the paragraph that expands the bullet point well. Underline the fragments that justify your opinion. In the other paragraph underline sections where the writer expanded the bullet in the wrong way (going off the subject).

- Poinformuj, kto jest Twoim ulubionym celebrytą i z jakiego powodu jestostatnio głośno o tej osobie w mediach.



## A

*I'm writing about my favourite celebrity, Angelina Jolie. She's often in the news because of her great acting. But she has recently been in the newspapers because she had an operation and she wanted everyone to know about it and not to worry if it happened to them.*

## B

*My favourite celebrity is Angelina Jolie. She started making movies a long time ago. She acts very well and she also married one of my favourite actors Brad Pitt. Everyone remembers Brad from films like Fight Club and Seven and he still makes films now. He used to be married to Jennifer Anniston who was in the hit TV show Friends but they broke up and then he met Angelina on the set of another film and they got married.*

## EXAM TASK

**4 Podziel się na blogu swoimi przemyśleniami na temat Twojej ulubionej postaci życia publicznego.**

- Przedstaw tę osobę i wyjaśnij, dlaczego ostatnio dużo się o niej mówi.
- Opisz tę osobę i jej wygląd.
- Napisz, za co tę osobę cenisz.
- Podziel się swoimi przypuszczeniami na temat losów tej osoby w przyszłości.

*Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że długość powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są wytłuszczone). Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).*

Hi everyone! Today I want to start a thread about our favourite celebrities.

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That's all from me. Now it's your turn!

## Zoom in

**1 Which celebrities have been in the news recently for behaving badly? What did they do?**

## KNOW YOUR PHRASES

- **I feel very strongly that** celebrities should behave decently.  
Jestem głęboko przekonany, że celebryci powinni się zachowywać przyzwoicie.
- **In my opinion, they shouldn't** show disrespect for their fans.  
Według mnie nie powinni okazywać braku szacunku dla swoich fanów.
- **I definitely believe that he shouldn't** have behaved like that.  
Zdecydowanie uważam, że nie powinien się być tak zachować.
- **The first thing he did was to** laugh at his teenage fans.  
Pierwszą rzeczą, jaką zrobił, było wyśmiewanie się z jego nastoletnich fanów.
- **He followed that by** insulting his manager.  
Następnie obraził swojego managera.
- **It's hard to believe but then he** walked out of the award ceremony.  
Trudno w to uwierzyć, ale następnie opuścił uroczystość wręczenia nagród.

## Activate

**2 Powiedz, że:**

- 1 według Ciebie celebryci powinni być wzorcami osobowymi dla młodych ludzi.
- 2 pierwszą rzeczą, jaką dziś zrobiłeś, było wzięcie prysznicza.
- 3 następnie zjadłeś szybkie śniadanie.
- 4 może ciężko w to uwierzyć, ale nigdy nie jadłeś bigosu.
- 5 Justin Bieber źle się ostatnio zachował w miejscu publicznym.

## Practise

EXTENDED

## GET SMARTER

Ważnym elementem każdego artykułu jest chwytliwy tytuł: krótki, przyciągający wzrok i zachęcający do dalszej lektury.

**3 Read the following tasks and the possible titles. Choose the best title for each and justify your opinion.**

- 1 An article about the advantages and disadvantages of being famous.
  - A A difficult life
  - B The Fame Game
  - C A lot of responsibility
- 2 An article about the value of TV talent shows that promote new singers and musicians.
  - A How valuable are TV talent shows?
  - B Value for money?
  - C Stars in their Eyes?

## EXAM TASK

**4 Przeczytaj zadanie egzaminacyjne. Wypowiedz się na poniższy temat. Zanim napiszesz artykuł, wybierz najtrafniejszy tytuł z podanych opcji A–C.**

Znana gwiazda filmowa zachowała się ostatnio niewłaściwie na ważnej ceremonii wręczenia nagród. Napisz **artykuł** na waszą szkolną stronę intranetową, w którym zrelacjonujesz przebieg incydentu oraz przedstawisz i uzasadnisz swoje zdanie na temat tego, czy i jakie obowiązki mają celebryci wobec młodych ludzi w dzisiejszych czasach.

- A A good example?
- B A night to remember!
- C The front page – again!

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wyrażonej w poleceniu.*

**Personal data / Dane osobowe**

address /ə'dres/ adres  
 age /eɪdʒ/ wiek  
 citizenship /'sɪtɪzənʃɪp/ obywatelstwo  
 date of birth /,deɪt əv 'bɜːθ/ data urodzenia  
 divorced /dɪ'vɔːst/ rozwiedziony  
 female /'fiːmeɪl/ kobieta  
 first name /'fɜːst 'neɪm/ imię  
 gender /'dʒendə/ płeć  
 male /meɪl/ mężczyzna  
 marital status /'mæɪrɪl 'steɪtəs/ stan cywilny  
 married /'mæɪrɪd/ żonaty/zamężna  
 nationality /,næʃən 'ælətɪ/ narodowość  
 occupation /,ɒkjʊ'peɪʃn/ zawód  
 single /'sɪŋɡl/ stanu wolnego  
 surname /'sɜːneɪm/ nazwisko  
 widowed /'wɪdəʊd/ wdowiata

country of residence /,kʌntri ɒv 'rezɪdəns/ kraj zamieszkania  
 distinguishing features /dɪ'stɪŋɡwɪʃɪŋ 'fi:tʃəz/ znaki szczególne  
 ethnic origin /,eθnɪk 'ɒrɪdʒɪn/ pochodzenie etniczne  
 next of kin /,nekst ɒv 'kɪn/ najbliższy krewny

**Appearance / Wygląd zewnętrzny**

**General/Ogólne**

attractive/unattractive /ə'træktɪv/, ʌnə'træktɪv/ atrakcyjny/nieatrakcyjny  
 beautiful /'bjʊtɪfəl/ piękny  
 beauty king/queen /'bjʊ:ti kɪŋ/kwi:n/ narcyz/królowa piękności  
 fit /fɪt/ sprawny, w dobrej formie  
 good-looking /,ɡʊd'lʊkɪŋ/ przystojny, ładny  
 gorgeous /'ɡɔːdʒəs/ wspaniały, piękny  
 handsome /'hænsəm/ przystojny  
 plain /pleɪn/ pospolity, nieatrakcyjny  
 pretty /'prɪti/ ładny  
 ugly /'ʌɡli/ brzydki

**Build/Budowa ciała**

fat /fæt/ gruby  
 muscular /'mʌskjʊlə/ umięśniony  
 obese /əʊ'biːs/ otyły  
 overweight/underweight /,əʊvə'weɪt/, ʌndə'weɪt/ z nadwagą/niedowaga  
 plump /plʌmp/ puszysty/pulchny  
 put on/lose weight /,pʊt ɒn/, 'lʊz 'weɪt/ przybierać/tracić na wadze  
 skinny /'skɪni/ chudy  
 slim /slɪm/ szczupły  
 well-built /,wel 'bɪlt/ dobrze zbudowany  
 lanky /'læŋki/ tyczkowaty, wysoki i chudy  
 stocky /'stɒki/ krępy

**Hair / Włosy**

bald /bɔːld/ łysy  
 blond /blɒnd/ blond  
 curly /'kɜːli/ kręcone  
 dark /dɑːk/ ciemne  
 dyed /daɪd/ farbowane  
 medium-length /,mi:diəm 'leŋθ/ średniej długości  
 straight /streɪt/ proste  
 wavy /'weɪvi/ falujące  
 auburn /'ɔːbən/ kasztanowe  
 fine/thick /faɪn, θɪk/ cienkie, rzadkie/gęste  
 fringe /frɪndʒ/ grzywka  
 have a centre/side parting /hæv ə 'sentə/, saɪd 'pɑːtɪŋ/ mieć przedziałek na środku/z boku  
 ponytail /'pɒni teɪl/ kitka, koński ogon  
 receding hairline /rɪ'si:diŋ 'heəlaɪn/ włosy rzędzące na skroniach  
 wear your hair loose/up /,weə jə 'heə 'luːs/, 'ʌp/ nosić włosy rozpuszczone/spięte

**Special features / Cechy charakterystyczne**

beard /bɪəd/ broda  
 freckles /'freklz/ piegi  
 moustache /mə'sta:ʃ/ wąsy

pale/tanned/dark complexion /,peɪl/, tænd/, dɑːk kəm'pleksjən/ blada/opalona/ciemna cera, karnacja  
 pierced ears /,pɪəst 'ɪəz/ przebite uszy  
 scar /skɑː/ blizna  
 spotty /'spɒti/ pryszczaty  
 tattoo /tæ'tuː/ tatuaż  
 wrinkles /'rɪŋklz/ zmarszczki  
 birthmark /'bɜːθmɑːk/ znamię  
 clean-shaven /,kli:n 'ʃeɪvən/ gładko ogolony  
 clear skin /,kliə 'skɪn/ gładka skóra  
 double chin /,dʌbl 'tʃɪn/ podwójny podbródek  
 high cheekbones /,haɪ 'tʃi:kbeɪnz/ wystające kości policzkowe  
 high forehead /,haɪ 'fɔːhed/ wysokie czoło  
 piercing blue eyes /,pɪəsiŋ 'bluː 'aɪz/ przenikliwe niebieskie oczy

**Clothes and shoes / Ubrania i buty**

blouse /bləʊz/ bluzka  
 boots /buːts/ wysokie buty, kozaki  
 bra /brɑː/ biustonosz  
 casual /'kæʒʊəl/ codzienny, swobodny  
 coat /kəʊt/ płaszcz  
 dress /dres/ sukienka  
 fashionable /'fæʃənəbl/ modny  
 fleece /fliːs/ bluza polarowa  
 gloves /glʌvz/ rękawiczki  
 hat /hæt/ kapelusz, czapka  
 jacket /'dʒækt/ kurtka, marynarka, żakiet  
 jeans /dʒiːnz/ dżinsy  
 jumper /'dʒʌmpə/ sweter  
 old-fashioned /,əʊld 'fæʃənd/ staromodny, staroświecki  
 outfit /'aʊtfɪt/ strój, ubiór  
 pyjamas /'pɔːdʒəməz/ piżama  
 sandals /'sændəlz/ sandały  
 shirt /ʃɜːt/ koszula  
 shoes /ʃuːz/ buty  
 shorts /ʃɔːts/ szorty  
 skirt /skɜːt/ spódnica  
 smart /smɑːt/ elegancki  
 socks /sɒks/ skarpety  
 suit /suːt/ garnitur  
 sweatshirt /'swetʃɜːt/ bluza sportowa  
 tie /taɪ/ krawat  
 tracksuit /'træksuɪt/ dres  
 trainers /'treɪnəz/ obuwie sportowe  
 trendy /'trendi/ modny  
 trousers /'traʊzəz/ spodnie  
 underwear /'ʌndəweə/ bielizna  
 uniform /'juːnɪfɔːm/ fartuch, mundur wojskowy, mundurek szkolny  
 waistcoat /'weɪskəʊt/ kamizelka  
 wear /weə/ nosić, mieć na sobie

ball gown /'bɔːl gaʊn/ suknia balowa/strój balowy  
 boat necked /'bəʊt nekt/ (bluzka/sweter) z szerokim dekoltem  
 cardigan /'kɑːdɪɡən/ rozpinany sweter  
 collar /'kɒlə/ kołnierzyk  
 cuffs /kʌfs/ mankiety  
 high-heels /,haɪ 'hi:lz/ wysokie obcasy  
 hoodie /'hʊdi/ bluza z kapturem  
 long/short-sleeved /,lɒŋ, ʃɔːt/'sli:vəd/ (koszula) z krótkim/długim rękawem  
 strapless top /,strəpləs 'tɒp/ bluzka bez ramiączek  
 V-necked /'vi:nekt/ (bluzka/sweter) z dekoltem w szpic

**Accessories / Akcesoria**

belt /belt/ pasek  
 cap /kæp/ czapka z daszkiem  
 earrings /'ɪəriŋz/ kolczyki  
 glasses /'glɑːsɪz/ okulary  
 handbag/bag /'hændbæg/bæg/ torebka  
 jewellery /'dʒu:əlri/ biżuteria  
 necklace /'nekləs/ naszyjnik

ring /rɪŋ/ pierścionek  
 scarf /skɑːf/ szalik  
 sunhat /'sʌnhæt/ kapelusz przeciwsłoneczny  
 tie /taɪ/ krawat  
 bracelet /'breɪslət/ bransoletka  
 brooch /brʊtʃ/ broszka  
 button /'bʌtn/ guzik  
 shoe laces /'ʃuː leɪsɪz/ sznurówki  
 slippers /'slɪpəz/ kapcie  
 zip-up /'zɪpʌp/ (zapinać na) zamek

**Patterns and Materials / Wzory i materiały**

checked /tʃekt/ w kratę  
 cotton /'kɒtn/ bawełna  
 gold /gəʊld/ złoto  
 leather /'leðə/ skórzany  
 plain /pleɪn/ gładki  
 silk /sɪlk/ jedwab  
 silver /'sɪlvə/ srebro, srebrny  
 spotted /'spɒtɪd/ nakrapiany  
 striped /straɪpt/ w paski  
 tartan /'tɑːtn/ szkocka krata  
 wool /wʊl/ wełna  
 elastic /'elæstɪk/ elastyczny  
 fur /fɜː/ futro/futrzan  
 lace /leɪs/ koronkowy  
 lined /laɪnd/ prążkowany  
 synthetic /sɪn'tetɪk/ sztuczny (materiał)

**Features of character / Cechy charakteru**

aggressive /ə'ɡresɪv/ agresywny  
 ambitious /æm'bɪʃəs/ ambitny  
 be in a good/bad mood /tə 'bi n ə 'ɡʊd/, 'bæd 'muːd/ być w dobrym/złym humorze  
 bad-tempered /'bæd'tempəd/ wbychowy  
 big-headed /'bɪg'hedɪd/ zarozumiały  
 bossy /'bɒsi/ apodyktyczny  
 brave /breɪv/ odważny  
 careful/careless /'keəfl/, 'keələs/ ostrożny/nieostrożny  
 caring /'keərɪŋ/ troskliwy  
 cheerful /tʃɪəfl/ radosny, pogodny  
 clever /'klevə/ mądry  
 confident/overconfident /'kɒnfɪdənt/, 'əʊvə'kɒnfɪdənt/ pewny siebie/zbyt pewny siebie  
 daydreamer /'deɪdri:mə/ marzyciel, osoba myśląca o niebieskich migdałach  
 drama queen /'dra:mə kwi:n/ panikarz, osoba nadwrażliwa  
 easygoing /'i:zi'ɡəʊɪŋ/ wyluzowany, opanowany  
 egoistic /i:'ɡəʊ'stɪk/ egoistyczny  
 energetic /,enə'dʒetɪk/ energiczny  
 extrovert /'ekstrəvɜːt/ ekstrawertyk  
 freak /fri:k/ maniak, dziwak  
 friendly /'frendli/ przyjacielski, miły  
 fun-loving /'fʌn 'lʌvɪŋ/ lubiący dobrą zabawę  
 generous /'dʒenərəs/ szczodry, hojny  
 gentle /'dʒentl/ delikatny, łagodny  
 good-natured /,ɡʊd'neɪtʃəd/ dobroduszny, przyjacielski  
 hard-working /,hɑːd'wɜːkɪŋ/ pracowity  
 helpful/unhelpful /'helpfəl/, ʌn'helpfəl/ uczynny/nieskory do pomocy  
 honest/dishonest /'ɒnɪst/, 'dɪs'ɒnɪst/ uczciwy/nieuczciwy  
 imaginative/unimaginative /ɪ'mædʒɪnətɪv/, ʌnɪ'mædʒɪnətɪv/ pomysłowy, kreatywny/bez wyobraźni  
 independent /,ɪndɪ'pendənt/ niezależny  
 intelligent /ɪn'telɪdʒənt/ inteligentny  
 introvert /ɪn'trɒvɜːt/ introwertyk  
 lazy /'leɪzi/ leniwy  
 maniac /'memiæk/ maniak  
 mean /mi:n/ skąpy, złośliwy  
 messy /'mesi/ bałaganiarski  
 nasty /'nɑːsti/ nieprzyjemny, złośliwy  
 nice /naɪs/ miły  
 nut /nʌt/ dziwak, świr



open /'əʊpən/ otwarty  
 optimistic/pessimistic /,ɒptɪ'mɪstɪk/, /pesɪ'mɪstɪk/ optymistyczny/pesymistyczny  
 outgoing /,aʊt'gəʊɪŋ/ otwarty, towarzyski  
 over-achiever /,əʊvə'reɪtʃi:və/ osoba przesadnie ambitna  
 oversensitive /,əʊvə'sensətɪv/ przewrażliwiony  
 patient/impatient /'peɪʃnt/, /ɪm'peɪʃnt/ cierpliwy/niecierpliwy  
 polite /pə'laɪt/ uprzejmy  
 quiet /kwaɪət/ cichy  
 reliable/unreliable /rɪ'laɪəbl/, /ʌnrɪ'laɪəbl/ godny zaufania/niewiarygodny  
 responsible /rɪ'spɒnsəbl/ odpowiedzialny  
 rude /ru:d/ niegrzeczny  
 scared /skeəd/ wystraszony  
 selfish/unselfish /'selfɪʃ/, /ʌn'selfɪʃ/ samolubny/niesamolubny  
 serious /'sɪəriəs/ poważny  
 shy /ʃaɪ/ nieśmiały  
 silly /'sɪli/ niemądry  
 sociable/unsociable /'səʊʃəbl/, /ʌn'səʊʃəbl/ towarzyski/nietowarzyski  
 talented /'tæləntɪd/ uzdolniony  
 talkative /'tɔ:kətɪv/ gadatliwy, rozmowny  
 tidy/untidy /'taɪdi/, /ʌn'taɪdi/ schludny, porządný/niechludny

**EXTENDED**

bossy /'bɒsi/ apodyktyczny  
 cowardly /'kaʊədli/ tchórzliwy  
 sympathetic /,sɪmpə'tetɪk/ życzliwy, współczujący  
 materialistic /mə'tɪəriəlɪstɪk/ materialistyczny  
 modest /'mɒdɪst/ skromny  
 moody /'mu:di/ kapryśny  
 odd ball /'ɒd ,bɔ:l/ dziwak  
 sensitive /'sensətɪv/ wrażliwy  
 sincere /sɪn'sɪə/ szczerý  
 sporty /'spɔ:ti/ wysportowany  
 withdrawn /wɪð'drɔ:n/ zamknięty w sobie

**Feelings and emotions / Uczucia i emocje**

amazed /ə'meɪzd/ zdumiony, zdziwiony  
 angry /'æŋɡri/ zły, rozgniewany  
 annoyed /ə'noɪd/ zirytowany, rozgniewany  
 bored /bɔ:d/ znudzony  
 cross /krɒs/ zły, rozgniewany  
 depressed /dɪ'prest/ załamany, przygnębiony  
 disappointed /,dɪsə'pɔɪntɪd/ rozczarowany  
 embarrassed /ɪm'bærəst/ zawstydzony

excited /ɪk'saɪtɪd/ podekscytowany  
 exhausted /ɪɡ'zɔ:stɪd/ wyczerpany, zmęczony  
 frightened /'fraɪtənd/ przerażony  
 nervous /'nɜ:vəs/ zdenerwowany  
 pleased /pli:zd/ zadowolony  
 relaxed /rɪ'læksɪd/ zrelaksowany  
 shocked /ʃɒkt/ zszokowany  
 stressed /strest/ zestresowany  
 surprised /sə'praɪzd/ zdziwiony  
 tired /'taɪəd/ zmęczony  
 upset /ʌp'set/ przygnębiony, zaniepokojony  
 worried /'wʌrɪd/ zmartwiony

**EXTENDED**

delighted /dɪ'laɪtɪd/ zachwycony  
 nagging feeling /,næɡɪŋ 'fi:lɪŋ/ męczące uczucie  
 petrified /'petrɪfaɪd/ przerażony  
 shattered /'ʃætəd/ wycieńczony, wyczerpany  
 stunned /stʌnd/ zdumiony  
 worn out /,wɔ:n 'aʊt/ wycieńczony, wyczerpany

**Interests/Zainteresowania**

adore /ə'dɔ: / uwielbiać  
 be a fan of sb/sth /tə bi ə 'fæn əv ,sʌmbədi/, ,sʌmθɪŋ/ być fanem kogoś/czegoś  
 be hopeless at /tə bi 'həʊpləs ət/ być beznadziejnym w  
 be interested in sth /tə bi 'ɪntərəstɪd ɪn ,sʌmθɪŋ/ interesować się czymś  
 be into sth /tə bi 'ɪntə ,sʌmθɪŋ/ zajmować się czymś, interesować  
 be keen on sth /tə bi 'ki:n ɒn ,sʌmθɪŋ/ interesować się, lubić coś robić  
 be mad about sb/sth /tə bi 'mæd ə,bʌt ,sʌmθɪŋ/ szaleć za kimś/czymś  
 can't stand /kɑ:nt 'stænd/ nie znosić  
 play games/board games /,pleɪ 'ɡeɪmz/, /'bɔ:d ,geɪmz/ grać w gry/gry planszowe  
 reality TV shows /rɪ'æləti ti: ,vi: ,ʃəʊz/ programy typu reality  
 social networking sites /,səʊʃəl 'netwɜ:kɪŋ saɪts/ portale społecznościowe  
 socialise /'səʊʃəlaɪz/ udzielać się towarzysko  
 spend time /spend 'taɪm/ spędzać czas  
 work out /wɜ:k 'aʊt/ trenować, ćwiczyć

**Ethical problems / Problemy etyczne**

abortion /ə'bɔ:ʃən/ aborcja  
 charities /'tʃærətɪz/ organizacje charytatywne  
 drug abuse /'drʌɡ ə,bju:s/ zażywanie narkotyków

fair trade /,feə 'treɪd/ sprawiedliwy handel  
 homelessness /'həʊmləsnes/ bezdomność  
 politics /'pɒlətɪks/ polityka  
 unemployment /,ʌnɪm'plɔɪmənt/ bezrobocie  
 corruption /kə'rʌpʃn/ korupcja  
 racism /'reɪ,sɪzəm/ rasizm

**EXTENDED**

death penalty /'deθ ,penəltɪ/ kara śmierci  
 euthanasia /ju:θə'neɪziə/ eutanazja  
 freedom of speech /'frɪ:dəm əv 'spi:tʃ/ wolność słowa  
 gambling /'ɡæmblɪŋ/ hazard  
 genetic engineering /dʒə'netɪk ,endʒɪ'nɪərɪŋ/ inżynieria genetyczna  
 privacy /'prɪvəsi/ prywatność

**PHRASAL VERBS**

come across /kʌm ə'krɒs/ wpaść na, natknąć się na  
 cut down on /kʌt 'daʊn ɒn/ ograniczać (ilość czegoś)  
 do up (my jeans) /,du: 'ʌp (maɪ 'dʒi:nz)/ zapinać (dżinsy)  
 go for (darker colours) /,gəʊ fɔ: (,dɑ:kə 'kɒləz)/ zdecydować się na (ciemniejsze kolory)  
 go on a diet /,gəʊ ɒn ə 'daɪət/ przejść na dietę  
 grow up /,grəʊ 'ʌp/ rosnać, dorastać  
 look up to /,lʊk 'ʌp tə/ podziwiać  
 pluck up the courage (to do something) /,plʌk 'ʌp ðə 'kʌrɪdʒ (tə 'du: ,sʌmθɪŋ)/ zdobyć się na odwagę (aby coś zrobić)  
 put on weight /,pʊt ɒn 'weɪt/ przybierać na wadze  
 strike up (a conversation) /,straɪk 'ʌp (ə ,kɒnvə'seɪʃn)/ zaczynać (rozmowę)  
 take up (a hobby/a sport) /teɪk 'ʌp (ə 'hɒbi/ə 'spɔ:t)/ zacząć (hobby/uprawiać sport)

**PREPOSITIONS**

focus on /'fəʊkəs ɒn/ skupiać się na  
 have a lot/little in common /tə hæv ə ,lɒt/,lɪtl ɪn 'kɒmən/ mieć dużo/niewiele wspólnego  
 spend money on /,spend 'mʌni ɒn/ wydawać pieniądze na  
 typical of /'tɪpɪkl əv/ charakterystyczne dla

**VOCABULARY OVERVIEW**

Complete the email with the correct words. You are given all the initial and some final letters for the missing words.

Hi Karen,  
 We've got a new teacher this term. She's brilliant! Her name's Miss Matthews, first name Sally – and guess what? She teaches maths! She's really tall and (1) s\_\_\_\_\_m with long, (2) s\_\_\_\_\_dark hair. She's got quite a pale (3) c\_\_\_\_\_n and gets (4) f\_\_\_\_\_when she's been in the sun. She's got (5) p\_\_\_\_\_ears and wears lovely gold, dangling (6) e\_\_\_\_\_. She also wears very fashionable clothes. Today she was wearing a plain, (7) s\_\_\_\_\_k blouse and short, linen skirt with high brown, (8) l\_\_\_\_\_r boots – oh and a silver necklace. Quite honestly, she's a bit like a model, or a celebrity! I thought she was married but someone said that she recently got (9) d\_\_\_\_\_. Anyway, she's got brains too. She's very intelligent and also really (10) p\_\_\_\_\_t with the students who find the subject hard. Mind you, she gets (11) c\_\_\_\_\_with students who are just (12) l\_\_\_\_\_. She's always cheerful and never seems to be in a bad (13) m\_\_\_\_\_. I love my maths classes now! Miss Matthews is also quite (14) s\_\_\_\_\_y and she's (15) k\_\_\_\_\_on tennis. She helps run the club on Saturday mornings. I've never been a particular fan but she's got me interested now. Something else she's involved in is the debating society. This week we're going to discuss why some young people get addicted to (16) g\_\_\_\_\_and lose loads of money. It should be interesting. Why don't you come along?

Cathy