

01 Człowiek



Dane osobowe

1 Complete the voice mail with the correct words. The first letters 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) surname is Browne – that's with an 'e' at the end and my (2) first names are Andrew Barry. My (3) gender is, of course, male and my (4) marital status is single. I'm not married, (5) divorced or widowed! My (6) nationality is British and my (7) occupation is a builder. Oh, and I nearly forgot – my date of (8) birth is 4th October 1990. I hope that's all the information you need.

2 Complete the reply to the voice mail in exercise 1 with the correct words. The first letters have been given.

EXTENDED

Hello, Andrew. This is John 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) residence? I also have to fill in your next of (2) kin. It can be your mother, father or sister. And finally, your (3) ethnic 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) distinguishing features? Thank you.

Wygląd zewnętrzny

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

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

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

1



2



3



4



Ubrania

PHRASAL VERBS

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

CONFUSING WORDS

- 5 Choose the correct words to complete the sentences.
- 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.



- 7 Find the words that are under the wrong heading and put them in the correct columns. Then add two more words to each column.

clothes	accessories	patterns and materials
jeans	handbag	wool
blouse	scarf	waistcoat
fleece	pyjamas	cotton
tartan	sun hat	silk
suit	gloves	checked
hoodie	ring	necklace
belt	gold	silver
underwear	tie	leather
tracksuit	earrings	spotted
sweatshirt	cap	striped
<u>pyjamas</u>	<u>necklace</u>	<u>gold</u>
<u>waistcoat</u>	<u>belt</u>	<u>tartan</u>
_____	_____	_____
_____	_____	_____

- 8 Complete the sentences with your own ideas.
- When I am cold, I wear _____.
 - When I am hot, I wear _____.
 - When I go to school, I wear _____.
- 9 Tell your partner about a piece of clothes that:
- you have bought recently.
 - you haven't worn much and need to throw away.
 - you often borrow from a family member or a friend.

COLLOCATIONS

- 6 Complete the notice with the correct words in the box.

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) receding hairline. He's clean- (2) shaven and has a small, red birthmark on his cheek. A notable feature is his (3) piercing blue eyes. His female partner is quite nondescript with no (4) distinguishing features. But she



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

COLLOCATIONS

10 Unscramble 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 strapless top with a (2) CLAY lacy cardigan for those warm summer evenings or maybe a (3) GOLNVELESDE long-sleeved, V-neck jumper in this year's fashionable royal blue for cooler days? For the guys who need (4) MARST smart business clothes, there are a range of inexpensive shirts with varying (5) LOCRALE collar sizes and styles of cuffs. For everything you need from (6) GRINSESD dressing gowns to the more luxurious gold (7) TREBLASCE bracelets and (8) LALB ball gowns visit our website and buy now.

Cechy charakteru

11 Complete the gaps with the opposites of adjectives 1–10. Use *un-*, *dis-*, *im-* and *-less*.

- | | |
|----------------------------|-------------------------------------|
| 1 careful <u>careless</u> | 6 polite <u>impolite</u> |
| 2 selfish <u>unselfish</u> | 7 sociable <u>unsociable</u> |
| 3 honest <u>dishonest</u> | 8 reliable <u>unreliable</u> |
| 4 tidy <u>untidy</u> | 9 helpful <u>unhelpful</u> |
| 5 patient <u>impatient</u> | 10 imaginative <u>unimaginative</u> |

12 Work in pairs. Choose three personality adjectives from exercise 11. Tell your partner what people who have these qualities typically do to see if he/she can guess the words.

13 Complete the sentences with the correct adjectives. The first letters have been given.

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

14 Think of students in your class that these adjectives could describe. Then compare your answers with a partner and explain why you chose these people.

- | | | |
|-----------|----------|----------|
| talkative | reliable | generous |
| shy | tidy | honest |
| polite | patient | |

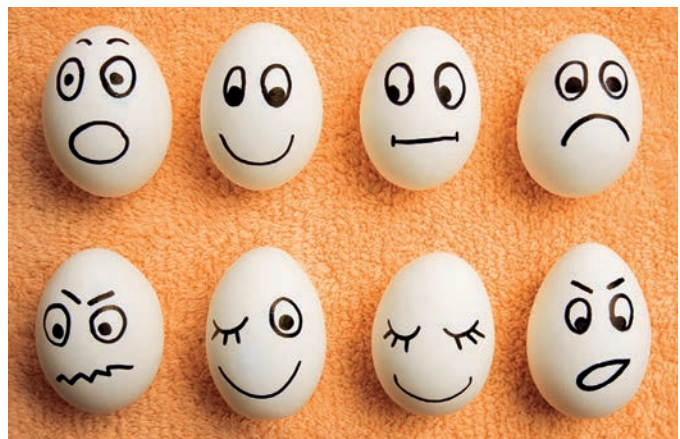
EXTENDED

15 Match the comments with the adjectives in the box that describe the speakers.

- bossy cowardly sympathetic materialistic
sensitive sporty modest

- sympathetic That's terrible news! I'm so sorry.
- bossy Just do what I say. No questions!
- modest It's not a big thing. I was really just very lucky.
- materialistic I just love buying new things – the more the better.
- sensitive I was very hurt by what Rita said to me.
- cowardly There's no way I'm going to tell my mum that! She'd kill me!
- sporty 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 bored when I don't have anything to do.
- I get embarrassed when I say something stupid in class.
- I get exhausted if I work too late at night.
- I get worried if I hear some bad news.
- I get upset if my little brother messes up my room.
- I get nervous before an important exam.
- I am in a bad mood if the weather's not very good.



Zoom in

1 Work in pairs and answer the questions.

- Look at the adjectives describing personality types below. Who would you least like to socialise with? Who wouldn't you like to work with?
- Describe the most eccentric person that you have ever met.

talkative extrovert

hard-working perfectionist

lazy day-dreamer shy introvert

Practise

GET SMARTER

Gdy rozwiązujesz zadanie typu prawda/fałsz, zwróć szczególną uwagę na zdania przeczące, słowa o negatywnym znaczeniu (np. *few, hardly ever, never, seldom*) oraz słowa z negatywnymi przedrostkami (np. *dishonest, impolite*) lub przyrostkami (*helpless*). Bardzo często to one sprawiają, że dane zdanie jest fałszywe lub prawdziwe.

2 CD 1.01 MP3 01 Complete the second sentence so that it means the same the first. Then listen and check your answers.

- A Young people are usually sociable.

B Teenagers are hardly ever unsociable.
- A Not many teens prefer to spend their time alone.

B Few teenagers want to be on their own.

3 CD 1.02 MP3 02 Listen to the dialogue and explain why sentences 1–3 are true or false.

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

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EXAM TASK

Prawda/Falsz

4 CD 1.03 MP3 03 Usłyszysz dwukrotnie wywiad z psychologiem szkolnym na temat typów osobowości nastolatków. Zaznacz znakiem X, które zdania (1–5) są zgodne z treścią nagrania (T – True), a które nie (F – False).

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

Fish for words

5 Choose the correct prepositions to complete the sentences.

- We have little in / with common with each other.
- Certain types of reactions are more typical of / for younger than more mature people.
- We often come up / across oversensitive teenagers.
- Lots of teenagers spend their money for / on top brands.
- Over-achievers focus off / on achieving success.
- Other students often look on / up to ambitious people.
- When we grow up / on, we become more sensible.
- When teenagers develop to / into adults, they change their personalities.

6 Tick (✓) the expressions which describe people obsessed with something.

- Peter is an eco-freak.
- Ruth is into fashion.
- Jane is a fitness maniac.
- Chris is keen on sports.
- Mark is a health nut.
- Jessica is a drama queen.

Wrap it up

7 Work in pairs and answer the questions.

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

Practise

GET SMARTER

Pamiętaj, że informacje podane w zdaniu są sformułowane inaczej niż w nagraniu, np.
I enjoyed myself. = *I had the time of my life.*
She's a bit strange. = *She's a bit of an oddball.*
 W trakcie słuchania staraj się więc zrozumieć sens wypowiedzi, a nie pojedyncze wyrazy.

1 CD 1.04 MP3 04 Listen to the recording and choose the correct answer A, B or C. Why are the other two answers wrong?

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.

▶ Audioscript p. 314



EXAM TASK

Dobieranie

2 CD 1.05 MP3 05 Usłyszysz dwukrotnie cztery wypowiedzi na temat zaskakujących sytuacji. 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
D	A	C	E

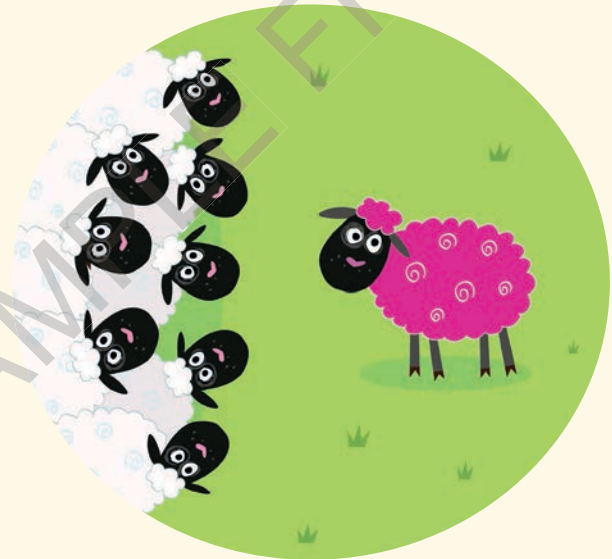
Fish for words

EXTENDED

3 Underline the words that mean 'being strange'. What do the other words mean?

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

uneasy – slightly nervous, worried or upset
unwilling – not wanting to do sth or refusing to do it
ridiculous – silly or unreasonable and deserving to be laughed at
stunned – very shocked or upset so that you are unable to act normally
whizzkid – a young person who is very intelligent or successful



4 Complete the sentences with the words in the box. Then use the expressions in bold to talk about people you have met or about events in your life.

time person courage ground nature
 conversation ears

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

Go online

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

- www.macmillan.pl/personality_test1
- www.macmillan.pl/personality_test2
- 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. Describe a student in the class. Give details about his/her appearance, hairstyle and clothes he/she is wearing today.
- 3 Tell your partner about a stranger you saw this morning on the way to school. What did this person look like? Would you recognise him/her if you saw 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 decide 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. Choose the most suitable heading and explain why the other answers are incorrect.

- A Best places for storing photos
- B My favourite picture?
- 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 the 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 screen saver for my laptop, so I see it every time I go online! It reminds me of a very happy period in my life.



A – incorrect as places where I store the photo are mentioned but in a different context, only to emphasise how important this photo is for me but it is not the focus of the paragraph
 C – incorrect as happy period in life mentioned, not a moment, plus it's not the gist of the whole text



FASHION GIRL BLOG

« PREVIOUS ENTRY

6 November 2013

The decision about what you're going to wear every day 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

Dobieranie

- 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 C

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 D

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 appearance, but the 'super-recognisers' can still recognise them.

suffer from 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.

4 A

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 holidaymaker 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 Whatever the differences in appearances
E Fear of upsetting criminals
F A common skill

3 B

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

Fish for words

- 7 Underline the parts of the text that helped you choose the correct headings. Why are the other answers wrong?

- 8 In the text, find synonyms of the words and expressions A–D. Then use them to complete sentences 1–4.

- A very big (paragraph 3) huge
B totally different (paragraph 3) complete opposite
C brief (paragraph 3) short
D notice (paragraph 4) spot

- 1 I had a huge lunch today, so I'm not hungry.
2 Did you spot the mistake in my email?
3 It'll take us only a brief moment, I promise.
4 She is tall and fair, the complete opposite of her sister, who is short and dark!

- 9 Complete the sentences with either **complete** or **brief**.

- 1 The journey took me an hour and was a complete nightmare.
2 He only caught a brief glimpse of the girl's eyes, but he fell in love with her at first sight.
3 Let me just say a brief word about our guest.
4 I told them I could swim, but it was a complete lie.
5 You're a complete 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 brief chat.

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

remember recognise remind
identify realise

- 1 I realised we were going in the wrong direction when I saw the church.
2 I didn't recognise the email address, so I didn't open the email. Sometimes they have viruses, don't they?
3 I reminded my sister to record the film for me while I was out and she did.
4 The police can identify the criminal by his fingerprints.
5 Do you remember meeting Fleur 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 met him/her?
3 Would you ever consider having cosmetic surgery? Why? Why not?

Practise

GET SMARTER

Gdy rozwiązujesz zadanie polegające na dobieraniu pytań do odpowiednich części tekstu, przeczytaj pytania i podkreśl fragmenty artykułu, których one dotyczą. Szukaj w tekście tych samych treści wyrażonych innymi słowami.

1 Read the sentences from an article about how early a baby can recognise its mother's face. Rephrase each sentence using as few of the original words as possible.

- There is a widely held belief that newborn babies have the immediate ability to recognise their mother's face.
e.g. Many people think that new babies know their mother's face straight away.
- The truth is that newborns know who their mother is primarily thanks to voice recognition.
e.g. But in reality newborn babies identify their mother mainly by recognising their voice.
- Paediatricians maintain that there is little evidence of visual recognition before the age of three weeks.
e.g. According to specialists, it hasn't been proven whether children under the age of three weeks can recognise anything by sight or not.
- An infant's vision is initially very blurry but sharpening each month until perfect vision is achieved by the child's second birthday.
e.g. A newborn baby cannot see clearly, but its eyesight gradually improves until it becomes ideal at the age of two.

Fish for words

3 Underline the parts of the text in exercise 2 that helped you find the correct answers.

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

- I've got a nagging feeling that I've forgotten something! (paragraph A)
- I've heard that song before but I can't quite place it. (paragraph A)
- Going into a room and then forgetting why you've gone there is quite a common experience! (paragraph A)
- Recent incidents at our stadiums raise questions about the level of violence in football. (paragraph A)
- The new equipment in the computer room is extremely sophisticated, so be careful when you use it! (paragraph B)
- I've scanned the letter and it looks as if you've included everything we said. (paragraph B)

5 Choose the correct words to form collocations.

- nagging doubt / complaint
- common weather / cold
- raise your voice / temper
- sophisticated language / view
- scan a text / an idea

EXAM TASK

Dobieranie

2 Przeczytaj artykuł na temat umiejętności rozpoznawania twarzy. Do każdego pytania (1–4) dopasuj właściwą część tekstu (A–C). Wpisz rozwiązania w odpowiednie kratki. Uwaga: jedna część tekstu pasuje do dwóch pytań.

In which paragraph does the author

- explain that several mental processes are involved in our ability to remember people? C
- mention a situation that many of us have found ourselves in? A
- indicate the amount of information we can recall? C
- talk about measuring people's reactions to visual information? B

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 British 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 per cent 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 widzę 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 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 a cardigan.
Ona ma na sobie krótką sukienkę / dżinsy i rozpinany sweter.
- I think that / In my opinion, she looks happy / sad.
Myślę, że / Moim zdaniem 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 / jedzie do pracy.

Activate

2 Powiedz, że:

- 1 na zdjęciu widzisz modnie ubraną kobietę w średnim wieku. *e.g. In the photograph, I can see a fashionably dressed middle-aged woman.*
- 2 nastolatka na zdjęciu wygląda jak modelka. *e.g. The teenager in the picture looks like a model.*
- 3 masz dziś na sobie koszulę w kratę, lniane spodnie i skórzane sandały. *e.g. Today I am wearing a checked shirt, linen trousers and leather sandals.*
- 4 zdjęcie pokazuje starszego mężczyznę, który wygląda na smutnego. *e.g. The photograph shows an elderly man who looks sad.*

Practise

GET SMARTER

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

3 Look at the photograph and read the description. Does it include all the necessary information?

No information about who is in the picture and where this person is

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.

1 Who does the picture show?

2 Where is the man?

5 How do you think he is feeling?

4 What is he wearing?



3 What is he doing?

EXAM TASK

Zadanie 2.

5 Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie nawzajem na zmianę 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 What makes the woman look unusual?
- 2 Do you judge people by appearances? Why? Why not?
- 3 Describe the last time you met someone strange.

Speaking bank ► s. 305

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?

Wrap it up

- 5 Work in pairs. Write at least five questions to find out some personal information about your partner (e.g. their lucky number, their mother's maiden name or a new hobby they would like to take up). Then interview each other and write up a personal profile of your partner to present to the class.**

EXAM TASK

Wybór wielokrotny

- 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 photos and comments about their partying habits or, what's worse, about drinking or drug abuse can make themselves (2) ___ 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 | <input checked="" type="radio"/> D although |
| 2 A recognise | <input checked="" type="radio"/> C appear |
| B come across | D show up |
| 3 A treat | <input checked="" type="radio"/> C treated |
| B to treat | D would treat |
| 4 <input checked="" type="radio"/> A turn | C take |
| B play | D hold |

EXAM TASK

Wybór wielokrotny

EXTENDED

- 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 for 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 fulfil 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 for 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 |
| <input checked="" type="radio"/> B encourages | D lets |
| 2 <input checked="" type="radio"/> 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 | <input checked="" type="radio"/> D plenty of |
| 4 A sensible | <input checked="" type="radio"/> 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, którą teraz najbardziej podziwiam, jest amerykańska aktorka Angelina Jolie.
- My favourite celebrity of all time is Madonna.**
Moją ulubioną gwiazdą wszechczasów jest Madonna.
- She is making headlines at the moment because she's adopted a child.**
Pisze się teraz o niej na pierwszych stronach gazet, ponieważ adoptowała dziecko.
- There's a lot about him in the newspapers right now because he's had a plastic surgery.**
Dużo się o nim ostatnio 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 mi się w niej podoba, to jej zaangażowanie w walkę z ubóstwem 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 dla tej osoby, gdyż używa swoich pieniędzy i sławy po to, aby nieść pomoc innym.
- I think he may be admired / remembered most for being a Goodwill Ambassador of UNICEF in the future.**
Myślę, że w przyszłości może być podziwiany / zapamiętany za bycie Ambasadorem Dobrej Woli UNICEF.
- I believe she'll get an Oscar for the best actress next year.**
Uważam, że dostanie Oscara dla najlepszej aktorki w przyszłym roku.

Activate

2 Powiedz, że:

- Ryan Gosling jest Twoim ulubionym celebrytą. *e.g. Ryan Gosling is my favourite celebrity.*
- bardzo szanujesz swoją mamę. *e.g. I have a lot of respect for my mother.*
- to, co najbardziej Ci się podoba w Leo Messim, to jego skromność. *e.g. The thing I most like about Leo Messi is his modesty.*
- Justin Timberlake jest najatrakcyjniejszą osobą, jaką kiedykolwiek widziałeś/widziałaś. *e.g. Justin Timberlake is the most attractive person I have ever seen.*
- podziwiasz Angelinę Jolie za jej pracę na rzecz organizacji charytatywnych. *e.g. I admire Angelina Jolie for her charity work.*

Practise

GET SMARTER

Przed napisaniem pracy przeczytaj uważnie polecenie i podkreśl informacje, które należy przekazać. Każdy podpunkt zadania może się składać z jednej lub dwóch części. Zwróć uwagę, aby w swojej wypowiedzi nie pominąć żadnego elementu wymienionego w poleceniu. Pisz zwięźle i nie odbiegaj od tematu, aby nie przekroczyć wyznaczonego limitu słów.

3 Read the instructions in the bullet point and two sample paragraphs below. Which answer is better? Why?

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

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

Wiadomość na blogu

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 jej charakter i 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 wiadomości powinna wynosić **od 80 do 130 słów** (nie licząc słów w zdaniach, które są już podane). 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.

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

Writing bank ▶ s. 309

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/przekonana, 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 on nie powinien się być tak zachować.
- **The first thing he did was to laugh at his teenage fans.**
Pierwsza rzecz, jaką zrobił to wyśmianie 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 wzorem do naśladowania dla młodych ludzi. *e.g. In my opinion, celebrities should be role models for young people.*
- 2 pierwszą rzeczą, jaką dziś zrobiłeś/zrobiłaś, było wzięcie prysznica. *e.g. The first thing I did today was to have a shower.*
- 3 następnie zjadłeś/zjadłaś szybko śniadanie. *e.g. I followed that by having a quick breakfast.*
- 4 trudno w to uwierzyć, ale nigdy nie jadłeś/jadłaś zupy pomidorowej. *e.g. It's hard to believe but I've never eaten tomato soup.*
- 5 Justin Bieber źle się ostatnio zachował w miejscu publicznym. *e.g. Justin Bieber has recently behaved badly in a public place.*

Practise

GET SMARTER

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

EXTENDED

3 Read the tasks and choose the most suitable titles. Explain your answers.

- 1 An article about the advantages and disadvantages of being famous.
 - A A difficult life (*not interesting*)
 - B The fame game (*it's short, catchy, rhymes and gets the idea that it's give and take = a game*)**
 - C A lot of responsibility (*quite formal and uninteresting*)
- 2 An article about the value of TV talent shows that promote new singers and musicians.
 - A How valuable are TV talent shows? (*boring*)
 - B Value for money? (*irrelevant*)
 - C Stars in their eyes? (*It relates to the contestants and their high opinion of themselves, it is short and catchy.*)**

EXAM TASK

Artykuł

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

Znana gwiazda filmowa zachowała się ostatnio niewłaściwie na ważnej ceremonii wręczenia nagród. Napisz **artykuł** na szkolną stronę internetową, 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? (*It covers both the incident and opinion. The question mark opens up the idea of differing opinions.*)
- B A night to remember! (*Only focuses on the event, and doesn't imply anything wrong happened.*)
- C The front page – again! (*Only focuses on the event but not on celebrities as role models.*)

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

Writing bank ▶ s. 311

MP3 06 Personal data / Dane osobowe

address /ə'dres/ adres
 age /eɪdʒ/ wiek
 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 /,næʃə'næləti/ narodowość
 occupation /,ɒkjʊ'peɪʃn/ zawód
 single /'sɪŋɡl/ stanu wolnego
 surname /'sɜːneɪm/ nazwisko
 widowed /'wɪdəʊd/ owdowiały

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

MP3 07 Appearance / Wygląd zewnętrzny

attractive / unattractive /ə'træktɪv / ,ʌnə'træktɪv/
 atrakcyjny/nieatrakcyjny
 beautiful /'bjʊ:tɪfəl/ piękny
 fit /fɪt/ sprawny, w dobrej formie
 good-looking /,ɡʊd 'lʊkɪŋ/ przystojny, ładny
 handsome /'hænsəm/ przystojny
 plain /pleɪn/ pospolicie, nieatrakcyjny
 pretty /'prɪti/ ładny
 ugly /'ʌɡli/ brzydki

Appearance expressions / Zwroty związane z wyglądem

cut down on /,kʌt 'daʊn ɒn/ ograniczać
 (ilość czegoś)
 go for (darker colours) /,ɡəʊ fə (,dɑːkə 'kʌləz)/
 wybierać, sięgać po (ciemniejsze kolory)
 paint your nails /,peɪnt jə 'neɪlz/ malować
 paznokcie
 put on / lose weight /,pʊt ɒn / ,luːz 'weɪt/
 przybierać/tracić na wadze
 straighten /'streɪtən/ prostować (włosy)
 take up (a hobby / a sport) /,teɪk 'ʌp (ə 'hɒbi /
 ə 'spɔːt)/ zacząć (hobby/ uprawiać sport)

Build / Budowa ciała

fat /fæt/ gruby
 muscular /'mʌskjʊlə/ umięśniony
 obese /əʊ'biːs/ otyły
 overweight / underweight /,əʊvə'weɪt/
 ,ʌndə'weɪt/ z nadwagą/niedowagą
 plump /plʌmp/ puszysty/pulchny
 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
 red /red/ rude
 shoulder-length /'ʃəʊldə leŋθ/ do ramion
 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
 'paːtɪŋ/ mieć przedziałek na środku/z boku

ponytail /'pɒni,tel/ kitka, koński ogon
 receding hairline /rɪ'siːdɪŋ 'heəlɪn/ włosy
 rzednące na skroniach
 wear your hair loose / up /,weə jə ,heə 'luːs/'ʌp/
 nosić włosy rozpuszczone/spięte

Distinguising features / Cechy szczególne

beard /bɪəd/ broda
 freckles /'freklz/ piegi
 moustache /mə'staːʃ/ wąsy
 pale / tanned / dark complexion /,peɪl / ,tænd /
 ,dɑːk kəm'plekʃn/ blada/opalona/ciemna cera,
 karnacja
 pierced ears /,pɪəst 'ɪəz/ przekłute uszy
 scar /skaː/ blizna
 spotty /'spɒti/ pryszczaty
 tattoo /tæ'tuː/ tatuaż
 wrinkles /'rɪŋklz/ zmarszczki
 birthmark /'bɜːθmɑːk/ znamię
 clean-shaven /,kliːn'sheɪvən/ gładko ogolony
 clear skin /,kliə 'skɪn/ gładka skóra
 double chin /,dʌbl 'tʃɪn/ podwójny podbródek
 high cheekbones /,haɪ 'tʃiːkbəʊnz/ wystające
 kości policzkowe
 high forehead /,haɪ 'fɔːhed/ wysokie czoło
 piercing blue eyes /,pɪəsnɪŋ ,bluː 'aɪz/ przenikliwe
 niebieskie oczy

MP3 08 Clothes / Ubrania

blouse /blaʊz/ bluzka
 boots /buːts/ wysokie buty, kozaki
 bra /brɑː/ biustonosz
 casual /'kæʒʊəl/ codzienny, swobodny
 coat /kəʊt/ płaszcz
 dress /dres/ sukienka
 fashionable / trendy /'fæʃənəbl / 'trendi/ modny
 fleece /fliːs/ bluza polarowa
 gloves /'glʌvz/ rękawiczki
 hat /hæt/ kapelus, czapka
 jacket /'dʒækt/ kurtka, marynarka, żakiet
 jeans /dʒiːnz/ dżinsy
 jumper /'dʒʌmpə/ sweter
 old-fashioned /,əʊld 'fæʃənd/ staromodny,
 staroświecki
 pyjamas /'pɒdʒɑːməz/ 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
 trousers /'traʊzəz/ spodnie
 underwear /'ʌndə'weə/ bielizna
 waistcoat /'weɪstkəʊt/ kamizelka
 wear /weə/ nosić, mieć na sobie
 ballgown /'bɔːlgəʊn/ suknia balowa,
 strój balowy
 boat-necked /'bəʊt nek/ z szerokim dekoltem
 (bluzka, sweter)
 cardigan /'kɑːdɪɡən/ rozpinany sweter
 collar /'kɒlə/ kołnierzyk
 cuffs /kʌfs/ mankiety
 dressing gown /'dresɪŋ gaʊn/ szlafrok
 high heels /,haɪ 'hiːlz/ wysokie obcasy
 hoodie /'hʊdi/ bluza z kapturem
 long-sleeved / short-sleeved /,lɒŋ 'sliːvd / ,ʃɔːt
 'sliːvd/ z krótkim/długim rękawem (koszula)
 strapless top /,strəpləs 'tɒp/ bluzka bez
 ramiączek
 V-neck /'viːnek/ dekolt w szpic (bluzka, sweter)

Accessories / Dodatki

belt /belt/ pasek
 button /'bʌtn/ guzik

cap /kæp/ czapka z daszkiem
 earrings /'ɪrɪŋz/ kolczyki
 glasses /'glɑːsɪz/ okulary
 handbag / bag /'hændbæg / bæɡ/ torebka
 jewellery /'dʒuːəlri/ biżuteria
 necklace /'nekləs/ naszyjnik
 ring /rɪŋ/ pierścionek
 scarf /skaːf/ szalik
 tie /taɪ/ krawat
 bracelet /'breɪslət/ bransoletka
 brooch /'brəʊtʃ/ broszka
 shoe laces /'ʃuː ,leɪsɪz/ sznurówki
 slippers /'slɪpəz/ kapcie
 zip-up /'zɪpʌp/ na zamek

Patterns and materials / Wzory i materiały

checked /tʃekt/ w kratę
 cotton /'kɒtn/ bawełna
 gold /gəʊld/ złoto
 leather /'leðə/ skóra, skórzany
 plain /pleɪn/ gładki
 silk /sɪlk/ jedwab
 silver /'sɪlvə/ srebro, srebrny
 spotted /'spɒtɪd/ w kropki
 striped /straɪpt/ w paski
 tartan /'tɑːtn/ w szkocką kratę
 wool /wʊl/ wełna

elastic /'elæstɪk/ elastyczny
 fur /fɜː/ futro; futrzany
 lacy /'leɪsi/ koronkowy
 lined /laɪnd/ na podszewce, ocieplany

MP3 09 Features of character / Cechy charakteru

aggressive /ə'ɡresɪv/ agresywny
 ambitious /æm'bɪʃəs/ ambitny
 bad-tempered /,bæd 'tempəd/ wybuchowy
 big-headed /,bɪɡ 'hedɪd/ zarozumiały
 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
 drama queen /'draːmə 'kwɪːn/ panikarz, osoba
 nadmiernie dramatyzująca
 easygoing /,iːzi'ɡəʊɪŋ/ wyluzowany, opanowany
 energetic /,enə'dʒetɪk/ energiczny
 extrovert /'ekstrə'vɜːt/ ekstrawertyk
 friendly /'frendli/ przyjacielski, miły
 fun-loving /'fʌn ,lʌvɪŋ/ lubiący dobrą zabawę
 generous /'dʒenərəs/ szczodry, hojny
 gentle /'dʒentl/ delikatny, łagodny
 hard-working /,hɑːd 'wɜːkɪŋ/ pracowity
 helpful / unhelpful /'helpfəl / ʌn'helpfəl/
 uczynny/nieskory do pomocy
 honest / dishonest /'ɒnɪst / dɪs'ɒnɪst/ uczciwy/
 nieuczciwy
 imaginative/unimaginative /'ɪmædʒɪnətɪv /
 ,ʌnɪ'mædʒɪnətɪv/ pomysłowy, kreatywny/bez
 wyobraźni
 independent /,ɪndɪ'pendənt/ niezależny
 intelligent /ɪn'telɪdʒənt/ inteligentny
 introvert /'ɪntroʊvɜːt/ introwertyk
 lazy /'leɪzi/ leniwy
 mean /miːn/ skąpy, złośliwy
 messy /'mesi/ bałaganiarski
 nasty /'nɑːsti/ złośliwy, wstętny, nieprzyjemny
 nice /naɪs/ miły
 open /əʊpən/ otwarty
 optimistic / pessimistic /,ɒptɪ'mɪstɪk /
 ,pesɪ'mɪstɪk/ optymistyczny/pesymistyczny
 outgoing /,aʊt'ɡəʊɪŋ/ otwarty, towarzyski
 patient / impatient /'peɪʃnt / ɪm'peɪʃnt/
 cierpliwy/niecierpliwy
 polite /pə'laɪt/ uprzejmy
 quiet /kwaɪət/ cichy

reliable /unreliable /rɪ'laɪəbl / ,ʌnrɪ'laɪəbl/
solidny, niezawodny/niesolidny, zawodny
responsible /rɪ'spɒnsɪbl/ odpowiedzialny
rude /ru:d/ niegrzeczny
selfish /unselfish /'selfɪʃ / ,ʌn'selfɪʃ/ samolubny/
bezinteresowny
serious /'sɪəriəs/ poważny
shy /ʃaɪ/ nieśmiały
silly /'sɪli/ niemądry, głupkowany
sociable /unsociable /'səʊʃəbl / ,ʌn'səʊʃəbl/
towarzyski/nietowarzyski
talkative /'tɔ:kətɪv/ gadatliwy, rozmowny
tidy /untidy /'taɪdi / ,ʌn'taɪdi/ schludny,
porządnym/niechlujnym

bossy /'bɒsi/ apodyktyczny
cowardly /'kaʊədli/ tchórzliwy
eccentric /ɪk'sentɪk/ ekscentryczny
materialistic /mə'tɪəriəlɪstɪk/ materialistyczny
modest /'mɒdɪst/ skromny
moody /'mu:di/ kapryśny
odd /ɒd/ dziwny
oddball /'ɒd ,bɔ:l/ dziwak
sensitive /'sensətɪv/ wrażliwy
sincere /sɪn'sɪə/ szczerzy
sympathetic /,sɪmpə'tetɪk/ życzliwy, współczujący
weird /wɪəd/ dziwny
weirdo /'wɪədəʊ/ dziwak/dziwaczka, dziwadło
whizzkid /'wɪz,kɪd/ cudowne dziecko
withdrawn /wɪð'drɔ:n/ zamknięty w sobie

MP3 10 Feelings and emotions / Uczucia i emocje

angry /'æŋgri/ zły, rozgniewany
annoyed /ə'noɪd/ zirytowany, rozdrażniony
be in a good / bad mood /bi m ə ,gud / ,bəd 'mu:d/ być w dobrym/złym humorze
bored /bɔ:d/ znudzony
cross /krɒs/ zły, rozgniewany
depressed /dɪ'prest/ załamany, przygnębiony
disappointed /,dɪsə'pɔɪntɪd/ rozczarowany,
zawiedziony
embarrassed /ɪm'bærəst/ zawstydzony
excited /ɪk'saɪtɪd/ podekscytowany
exhausted /ɪg'zɔ:stɪd/ wyczerpany, zmęczony
frightened /'fraɪtənd/ przerażony
nervous /'nɜ:vəs/ zdenerwowany, spięty
pleased /'pli:zd/ zadowolony
relaxed /rɪ'læksd/ zrelaksowany
scared /skeəd/ wystraszony
shocked /ʃɒkt/ zszokowany
stressed /strest/ zestresowany
surprised /sə'praɪzd/ zdziwiony, zaskoczony
tired /taɪəd/ zmęczony

upset /ʌp'set/ przygnębiony, zaniepokojony
worried /'wʌrɪd/ zmartwiony

amazed /ə'meɪzd/ zdumiony, zdziwiony
delighted /dɪ'laɪtɪd/ zachwycony
nagging feeling /,næŋŋɪŋ 'fi:liŋ/ dręczące uczucie
petrified /'petrɪfaɪd/ przerażony
shattered /'ʃætəd/ zdruzgotany, wykończony
stunned /stʌnd/ oniemiały, osłupiały
worn out /,wɔ:n 'aʊt/ wycieńczony, wyczerpany

MP3 11 Interests / Zainteresowania

adore /ə'dɔ:/ uwielbiać
be a fan of sb / sth /bi ə 'fæn əv ,sʌmbədi / ,sʌmθɪŋ/ być fanem kogoś/czegoś
be hopeless at /bi 'həʊpləs ət/ być beznadziejnym w
be interested in sth /bi 'ɪntrəstɪd ɪn ,sʌmθɪŋ/ interesować się czymś
be into sth /bi 'ɪntə ,sʌmθɪŋ/ zajmować się czymś, interesować
be keen on sth /bi 'ki:n ɒn ,sʌmθɪŋ/ interesować się, lubić coś robić
be mad about sb / sth /bi 'mæd ə baʊt ,sʌmbədi / ,sʌmθɪŋ/ szaleć za kimś/czymś
can't stand /kɑ:nt 'stænd/ nie znosić
play games / board games /pleɪ 'geɪmz / 'bɔ:d ,geɪmz/ grać w gry/gry planszowe
work out /,wɜ:k 'aʊt/ trenować, ćwiczyć

MP3 12 Ethical problems / Problemy etyczne

abortion /ə'bɔ:ʃən/ aborcja
charity /'tʃærəti/ dobroczynność, organizacja charytatywna
drug abuse /'drʌg ə,bju:s/ zażywanie narkotyków
fair trade /feə 'treɪd/ sprawiedliwy handel
homelessness /'həʊmləsnes/ bezdomność
unemployment /,ʌnɪm'plɔ:mənt/ bezrobocie
corruption /kə'rʌpʃn/ korupcja
racism /'reɪ,sɪzəm/ rasizm

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

MP3 13 Other / Inne

brief /brɪ:f/ krótki, krótkotrwały

come across /,kʌm ə'krɒs/ wpaść na, natknąć się na
complete /kəm'pli:t/ całkowity, kompletny
develop into /dɪ'veləp ,ɪntə/ rozwinąć się w, stawać się (kimś)
eco-freak /'i:kəʊfri:k/ fanatyk/fanatyczka ekologii
fitness maniac /'fɪtnəs ,memɪæk/ fanatyk/fanatyczka ćwiczeń fizycznych
focus on /'fəʊkəs ɒn/ skupiać się na
grow up /grəʊ 'ʌp/ rosnać, dorastać
have a lot / little in common /hæv ə ,lɒt / ,lɪtl ɪn 'kɒmən/ mieć dużo/niewiele wspólnego
health nut /'helθ nʌt/ osoba mająca obsesję na punkcie zdrowia
huge /hju:dʒ/ ogromny
identify /aɪ'dentɪfaɪ/ zidentyfikować
look up to /lʊk 'ʌp tə/ podziwiać
realise /'ri:əlaɪz/ zdać sobie sprawę
recognise /'rekəɡnaɪz/ rozpoznać
remember /rɪ'membə/ pamiętać
remind someone to do something /rɪ'maɪnd ,sʌmwʌn tə 'du: ,sʌmθɪŋ/ przypomnieć komuś, by coś zrobił
spend money on /,spend 'mʌni ɒn/ wydawać pieniądze na
spot /spɒt/ dostrzec
the complete opposite /ðə kəm'pli:t 'ɒpəzɪt/ całkowicie przeciwieństwo
typical of /'tɪpɪkəl əv/ typowy dla

be part of someone's nature /bi ,pɑ:t əv ,sʌmwʌnz 'neɪtʃə/ leżeć w czyjejś naturze
befriend /bɪ'frend/ zaprzyjaźnić się z
bizarre /bɪ'zɑ:/ dziwny
can't believe your ears /kɑ:nt bɪ'lɪv jəz 'ɪəz / nie móc uwierzyć własnym uszom
common experience /,kɒmən ɪk'spɪəriəns/ częste doznanie
find common ground /faɪnd ə ,kɒmən 'graʊnd/ znaleźć wspólną płaszczyznę
have the time of your life /hæv ðə ,taɪm əv jə 'laɪf/ doskonale się bawić
place /pleɪs/ rozpoznać, zidentyfikować
pluck up the courage (to do something) /plʌk 'ʌp ðə 'kʌrɪdʒ (tə 'du: ,sʌmθɪŋ)/ zdobyć się na odwagę (aby coś zrobić)
raise questions /reɪz 'kwestʃənz/ nasuwać pytania
scan /skæn/ przeskanować (np. mózg), przebiec wzrokiem (np. tekst)
sophisticated /sə'fɪstɪkətɪd/ skomplikowany, zaawansowany
strike up (a conversation) /straɪk 'ʌp (ə ,kɒnvə'seɪʃn)/ nawiązać (rozmowę)

VOCABULARY OVERVIEW

Complete the email with the correct words. Some letters have been given.

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) **slim** with long (2) **straight** dark hair. She's got quite a pale (3) **complexion** and gets (4) **freckles** when she's been in the sun. She's got (5) **pierced** ears and wears lovely gold dangling (6) **earrings**. She also wears very fashionable clothes. Today she was wearing a plain, (7) **silk** blouse and a short linen skirt with high brown, (8) **leather** 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 had recently got (9) **divorced**. Anyway, she's got brains too. She's very intelligent and also really (10) **patient** with the students who find the subject hard. Mind you, she gets (11) **cross** with students who are just (12) **lazy**. She's always cheerful and never seems to be in a bad (13) **mood**. I love my maths classes now! Miss Matthews is also quite (14) **sporty** and she's (15) **keen** 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) **gambling** and lose loads of money. It should be interesting. Why don't you come along?

Cathy