

TEMAT NATURALNY: CZŁOWIEK

TARGETS FOR THIS UNIT

COMMUNICATION: describing physical appearance, talking about personality, making comparisons

LANGUAGE: comparative and superlative adverbs, as ... as ..., too and enough, such and so

REVISION: comparative and superlative adjectives

VOCABULARY: physical appearance, personality, adjectives ending in -ed and -ing

PRONUNCIATION: silent letters

A. INTRO

1 Work in pairs. Choose one of the pictures and describe it to your partner. Your partner must decide which picture you are describing. Then discuss the questions about all the pictures together.



Which person looks

- younger than the others?
- more interesting than the others?
- the most attractive?
- the happiest?
- the fittest?

Explain your reasons.



2 What do you notice most when you meet someone for the first time? Their clothes, hair, face, body, or age? Imagine that you are meeting the people in the photos for the first time. What would you like to find out about them? Ask each person one question.

B. VOCABULARY

3 Read the descriptions below. Which describe the person's appearance? Which describe the person's personality? Use the wordlist if necessary.

- 1 I think he's kind and generous. He's also very intelligent, he tells interesting stories and he's got a great sense of humour.
- 2 She's one of the most attractive people I've ever met. She's got a pretty face and beautiful blonde hair.
- 3 Some people say he's ugly, but I think he's just plain. In fact, he's very ordinary. He's of medium height, medium build and he's got short, dark hair.
- 4 She's a very sensitive person and has a warm heart. She's generous to her friends, but perhaps she's a little too honest sometimes.

4 Match the questions to the descriptions in activity 3.

- 1 What does he/she look like?
- 2 What is he/she like?

5 Work in pairs. Ask your partner to give you the names of three members of his/her family and three friends. Then ask the questions in activity 4.



C. READING

6 Translate the proverbs into Polish. Explain in your own words what these proverbs mean. Do you agree with them?

Beauty opens locked doors.

You can't judge a book by looking at the cover.

7 Read the web postings in activity 8. How do people answer the question?

What's more important:

LOOKS OR PERSONALITY?

8 Work in pairs. Which web postings do you agree and which do you disagree with? Explain your reasons.



BLOG THREAD

 band-anna	Looks are not as important as personality, but of course we notice a good-looking person more quickly.
 KraZZeman	Attractive people do better in life than the rest of us. They find jobs faster, they get partners more easily, and, most importantly (I read somewhere), they live longer. It doesn't matter how intelligent you are if you're ugly!
 XRaySpex	Most people say personality, but it's not as simple as that. Imagine two girls who have similar personalities, but one is not as pretty as the other ... I know which one I prefer for a girlfriend.
 maddy377	My best friend went out with the most amazing-looking guy, but after a few days she realized he wasn't as interesting as she thought at first. Now she goes out most often with ordinary boys.
 Y-peter-Y	Men are not as stupid as some people think. Of course, we like good looks, but they're not as important as a warm heart and a good sense of humour.
 dohdoh	In my experience, beautiful people are not as nice as plain people. And when they get older, their looks often go away.
 xxmeangalxx	You meet someone who is warm, friendly, generous, sensitive, honest and so on. But if they are ugly, it's a non-starter.

9 Rewrite the sentences below using 'not as ... as ...'. Then answer the question.

- A sense of humour is more important than a warm heart.

- Wavy hair is nicer than straight hair.

- Girls are usually kinder than boys.

- Being ugly is worse than being stupid.

- Short people are more attractive than tall people.

- A generous friend is better than an honest friend.

Do you agree with the sentences? If not, change them so that they express your opinion.

10 Put the adverbs in brackets into the comparative or superlative form.

- Can't you do _____ (well) than that?
- Could you speak _____ (slowly), please?
- He ran _____ (fast) of everyone in the race.
- I sometimes wear a skirt or a dress, but _____ (often) I wear jeans.
- We arrived _____ (late) than them.
- Who lives _____ (far) away from school?

11 Work in pairs. Think of two people that you know well. Compare them using comparative or superlative adjectives or adverbs and 'not as ... as ...'.



Example:

Jane is not as sociable and friendly as Susan, but she is a much better student and learns more quickly.

D. LANGUAGE FOCUS 4

(Not) as ... as ...

1 Read the information and then answer the question in 2.

We can make comparisons between two people or things with *not as + adjective + as*

Looks are not as important as personality.

2 Which sentence below has the same meaning as the example sentence in 1?

- Looks are more important than personality.*
- Personality is more important than looks.*

Comparative and superlative adverbs

3 Read the information and complete the table with some of the adverbs from the texts in activity 8.

We can make comparatives and superlatives with adverbs as well as adjectives.

*They find jobs **faster**.*

*She goes out **most often** with ordinary boys.*

adverbs	comparative	superlative
<i>easily</i>	_____	<i>most easily</i>
<i>quickly</i>	_____	<i>most quickly</i>
<i>importantly</i>	<i>more importantly</i>	_____

Watch out!

Some adjectives and adverbs have irregular comparative and superlative forms.

	COMPARATIVE	SUPERLATIVE
<i>good</i> (adj)	<i>better</i>	<i>best</i>
<i>well</i> (adv)		
<i>bad</i> (adj)	<i>worse</i>	<i>worst</i>
<i>badly</i> (adv)		
<i>far</i> (adj & adv)	<i>further</i>	<i>furthest</i>

For more information, go to GRAMMAR SUMMARY, page 135.

TEMAT NATURALNY: CZŁOWIEK

A. VOCABULARY

1 Choose the correct adjectives to complete the sentences.

- I always feel *tired/tiring* the morning after a late night.
- I find speaking English quite *embarrassed/embarrassing*.
- I find my brother/sister very *annoyed/annoying* when they take my things without asking me.
- I think that most horror films are really *frightened/frightening*.
- I think that riding a motorbike is very *excited/exciting*.
- I'm not very *interested/interesting* in computer games.
- I'm often *disappointed/disappointing* after I get my exam results.
- In my opinion, football is extremely *bored/boring*.

Watch out!

We use *-ed* adjectives to talk about how we feel. We use *-ing* adjectives to talk about the things or people that make us feel in a particular way.

2 Work in pairs. Are the sentences in activity 1 true for you?



3 Work in pairs.



- Talk about two things that you find: *boring, fascinating, depressing, relaxing*
- Talk about a time when you felt: *embarrassed, frightened, depressed, relaxed*

Example:

*I find football really boring. Most of my friends hate it too.
A few days ago, I was really embarrassed. My stomach made a very strange noise.*

B. LISTENING

4 Listen to two girls talking about a disastrous date. Explain in your own words what the problems were.



5 Listen again and match the sentences to the speakers: (1) Alicia or (2) Sonia.



Alicia



Sonia

- He ended the date.
- He laughed at her.
- He talked too much.
- He wanted to speak to her after the date.
- She thought he had nice eyes.
- She wasn't very attracted to him.
- The date began well.
- They were going to see a film.

ALICIA SONIA

ALICIA	SONIA

6 In your opinion, who had the worst experience? Explain your reasons. Have you ever had a bad date? What went wrong?



C. LANGUAGE FOCUS 2

Too and not enough

1 Look at the examples and complete the rules.

I'm not old enough.

We're too young.

He wasn't tall enough for me.

I wasn't too interested.

We use 'too' to say that something is more than necessary. We use 'not enough' to say that something is less than necessary.

We put _____ before an adjective or adverb.

We put _____ after an adjective or adverb.

So and such

2 Look at the examples and complete the rules.

Don't be so boring!

We were going so fast.

He was such a kind person.

He was such a baby.

We use 'so' and 'such' to make adjectives and adverbs stronger.

We use _____ before an adverb or an adjective without a noun.

We use _____ before an adjective that is followed by a noun.

i For more information, go to GRAMMAR SUMMARY, page 135.

Watch out!

We can also use 'enough' with nouns. We put it before the noun.

Do we have enough money?

I don't have enough time.

7 Insert 'too' (x3) and 'enough' (x4) in the correct places in the dialogue.

- A: What do you think? Do you think I look OK?
 B: Not really. Those jeans aren't big for you. You haven't got room to breathe.
 A: You mean I'm fat?
 B: No, the size is wrong. Those jeans are definitely small for you.
 A: Maybe you're right. But the other ones weren't long for me. And they weren't cheap, either. My problem is that my legs are long. And I don't have money to go to the expensive shops.

8 Listen to the recording and check your answers.



9 Look at the picture of a boy who is going out on a date. Make sentences with 'too' and 'not ... enough' to talk about his appearance. You can use the adjectives in the box to help you.



- big
- casual
- clean
- dirty
- fashionable
- long
- old
- old-fashioned
- short
- small
- smart

10 Complete the sentences with 'so' or 'such'.

- 1 They are _____ interested in appearances.
- 2 They can be _____ boring when they talk about sport.
- 3 They can have _____ sensitive personalities.
- 4 They have _____ a good sense of humour.
- 5 They seem to get angry _____ quickly.
- 6 They sometimes have _____ a high opinion of themselves.
- 7 They tend to talk _____ long about unimportant things.
- 8 They're often _____ bad at practical things.

11 Work in pairs. Do you think the sentences in activity 10 were said by a man (about women) or by a woman (about men)? Explain your reasons.



12 Make five sentences about men or women using 'so' and 'such'.

PRON SPOT

13 How are the words below pronounced? Listen to the recording to check your answers.



enough frightened height laugh right thought

14 Underline a silent letter in the words below and listen to the recording to check your answers.



calm climb honest knife know listen
often two walk what wrong

15 Can you think of any more words with silent letters? Give examples.

D. SPEAKING

16 Look at the photographs and answer the questions.

- What does he/she look like?
- How old is he/she?
- What sort of clothes does he/she wear?
- Think of five adjectives to describe his/her personality.
- What interests does he/she have?
- Do you think he/she makes a good partner to go on a date with?



17 Compare your ideas with other students in the class. Can you find someone who has similar ideas to yours?



TEMAT MATURALNY: CZŁOWIEK



W TYM ROZDZIALE NAUCZYSZ SIĘ, JAK:

- rozwiązywać zadanie: rozumienie tekstu czytanego – test wielokrotnego wyboru;
- przeprowadzać rozmowę sterowaną: uzyskiwanie, udzielanie informacji;
- napisać list oficjalny.

B. READING

3 Check the meaning of these phrases in the wordlist and match each phrase with the correct photograph in activity 4. Which photograph shows a person who may be lying?

- look up stand straight avoid eye contact
- show your palms scratch your ears look down
- shrug your shoulders

A. ABOUT YOU

1 Complete the gaps in the questionnaire with the adverbs of frequency from the box to make the sentences true for you.

- always never often sometimes usually rarely

HOW DISHONEST ARE YOU?

- I _____ lie to my friends.
- I _____ tell my parents the truth.
- I _____ tell white lies.
- I _____ tell lies about other people.
- I _____ give false details on the Internet.
- I _____ make up untrue stories about what I have or what I can do.
- I _____ cheat in tests or exams.
- I _____ travel without a ticket.
- I _____ take things which aren't mine.
- I _____ get caught when I behave in a dishonest way.
- I _____ think that honesty is the best policy in life.
- I _____ break promises.

4 Read the first part of the article about lying and complete the gaps to paraphrase the sentences from the text. Make sure their meaning stays the same.

- Someone who is lying will cover their mouth because they don't want you to _____ all they are saying.
- When you lie your hands become _____ because of _____.
- Someone telling the truth will move their body less _____.

LIAR, LIAR, PANTS ON FIRE!

How do we know when somebody is lying to us? Well, their body shows us. You can tell a liar by his or her body language. Liars touch, pull or scratch different parts of their faces and bodies when they are talking to you. Someone who is lying will cover their mouth because they don't want you to hear everything they are saying. Lying makes people feel stressed so their hands are often wet – don't be surprised when liars wipe them on their shirts or trousers. Liars look down or look to the left to avoid eye contact. People who tell the truth, on the other hand, often shrug their shoulders and put their palms face up because they want to communicate: 'Look, I'm telling the truth!' They also stand straight and don't move their bodies so much. So, next time you want to lie, don't!



2 Work in pairs. Compare your answers in activity 1.



5 Circle the correct option.

- The text comes from _____.
 - a newspaper advertisement
 - a newspaper article
- The text was written _____.
 - to give information
 - to make readers laugh

EXAM INFO

TEST WIELOKROTNEGO WYBORU

Pamiętaj, aby:

- upewnić się, że odpowiedź wybrana przez ciebie to parafraza fragmentu tekstu albo streszczenie fragmentu tekstu;
- nie dać się wprowadzić w błąd słowami użytymi w zdaniu, które są takie same jak te w tekście.

6 Read the rest of the article and choose the correct option under each paragraph.

It's good to spot a lie but it's even better to know why people lie in the first place.

One theory says that there are three types of lies: pro-social, self-image and antisocial ones.

- A** Pro-social lies are lies people tell to help somebody else, like when they lie for their friend or their parents lie for them at school by saying their son or daughter couldn't do their homework because they were sick. The so-called 'white lies', little lies you tell in order not to hurt someone's feelings, also belong to this category.
- People tell pro-social lies _____.
 - to hurt other people
 - to solve other people's problems
 - to avoid a conversation
- B** Self-image lies are lies which can make you look better or more interesting in the eyes of other people. Now it is quite common to lie about oneself on the Internet. Children and teenagers lie about their age to get access to some websites. Many people, including adults, invent new identities in cyberspace. Many people also lie in their everyday conversations just to feel better.
- Who tells self-image lies?
 - Both adults and young people.
 - Only young people.
 - Mainly Internet users.
- C** And finally, antisocial lies are lies we tell to hurt other people on purpose, for example when you tell a friend negative lies about another friend. Politicians use such lies in their election campaigns to damage the images of the other candidates, selfish people lie at work or at school to make other people's lives difficult or miserable.
- Antisocial lies _____.
 - are difficult to invent
 - are always against other people
 - are told by mistake

7 Find the paraphrases of these sentences in the texts in activity 6.

- Pro-social lies are helpful to other people. (paragraph A)
- Other people may think you are better than you really are when you tell self-image lies. (paragraph B)
- Egotistic people lie to cause other people problems. (paragraph C)

8 Work in pairs. Write two sentences about lying. Exchange them with your partner. Paraphrase the sentences.

Example:

I never lie. = I always tell the truth.

YOU & THE TEXT

Do you tell any of the lies described in the texts?
Is lying ever OK?

C. SPEAKING**9 Work in pairs. Give advice to people with these problems.**

- I had problems at school so I skipped lessons for about a month. I didn't tell my mum about it and I lied to her every day saying that I was at school. She found out the truth and I've lost her trust.
- My 'friend' lies about me to other friends. She invents things I never said and tells my friends horrible things about me which aren't true. They don't want to meet me any more!
- My friend has really bad taste in clothes. Everybody laughs at her but she can't see it. She has asked me a few times how she looks and I say she looks wonderful even though she doesn't. Now I feel really bad about it and I think she should know the truth.

10 Listen and complete the advice. Explain why you think they are good or bad suggestions. Are they similar to your advice in activity 9?**Problem 1**

I think you 1. _____ do everything to get her trust back. First of all, why 2. _____ you buy her a big bunch of flowers out of your pocket money and maybe invent a song to say sorry. Next time you have problems at school, be honest and tell her. If you want to lie again, count to twenty and tell the truth!

Problem 2

3. _____ call or talk to her for about a week – she will be surprised. When she calls you first, 4. _____ organizing a meeting with all your friends so she can say sorry to you in their presence. If she doesn't want to do it, don't talk to her again!

Problem 3

You 5. _____ tell her the truth and apologize for lying to her. Promising not to do it again is also a good 6. _____! Why not take her shopping and help her find something fashionable? Then you can go out for a pizza and forget the whole thing! ☺

Unit 02

EXAM INFO

UZYSKIWANIE, UDZIELANIE INFORMACJI

Pamiętaj, aby:

- zawrzeć w rozmowie informacje z trzech punktów podanych w poleceniu egzaminacyjnym;
- słuchać tego, co mówi egzaminator, i odpowiednio reagować – nie zawsze musisz odpowiedzieć pełnym zdaniem, ale pamiętaj, że też jesteś odpowiedzialny/odpowiedzialna za podtrzymywanie rozmowy;
- użyć zwrotów charakterystycznych dla danego typu rozmowy, np. udzielając rady: *I think you should ...*, *Why don't you ...?* *You could ...* itd.

11 Work in pairs and role-play the conversation from the exam task.



Na obozie językowym w Irlandii twój kolega/twoja koleżanka ma przygotować multimedialną prezentację dotyczącą ciekawych aspektów kłamstwa. Prosi cię o pomoc. W trakcie rozmowy:

- zapytaj o czas trwania prezentacji;
- zapytaj, o czym kolega już zaplanował powiedzieć;
- poradź mu, jak mógłby uatrakcyjnić prezentację.

(rozmowę rozpoczyna egzaminujący)

13 Complete the information in the table. Use it to write your reply to the message in activity 12 according to the exam instructions below the table.

Opinions I agree with and why	
Opinions I disagree with and why	
My additional ideas connected with the topic	
Useful phrases	<ul style="list-style-type: none"> • I am writing to express my opinion on the views presented in the article. • I would like to express my anger / support for the presented views. • I think / I believe / I must say that ... • In my opinion / Personally ... • I agree / disagree with the fact that ... • Moreover / Additionally / What is more ... (= a co więcej, ponadto) • However / On the other hand ... (= z drugiej strony jednak)

D. WRITING

EXAM INFO

LIST OFICJALNY

- Jednym z zadań na egzaminie może być napisanie listu czytelnika w odpowiedzi na artykuł zamieszczony w gazecie, czasopiśmie lub na forum internetowym. Należy pamiętać, aby:
- ustosunkować się do wszystkich punktów w zadaniu egzaminacyjnym;
 - podać uzasadnienie swoich opinii;
 - użyć zwrotów charakterystycznych dla tego typu listów.

12 Read the comment from an Internet forum and choose the purpose it was written for.

The message was written to:

- give information about Internet lies
- express frustration with Internet lies
- show understanding of Internet lies

W gazecie internetowej przeczytałeś/przeczytałaś opinię, że podawanie fałszywych informacji w internecie jest złe i prowadzi do upowszechnienia kłamstwa. Chcesz wziąć udział w dyskusji na temat kłamstwa. Napisz list, w którym:

- określisz jego cel i opisziesz uczucia, które wywołała w tobie lektura tego artykułu;
- opisziesz, z czym się zgadzasz i dlaczego;
- napiszesz, z czym się nie zgadzasz i dlaczego;
- wyrazisz swoje stanowisko dotyczące kłamania w ogóle i uzasadnisz swoją opinię.

Pamiętaj o zachowaniu odpowiedniej formy i stylu listu. Nie umieszczaj żadnych adresów. Podpisz się jako XYZ. Długość listu powinna wynosić od 120 do 150 słów. Oceniane są: umiejętność pełnego przekazania informacji (4 punkty), forma (2 punkty), poprawność językowa (2 punkty) oraz bogactwo językowe (2 punkty).

OUR SPACE



Greg

I can't accept all this lying that happens on the Internet. My sons spend a lot of time on MySpace and Bebo. Most of the information they give is a lie. When I ask them why they do it, they say that everybody does it and it's OK. I understand that giving personal information over the Internet is not a good idea but lying about your age, appearance and hobbies isn't acceptable to me. I worry that all this lying is going to become part of our everyday life not just the one in cyberspace. Sometimes I wish people were like Pinocchio! At least you'd know when they were lying!!!

Maria

A. VOCABULARY & GRAMMAR & PRONUNCIATION

WYKONAJ ĆWICZENIA I OCEŃ SWOJĄ WIEDZĘ.
ZAKREŚL 1 (JESZCZE NIE CAŁKIEM UMIEM), 2 (DOBRZE UMIEM),
3 (DOSKONAŁE UMIEM).

1 Fill in the gaps with either 'He's ...' or 'He's got ...'
Then mark each sentence P (positive), N (neutral) or
NG (negative).

- 1 _____ of medium height.
- 2 _____ a great sense of humour.
- 3 _____ a warm heart.
- 4 _____ kind and generous.
- 5 _____ too sensitive sometimes.
- 6 _____ old-fashioned.
- 7 _____ good looks.

1 2 3

2 Make correct adjectives from the words in the
box by adding the correct endings '-ing' or '-ed'
to complete the sentences.

boredom fright disappointment embarrassment excitement

- 1 He drove too fast and I felt _____.
- 2 I found the school trip really _____. I didn't want
to go home!
- 3 The date was _____ because we learnt we had
completely different interests. I'd expected him to be
different.
- 4 My mum showed my girlfriend my childhood photos.
In one of them I was naked. I felt so _____!
- 5 I found the lesson so _____ that I couldn't stop
yawning.

1 2 3

3 Complete the sentences with the correct words from
the box. Some of them can be used more than once.

too enough so such as

- 1 I'm _____ young to get married.
- 2 My brother isn't old _____ to drive a car.
- 3 Some of my classmates are _____ annoying!
- 4 I'm _____ tall _____ my best friend.
- 5 My boyfriend is _____ a good-looking guy that all
the girls are jealous.
- 6 My mum has _____ a warm heart that everybody
likes her.

1 2 3

4 Rewrite the sentences using the prompts.

- 1 I'm too short to be a basketball player. ENOUGH
- 2 My father is so generous that he lends money to
everybody! SUCH
- 3 My sister and I are of the same height. AS ... AS
- 4 I'm not rich enough to buy expensive clothes. TOO
- 5 My best friend is such a kind person that everybody
likes her. SO
- 6 We aren't the same age. NOT AS ... AS

1 2 3

5 Use the prompts and the comparative forms of the
adverbs to write sentences.

- 1 a) John drives his car at 100 km an hour.
b) Tom drives his car at 80 km an hour. SLOWLY
Tom drives _____
- 2 a) Tom has learnt three foreign languages.
b) John has only learnt some French. EASILY
Tom learns _____
- 3 a) Angela visits her hairdresser three times a week.
b) Paula goes to her hairdresser once a week. OFTEN
Angela _____
- 4 a) Paula lives 20 miles from her office.
b) Angela lives 40 miles from her office. FAR
Angela _____

1 2 3

6 Put the adverbs in brackets in their superlative
forms. Discuss the questions in pairs.

WHO IN YOUR CLASS ...

- runs _____ (fast)?
- comes late _____ (often)?
- lives _____ (far) from the school?
- speaks English _____ (well)?
- dresses _____ (fashionably)?

1 2 3

7 Listen and repeat. Work in pairs. Ask and
answer the questions.

- 1 laugh – What makes you laugh?
- 2 medium height – Are you of medium height?
- 3 worst – Who in your family cooks the worst?
- 4 old-fashioned – Do you know a really old-fashioned
person?
- 5 casual – Do you like wearing casual clothes?

1 2 3

8 Work in pairs. Test each other.

Student A go to page 114
Student B go to page 116

1 2 3

JEŚLI ZAKREŚLIŁEŚ/ZAKREŚLIŁAŚ 1 LUB 2 PRZY NIEKTÓRYCH
ZAGADNIENIACH, POWINIENEŚ/POWINNAŚ JE POWTÓRZYĆ.

♦ Zeszyt ćwiczeń, Revision, s. 21

JEŚLI ZAKREŚLIŁEŚ/ZAKREŚLIŁAŚ 3 W WIĘKSZOŚCI ZAGADNIENI,
POSZERZ SWOJĄ WIEDZĘ.

♦ Zeszyt ćwiczeń, Extension, s. 21

B. COMMUNICATION & GAMES

Work in groups of three (A, B and C). A says a verb,
B and C think of an adverb which begins with the
same letter as the verb – the one who is first (B or
C) wins the round and gets a point. Take turns to
start the game. At the end choose the funniest
combination!

Example:

A: eat

B/C: easily