

### 1a Dopasuj przymiotniki z ramki do właściwych opisów osób.

**kind** generous sensitive of medium build  
amazing-looking funny ordinary honest ugly

Example:

Sheila has a warm heart. kind

- 1 Tom never lies. \_\_\_\_\_
- 2 Stella has a great sense of humour. \_\_\_\_\_
- 3 Zoe always offers her friends her time and money. \_\_\_\_\_
- 4 Pete is extremely attractive. \_\_\_\_\_
- 5 Fiona always reacts strongly to criticism. \_\_\_\_\_
- 6 Kevin is quite plain. \_\_\_\_\_
- 7 Dan is neither fat nor thin. \_\_\_\_\_
- 8 Paula is very unattractive. \_\_\_\_\_

### b Dopasuj zdania z ćw. 1a do pytania, na które są one odpowiedzią.

| What does he / she look like? | What is he / she like? |
|-------------------------------|------------------------|
|                               |                        |

### 2 Napisz, co określają podane przymiotniki.

- 1 short long dark  
\_\_\_\_\_
- 2 of medium height tall short  
\_\_\_\_\_
- 3 small green round  
\_\_\_\_\_
- 4 thin fat slim  
\_\_\_\_\_

### 3a Porównaj poniższe rzeczy, używając *not as ... as* i przymiotników podanych w nawiasach. Zaznacz (✓) zdania, z którymi się zgadzasz.

Example: *high-heeled shoes / slippers (comfortable)*

*High-heeled shoes aren't as comfortable as slippers. (✓)*

- 1 pink / purple (fashionable)

- 2 a top / a shirt (smart)
- 3 long hair / short hair (easy to look after)
- 4 short people / tall people (attractive)
- 5 thin people / fat people (cheerful)
- 6 appearance / personality (important)

### b Przekształć zdania z ćw. 3a, używając stopnia wyższego przymiotników. Znaczenie każdego ze zdań musi zostać zachowane.

Example: *Slippers are more comfortable than high heels.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

### 4 Porównaj podane rzeczy, osoby lub miejsca. Użyj przymiotników z ramki oraz *not as ... as* i *-er ... than / more ... than*.

**attractive** interesting funny nice  
informative clever good

Example: *two of your friends*

- a) *Eliza isn't as funny as Hania.*
- b) *Hania is funnier than Eliza.*

- 1 two places you know  
a) \_\_\_\_\_  
b) \_\_\_\_\_
- 2 two books you've read  
a) \_\_\_\_\_  
b) \_\_\_\_\_
- 3 two Internet sites you like  
a) \_\_\_\_\_  
b) \_\_\_\_\_
- 4 two places of entertainment eg cinemas, clubs  
a) \_\_\_\_\_  
b) \_\_\_\_\_

**5** Uzupełnij luki w zdaniach, wstawiając *more*, *the most*, *the* lub znaczek (X), gdy uznasz, że luka powinna pozostać nieuzupełniona. Jakim przymiotnikiem określiłbyś / określiłabyś osobę, która ma taką opinię o sobie?

- 1 I learn \_\_\_\_\_ quickly than most of my classmates.
- 2 I read books \_\_\_\_\_ often than my friends.
- 3 I cook \_\_\_\_\_ best meals out of the whole of my family.
- 4 I can throw a ball \_\_\_\_\_ further than anyone in my class.
- 5 I am \_\_\_\_\_ beautiful in my class.
- 6 I find it \_\_\_\_\_ easier to learn than most of my classmates.
- 7 I can dance \_\_\_\_\_ better than most of my friends.
- 8 I speak English \_\_\_\_\_ fluently than anyone I know.
- 9 I swim \_\_\_\_\_ fastest in my class.
- 10 I wear \_\_\_\_\_ expensive shoes in my school.



**6** Sprawdź w słowniku znaczenie i wymowę podkreślonych słów. Zaznacz (✓) stwierdzenia, z którymi się zgadzasz.

- 1 True beauty is on the inside.
- 2 Both girls and boys are obsessed with their appearance.
- 3 It is ok to have plastic surgery for acne scars but not for making yourself look perfect.
- 4 All teenagers want their peers to like them.
- 5 TV encourages young people to look perfect.
- 6 Teenagers often feel depressed because of their low self-esteem.

**7** Uzupełnij dwie pierwsze kolumny tabelki.

| What I <b>know</b> about plastic surgery | What I would like to <b>learn about</b> plastic surgery | What I <b>have learnt from the text</b> about plastic surgery |
|--|---|---|
|  |   |   |

**8** Wysłuchaj tekstu o operacjach plastycznych wśród nastolatków i uzupełnij ostatnią kolumnę tabelki w ćw. 7.



**9** Wysłuchaj ponownie tekstu z ćw. 8. i odpowiedz na pytania.



- 1 Who are the two guests in the studio?  
\_\_\_\_\_
- 2 What are the most common types of surgery?  
\_\_\_\_\_
- 3 What does Dr Dale say about TV?  
\_\_\_\_\_
- 4 Why does Karen want to have cosmetic surgery?  
\_\_\_\_\_
- 5 What do people with BDD think about themselves?  
\_\_\_\_\_
- 6 What does Dr Dale warn her patients of?  
\_\_\_\_\_

**1** Przeczytaj rady dotyczące randek i zakreśl właściwy przymiotnik.

- Don't go on a date if you feel **tired** / **tiring**.
- During your date play some **relaxed** / **relaxing** music.
- Try to sound **interesting** / **interested** in what the other person is saying.
- Don't ask **embarrassed** / **embarrassing** questions.
- Never talk about **boring** / **bored** subjects.
- Don't talk about your **annoying** / **annoyed** habits.
- Try not to feel **disappointed** / **disappointing** if things don't work out in the end.

**2** Uzupełnij zdania, wstawiając odpowiedni przymiotnik z właściwą końcówką. Odpowiedz na pytania.

boring / bored    annoyed / annoying  
frightening / frightened    depressing / depressed  
interested / interesting  
disappointing / disappointed

- What makes lessons \_\_\_\_\_ (difficult to concentrate on)?  
\_\_\_\_\_
- What makes dates \_\_\_\_\_ (unsuccessful)?  
\_\_\_\_\_
- What makes you feel \_\_\_\_\_ (sad)?  
\_\_\_\_\_
- What is the most \_\_\_\_\_ (frustrating) thing about being a teenager?  
\_\_\_\_\_
- What makes networking sites \_\_\_\_\_ (fun)?  
\_\_\_\_\_
- What makes you feel \_\_\_\_\_ (afraid)?  
\_\_\_\_\_

**3** Przekształć podane zdania, używając zamiast *too* słowa *enough* lub odwrotnie. Znaczenie każdego ze zdań musi zostać zachowane.

- Most teenagers aren't rich enough to have plastic surgery.  
\_\_\_\_\_
- Many people are too shy to go on a date.  
\_\_\_\_\_

- Some people think they aren't pretty enough to find a partner.  
\_\_\_\_\_
- A lot of teenagers are too stressed out about their looks.  
\_\_\_\_\_
- Internet dating is too risky for many people.  
\_\_\_\_\_
- Teenagers are too young to get married.  
\_\_\_\_\_

**4a** Dopasuj przymiotniki o przeciwnych znaczeniach.

- |                 |                |
|-----------------|----------------|
| 1 casual        | a) pretty      |
| 2 old-fashioned | b) smart       |
| 3 dirty         | c) clean       |
| 4 ugly          | d) fashionable |

1 \_\_\_\_\_, 2 \_\_\_\_\_, 3 \_\_\_\_\_, 4 \_\_\_\_\_

**b** Uzupełnij zdania przymiotnikami z ćw. 4a.

- His clothes are too \_\_\_\_\_ for this party. It's a formal dinner party.
- This top isn't \_\_\_\_\_ enough to wear to school. It needs washing.
- This skirt is too \_\_\_\_\_ to wear for my date. I don't want to look like my granny!
- Girls have cosmetic surgery because they think they aren't \_\_\_\_\_ enough.
- I can't dress up like that. These trousers aren't \_\_\_\_\_ enough for a conference.

**5** Uzupełnij luki, wstawiając *so* lub *such*. Następnie zdania z *so* zamień na zdania z *such* i odwrotnie.

- Angela is \_\_\_\_\_ amazing looking!  
\_\_\_\_\_
- Tom's girlfriend is \_\_\_\_\_ a generous person.  
\_\_\_\_\_
- Frank's mum is \_\_\_\_\_ a friendly person.  
\_\_\_\_\_
- Rebecca's boyfriend is \_\_\_\_\_ unromantic!  
\_\_\_\_\_
- Ted's parents are \_\_\_\_\_ kind people.  
\_\_\_\_\_
- Julie's classmates are \_\_\_\_\_ cool.  
\_\_\_\_\_

**6** Użyj *so* lub *such* oraz podanych podpowiedzi i napisz zdania wyrażające opinie Fiony o Shreku i Shreka o Fionie.

**Fiona about Shrek:**

funny intelligent warm heart great sense of  
humour handsome lovely smile beautiful ears

**Shrek about Fiona:**

pretty green face fashionable rich beautiful  
teeth great personality talented

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**7** Sprawdź w słowniku znaczenie podanych przymiotników. Zaznacz te o pozytywnym znaczeniu (P).

gorgeous unwashed trendy greasy  
patient neat mysterious

**8** Przeczytaj artykuł o zasadach, które obowiązują podczas randki. Zaznacz zasady, z którymi się zgadzasz (✓) i te, z którymi się nie zgadzasz (x).

DATING is a social game which has rules. Knowing these rules helps you survive your dates and find a good partner. So go through the advice and see if you do the right thing when you go on a date.

**9** Przeczytaj ponownie tekst z ćw. 8. i zdecyduj, kogo dotyczą poniższe rady: dziewcząt (DZ), chłopców (CH) czy obojga (O). Podkreśl w tekście te fragmenty, które uzasadniają twój wybór.

- 1 You must look as attractive as possible. \_\_\_\_\_
- 2 You must be careful about his or her hobbies. \_\_\_\_\_
- 3 You must be quite patient. \_\_\_\_\_
- 4 You must be as generous as possible. \_\_\_\_\_
- 5 You must be as secretive as possible. \_\_\_\_\_
- 6 You must be well-informed. \_\_\_\_\_
- 7 You must not be too talkative. \_\_\_\_\_
- 8 You must look neat and tidy. \_\_\_\_\_
- 9 You mustn't discuss your previous relationships. \_\_\_\_\_

**10** Do rad dotyczących randek z ćw. 8. dopisz jeszcze po jednej dla dziewcząt i chłopców.

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## General Dating Rules for Girls

- Always look gorgeous.
- Never tell him too much about yourself. A mysterious woman is more interesting.
- Keep dates as short as possible.
- Let him pay for your meal and a taxi home.
- Make sure he gives you flowers or forget him.
- Always keep him waiting and never come too early.
- Always let him leave a message before phoning him back.
- Never ever talk about your ex-boyfriends.
- Don't date a man with dirty shoes and unwashed hair again!
- Check that he isn't too obsessed with football or any other sport.

## General Dating Rules for Boys

- Wear some fashionable clothes and shoes.
- Get a trendy haircut and a nice aftershave (not too strong).
- Talk about your ambitions and plans for the future.
- Make sure you know what's going on in the world: watch the news and read the newspapers. Impress her with your knowledge.
- Sports fans mustn't date a woman who doesn't understand their passion.
- Buy her a small gift or a bunch of flowers every time you meet up.
- Listen to her and don't talk all the time.
- Learn to dance.
- Wait for her to answer your messages but no longer than three days!
- Don't date a woman with greasy hair, broken fingernails and heavy make-up again!

## READING

**1** Przeczytaj opinie różnych osób na temat ściągania w szkole. Uzupełnij zdania słowami z ramki.

cheating   cheats   honest   ethics  
cheat   dishonest

1. *I think cheating is good.*

An \_\_\_\_\_ person cannot become successful nowadays.  
(Ann, 20 years old)

2. *I believe cheating is the only way to survive school or university. Students cheat because they cannot cope with the amount of work. It is \_\_\_\_\_ but helpful!*  
(Steven, 17 years old)

3. *I don't think copying things from the Internet and using them in my work is \_\_\_\_\_. I call it 'research'.*  
(Tim, 25 years old)

4. *Students make \_\_\_\_\_ sheets because they are lazy and uninterested in learning.* (Ben, 27 years old)

5. *Students cheat because no one teaches them \_\_\_\_\_.*  
Fiona, 32 years old

6. *Students compete and they don't want to be losers so they become \_\_\_\_\_.* (Alex, 15 years old)

**2** Sprawdź w słowniku znaczenie podanych słów.

to survey   to report   findings  
an instance / a case   a source

**3** Przeczytaj tekst i zaznacz poprawne odpowiedzi.

### DISHONESTY RULES

Donald McCabe, a Rutgers University professor, has done some research into cheating at schools and universities. The results of his work are truly shocking. 95 percent of high school students say they've cheated during the course of their education, either by letting somebody copy their homework or by cheating in tests.

"There's a lot of cheating going on but students aren't all that embarrassed about it," says Professor McCabe.

He has been analyzing cheating practices among college students for 18 years and among high school students for six years. He's surveyed 24,000 high school students in 70,000 high schools, grades 9 to 12.

The results surprised everyone. Sixty-four percent of students report one or more instances of serious test-cheating, which include copying from someone else, helping someone else cheat, or using cheat notes, McCabe says.

The professor's findings, however, don't report on cases in which students told classmates what was going to be in a test, because "that's something that students don't consider to be serious", McCabe says.

Plagiarism may be another practice students don't consider to be serious. Some 58 percent of those McCabe surveyed admitted to plagiarism: from downloading a whole paper to "cutting and pasting" online publications and not giving the source.

He also describes newly-invented and original methods of cheating students use. An example he gives is the "water bottle trick," where students remove the label from the bottle, write their cheat notes on the back of it, then put the label back on. The water then makes the cheat notes look bigger.

Another story is about a student who hacked into a teacher's computer account to get a copy of the biology exam. "He only got caught because he was so proud of what he'd done, and boasted about it," McCabe says.

- A lot of students
  - are shocked with the report's results.
  - admit to cheating regularly.
  - feel embarrassed about cheating.
  - say that they have cheated at school.
- Professor McCabe has
  - studied cheating in all grades.
  - analysed cheating only among eighteen-year-old students.
  - talked about cheating to over 20,000 students.
  - reported on 70,000 cases of cheating.
- The report concentrated on
  - serious examples of cheating only.
  - all instances of cheating.
  - cheating in tests only.
  - plagiarism.
- According to Professor McCabe the water bottle trick is
  - a common technique.
  - a new technique.
  - an old technique.
  - an ordinary technique.
- The student mentioned in the text
  - wanted everyone to know about his actions.
  - hacked into his school's computer system.
  - didn't tell anyone about his actions.
  - felt ashamed of his actions.

**4** Odpowiedz na pytania pełnymi zdaniami.

1 What do you think? Is cheating morally wrong or is it a good way to survive school?

\_\_\_\_\_

2 Why do so many students cheat?

\_\_\_\_\_

## GET READY FOR SPEAKING

**5** Przekształć zdanie, używając wszystkich podanych konstrukcji.

2 Why don't ...?

↑

1 I suggest ...                      3 Why not ...?

You should  
say 'sorry' for your  
dishonest behaviour.

↓

4 You must ...                      5 It's a good idea ...

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**6** Przeczytaj poniższe problemy i napisz, co mógłbyś / mogłabyś poradzić w takiej sytuacji.

- 1 *My boyfriend is lying to me. What should I do?*  
\_\_\_\_\_
- 2 *I'm going on my first date. Give me some advice on what to wear and what to say, please!!!*  
\_\_\_\_\_
- 3 *My son doesn't want to study. He cheats in all his tests and usually gets caught. His school teacher wants to fail him in his last year at school. Any idea what I can do???*  
\_\_\_\_\_

**7** Napisz rozmowę zgodnie z instrukcją.

Twój kolega / twoja koleżanka korzysta ze ściąg na wszystkich egzaminach. Zawsze dostaje dobre oceny i uważasz to za niesprawiedliwe. W rozmowie ze znajomym / znajomą z Anglii:

- przedstaw problem;
- poproś o radę, jak rozwiązać tę sytuację;
- zapytaj o skalę problemu ściągania na egzaminach w Wielkiej Brytanii.

(rozmowę rozpoczyna zdający)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WRITING

**8** Uzupełnij zdania słowami z ramki.

opinion    on the other hand    support    believe  
express    personally    moreover    disagree

- 1 I am writing to \_\_\_\_\_ my opinion on the views presented in the article.
- 2 I would like to express my \_\_\_\_\_ for the presented views.
- 3 I \_\_\_\_\_ that students cheat because they cannot cope with the amount of work at school.
- 4 In my \_\_\_\_\_ most students cheat to impress their parents with good grades.
- 5 \_\_\_\_\_, I think cheating helps you get better grades and get into better universities.
- 6 I \_\_\_\_\_ with the fact that students cheat because they are stupid.
- 7 \_\_\_\_\_, students who cheat are usually very bright and ambitious.
- 8 \_\_\_\_\_, the author of the article was right when he said that some students cheat out of laziness.

**9** Przeczytaj zadanie egzaminacyjne.

**Uporządkuj swoje myśli, uzupełniając poniższą tabelę.**

W czasopiśmie dla młodzieży przeczytałeś / przeczytałaś, że uczniowie ściągają, ponieważ są głupi, leniwi i nieuczciwi. Chcesz wziąć udział w dyskusji na temat powodów, dla których uczniowie korzystają ze ściąg na egzaminach.

Napisz list, w którym:

- określisz jego cel i opiszysz uczucia, które wywołała w tobie lektura artykułu;
- podasz dwa powody, dla których uczniowie ściągają;
- nie zgodzisz się, że uczniowie są głupi i leniwi. Wyjaśnij, dlaczego tak sądzisz;
- przedstawisz swoje stanowisko dotyczące ściągania i podasz uzasadnienie swojej opinii.

|  |  |
|--|--|
| Jakie uczucia wywołała w tobie lektura artykułu?                     |  |
| Jak myślisz, dlaczego uczniowie ściągają?                            |  |
| Jakich argumentów użyjesz, aby stanąć w obronie oskarżanych uczniów? |  |
| Jakie jest twoje stanowisko dotyczące ściągania?                     |  |

**10** Napisz w zeszycie list zgodnie z instrukcją z ćw. 9.

● **Opisywanie wyglądu, charakteru i zainteresowań człowieka**

**1** Dopasuj pytania a, b i c do właściwych odpowiedzi.

- a) What is he like?  
b) What does he look like?  
c) What does he like?

- 1 He's one of the kindest people I've ever met.   
2 He's into motor-racing.   
3 In fact, he's very handsome.   
4 He's very keen on sci-fi books.   
5 I think he's just a little too short for me.   
6 He's mad about hip-hop music.   
7 Some people say he's too talkative.   
8 He couldn't live without football.   
9 He looks absolutely gorgeous.   
10 He's an amazing-looking guy.   
11 He's a bit too plain for me.   
12 He's really helpful.

**2** Uzupełnij dialogi wyrażeniami z ćw. 1. Możliwa jest więcej niż jedna odpowiedź.

- 1 – So what do you think about him?  
– \_\_\_\_\_  
– Are your interests similar?  
– Yes, \_\_\_\_\_  
– That's good news!
- 2 – So are you going to date her again?  
– I don't think so. She \_\_\_\_\_  
– \_\_\_\_\_  
– What about her hobbies? \_\_\_\_\_  
– Oh, we're completely different.

**3** Napisz dialogi według instrukcji. Użyj wyrazów z ćw. 1.

- 1 A pyta B o randkę. B mówi, że było super. A pyta o wygląd i osobowość poznanej osoby. B chwali poznaną osobę.  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_  
B: \_\_\_\_\_
- 2 A mówi, że był / była na randce. B pyta o wygląd poznanej osoby. A krytykuje poznaną osobę i mówi, że nie jest w jego / jej typie.  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_

**4** Sprawdź w słowniku znaczenie podanych słów. Czy znasz takie osoby?

a gossip a laugh a liar a big head a bore

**5** Uzupełnij dialogi zdaniami z ramki.

- a) Is he fun to be with?  
b) Are you still friends?  
c) Not my idea of a good friend.  
d) She always talks about other people's problems.  
e) He talks too much about things I'm not interested in.

- 1 – Is she nice?  
– Nice?! You must be joking! \_\_\_\_ She's such a gossip!
- 2 – \_\_\_\_  
– Oh, yes. He's such a laugh. Especially his jokes, they are so funny.
- 3 – What's she like?  
– \_\_\_\_ She thinks she knows it all. She's such a big head.
- 4 – What's he like?  
– He's such a bore. \_\_\_\_
- 5 – \_\_\_\_  
– No, not any more. He's such a terrible liar!

**USEFUL PHRASES**

Patrz str. 104

**Culture & fun**

**1** Przeczytaj wyrażenia, których używa się w ogłoszeniach matrymonialnych i ich humorystyczne definicje.

**What people say**  
emotionally secure  
free spirit  
independent thinker  
dynamic  
looking for Mr/Ms Right  
young at heart  
chatty

**What reality looks like**  
on medication  
junkie  
crazy  
aggressive  
looking for Mr/Ms Rich  
over 50  
never shuts up

**2** Dopasuj przymiotniki do ich definicji.

- 1 beautiful a) loud and embarrassing  
2 fun-loving b) depressed and boring  
3 poetic c) in love with himself / herself

**So would you like to date this person?**

I'm a beautiful, fun-loving and chatty person. I'm an independent thinker and a real free spirit!

**Glossary**

emotionally secure – stabilny emocjonalnie  
on medication – w trakcie leczenia psychiatrycznego  
free spirit – wolny duch  
junkie – narkoman  
independent – niezależny / niezależna  
young at heart – młody duchem  
chatty – gadatliwy  
shut up – zamknąć się

## Revision

**1** Uzupełnij zdania odpowiednią formą podanych przymiotników i przysłówków.

- Robert can cook \_\_\_\_\_ than his brother, Nick. GOOD
- You can learn English \_\_\_\_\_ by listening to English TV and radio programmes. QUICKLY
- A person's character is \_\_\_\_\_ to me than their appearance. IMPORTANT
- I don't want to be \_\_\_\_\_ student in class so I study hard. BAD
- I dance \_\_\_\_\_ out of the whole of my class. BADLY
- My new school is \_\_\_\_\_ from my house than my previous school. FAR

6

**2** Zakreśl poprawną formę przymiotnika.

- Classical music makes me **relaxing** / **relaxed**.
- Speed dating is such an **interesting** / **interested** idea.
- I was **disappointed** / **disappointing** after my last date.
- I met my boyfriend in a really **embarrassing** / **embarrassed** situation.

4

**3** Przekształć zdania, używając podanych słów.

- I'm too young to go on a date. ENOUGH

\_\_\_\_\_

- I'm not rich enough to buy new clothes. TOO

\_\_\_\_\_

- My best friend is so funny. SUCH

\_\_\_\_\_

- My parents are such generous people. SO

\_\_\_\_\_

4

**4** Napisz przymiotniki o przeciwnym znaczeniu do podanych. Powinny dotyczyć wyglądu lub osobowości.

- ugly - \_\_\_\_\_
- honest - \_\_\_\_\_
- old-fashioned - \_\_\_\_\_
- casual - \_\_\_\_\_
- kind - \_\_\_\_\_
- fat - \_\_\_\_\_

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## Extension

**1** Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- I live \_\_\_\_\_ (najdalej) from school.
- Purple is now \_\_\_\_\_ (najmodniejszym) colour.
- People say that women are \_\_\_\_\_ (bardziej wrażliwe) than men.
- Learning Spanish is \_\_\_\_\_ (łatwiejsze) than learning English.
- Cheating is \_\_\_\_\_ (tak źle jak) lying about yourself.

5

**2** Dokończ słowa, tak aby powstały pasujące do kontekstu zdania przymiotniki.

- When I walked into a lamp post during my date, I felt really emba\_\_\_\_\_.
- The fact that so many students cheat is anno\_\_\_\_\_ and unfair.
- Lonely people often feel dep\_\_\_\_\_.
- I was fright\_\_\_\_\_ when I had to walk back home on my own.
- The chat we had was bor\_\_\_\_\_.

5

**3** Przekształć podane zdania, używając jednego ze słów podanych w ramce.

so    such    enough    too

- He was such an amazing-looking guy.  
\_\_\_\_\_
- She wasn't old enough to go on a date.  
\_\_\_\_\_
- My English teacher is so helpful.  
\_\_\_\_\_
- The guy was too boring for me to talk to.  
\_\_\_\_\_

4

**4** Napisz przymiotniki o przeciwnym znaczeniu do podanych. Powinny dotyczyć wyglądu lub osobowości.

- plain - \_\_\_\_\_
- attractive - \_\_\_\_\_
- smart - \_\_\_\_\_
- gorgeous - \_\_\_\_\_
- cheerful - \_\_\_\_\_
- fashionable - \_\_\_\_\_

6

If your score is

- 1-10 - Not good! It is a very good idea to revise all the material again.  
11-16 - Not bad, really! Check your mistakes and correct them.  
17-20 - Excellent! Try the Extension section now for more exercises.

If your score is

- 1-10 - Not good! Read the material more carefully.  
11-16 - Quite good. You just need a little more practice.  
17-20 - Very good! You are a fast learner!