

01 Człowiek



Check it out

1 Work in pairs. Complete the table with as many words as you remember in each category given below. You can use the pictures as prompts. Write the answers in your notebook.

hair

build

appearance

distinguishing features

clothes

emotions

Wygląd zewnętrzny

2 Work in pairs. Put the words into the correct columns. Write the answers in your notebook. Describe the people in the pictures above.

stunning birthmark lanky toned dyed nondescript slight highlights
distinguished mole stooped designer stubble bunches stocky double chin frizzy
skeletal acne greasy dimples chubby plait underweight extensions

hair

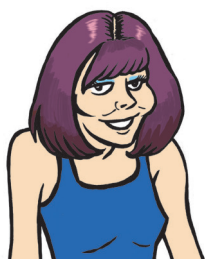
build

distinguishing features

opinions about appearance

3 Complete the notice with the correct words in the box. Write the answers in your notebook.

cheekbones receding loose shaven clear parting piercing high auburn distinguishing



HAVE YOU SEEN THEM?



The police are looking for a couple who stole money from a pensioner in the High Street yesterday. The man is stocky with fine, blond hair and a (1) hairline. He's clean (2) and has a small, red birthmark on his cheek.

A notable feature is his (3) blue eyes. His female partner is quite nondescript with no (4) features. But she is tall and lanky with thick (5) hair that she wears (6) or up in a ponytail. She has a centre (7) and a long fringe that covers a (8) forehead. She has (9) complexion and high (10). Any information should be sent to ...

Dane osobowe

4 Complete the questions with the correct words. The first letters have been given. Write the answers in your notebook.

- 1 Is my country of r where I was born or where I live now?
- 2 What's my e origin if I'm British but my parents are both from the Caribbean?
- 3 Is my next of k my mother or my father?
- 4 What does my m status refer to?
- 5 What's a person's m name?
- 6 Is a d feature something like a scar?
- 7 Should I include a l phone number in my contact d?

Cechy charakteru

5 Match the comments with the adjectives in the box that describe the speakers. Write the answers in your notebook.

bossy cowardly sympathetic
materialistic sensitive modest

- 1 That's terrible news! I'm so sorry.
- 2 I just love buying new things – the more the better.
- 3 It's not a big thing. I was really just very lucky.
- 4 There's no way I'm going to tell my mum that! She'd kill me!
- 5 I was very hurt by what Rita said to me.
- 6 Just do what I say. No questions!

6 In your notebook, write the opposites of adjectives 1–12. Use *un-*, *dis-*, *im-*, *in-* and *ir-*.

- | | |
|---------------|----------------|
| 1 adventurous | 7 considerate |
| 2 polite | 8 mature |
| 3 decisive | 9 honest |
| 4 sociable | 10 imaginative |
| 5 obedient | 11 responsible |
| 6 tolerant | 12 predictable |

7 Think about actions of famous people that could be described with the adjectives below. Compare your answers in pairs and explain your choices.

inconsiderate imaginative immature
indecisive adventurous insensitive
intolerant

8 Complete the email with adjectives formed from the words in brackets. Write the answers in your notebook.

FROM: jacky@mail.uk

Hi Ella,
Lovely to hear from you! Let me tell you about my sisters! My older sister is a bit quiet but she's very (1) (sense) – she always knows the best thing to do. She's also very (2) (depend). I know if she says she'll do something for me, she will. My younger sister, on the other hand, is really (3) (bubble) most of the time, very talkative! She's (4) (like) and has loads of friends. However, she can get (5) (mood) and she is also quite (6) (possess) and (7) (compete) – she likes being the best! I guess I'm sort of in between!
Write soon, Jacky

9 Choose the correct words to complete the sentences. Write the answers in your notebook.

- 1 Ann is very . She'll keep any secrets to herself.
A trusting B trustworthy C distrustful
- 2 Carl gets really about his ideas. Don't you think he should be more open to constructive criticism?
A selfish B protective C defensive
- 3 How of her to say she's the best!
A arrogant B concentrated C selfish
- 4 Paul is of Olly because he's going out with Jane and Paul's had a thing for her for ages!
A ruthless B admirable C jealous

Uczucia i emocje

10 Complete the texts with the correct words in the box. Write the answers in your notebook.

relieved smug livid tense frustrated
disillusioned alarmed

1 Sometimes when I'm working on my computer it freezes and I get so (1) because I have to call for someone who is able to repair it. Occasionally I manage to fix it myself and then I feel really (2) and pleased with my talents. Of course, once it is restored I'm pretty (3) because I can get down to working again and meet my deadlines.

2 My dad recently started a new job which promised to be really interesting. However, it turned out to be boring and he got (4) . So he left.

3 Last week someone bumped my uncle's new car and he was absolutely (5) ! I was in the car with him and his face went bright red with anger. I was a bit (6) that he might have a heart attack! Eventually he calmed down but the rest of the journey he was pretty (7) and kept looking at the cars behind him all the time!

11 Replace the underlined words with the correct adjectives in the box. Write the answers in your notebook.

stunned worn out shattered
delighted petrified bewildered

- 1 I was very tired after the marathon.
- 2 I was very surprised by the beauty of the view.
- 3 I was very tired after the four-hour exam.
- 4 I was very pleased to hear that my English friend is coming to visit.
- 5 I was very frightened when I saw the huge spider on my bed.
- 6 I was very confused by the huge choice of questions in the exam.

Idiomy

12 Choose the correct words to complete the sentences. Write the answers in your notebook.

- I was sideways by the news.
A pushed B knocked C kicked
- Has the teacher put the results up yet?
I've been on all day!
A fish hooks B clothes hooks C tenterhooks
- Sorry, I didn't do what you asked me to do.
I'm all over the today.
A place B room C building
- Kate's got engaged and mum is over the .
A sun B moon C stars
- I've got to do a presentation in class today and I've got !
A ants B butterflies C spiders
- There was an enormous cockroach on my bed last night.
I was scared out of my .
A skin B brains C wits
- Jen's been a bit down in the since she and Mark split up.
A dumps B rubbish C valley

13 Match idioms from exercise 12 with adjectives 1-7. Write the answers in your notebook.

- very happy
- shocked
- excited and a bit worried (before learning something)
- nervous (before doing something difficult)
- depressed
- frightened
- disorganised

Ubrania

14 Work in pairs. Look at your classmates and write in your notebook as many items of clothing as you can see, including materials and patterns.

15 Label the pictures with the correct words. Write the answers in your notebook.

- slippers
- jumpsuit
- lace
- onesie
- flip-flops
- headband



16 Complete the text with the correct words in the box. Write the answers in your notebook.

- | | | | |
|-----------|----------|-----------|--------|
| ballgown | buttons | trouser | shirt |
| pleated | cardigan | dinner | heels |
| waistcoat | outfits | strapless | blouse |

FORUM

Going to a summer ball next week and need some advice on what to wear! Tom is going in a smart (1) jacket and designer (2) – easy for him! I can't afford a (3) so I'm hesitating between two (4) . One's a (5) sparkly top with a long, (6) skirt and high (7) . Because it's outdoor, I thought of taking a pretty, lacy (8) . The other option is a white (9) suit with a (10) and silk (11) with tiny, pearl (12) . What does everyone think?

Czasowniki frazowe

17 Complete the sentences with the correct prepositions. Write the answers in your notebook.

- My cousin tries to keep the latest trends and spends a fortune on clothes.
- I think I've put on weight – I can't do my jeans!
- My favourite designer's Spring Collection comes next week. I'm really excited.
- Do we have to dress for Johnny's party – or can we go casual?
- These boots don't really go these trousers – I'll wear something else.
- These jeans are too long and I've got to take them .
- That blue top really brings the colour of your eyes.

Problemy etyczne

18 Read the definitions and complete them with the correct words or expressions. Write the answers in your notebook.

- when people want to end their own lives because of severe illness: eu
- when scientists change a baby's genes to stop a possible future illness: ge en
- when governments kill people who have committed very serious crimes: de p
- when people can say freely what they believe: fr of s
- when people spend all their money in casinos: ga
- when people with power accept bribes: co



Zoom in

- 1 Work in pairs. Think of three situations that would surprise you positively or negatively if they happened to you tomorrow.

Practise

GET SMARTER

Pamiętaj, że informacje podane w treści odpowiedzi do zdania 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.

- 2 CD 1.01 MP3 01 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.

TEST IT!

Dobieranie

- 3 CD 1.02 MP3 02 Usłyszysz dwukrotnie cztery wypowiedzi na temat zaskakujących sytuacji. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. 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.

Fish for words

- 4 Read the words below. Find the adjectives that mean 'being strange' and the nouns that mean 'a person that is strange'. What do the other words mean?

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



- 5 Complete the sentences with the correct words in the box. Write the answers in your notebook. Then use the expressions in bold to talk in pairs about people you have met or about events in your life.

time person courage in
 nature conversation ears kill

- 1 It's part of my to want to socialise.
 2 I need to pluck up some to say hello to her.
 3 I couldn't believe my !
 4 It isn't always easy to strike up a with a stranger.
 5 In the end, we found we have a lot common.
 6 Wow, you look dressed to today in these sparkling high heels and in this little black dress.
 7 He wasn't the I wanted to befriend.
 8 I had the of my life when we were together.

Wrap it up

- 6 Use two words from exercise 4 and three expressions from exercise 5 above to write your own sentences. Then translate them into Polish. Work in pairs. Exchange your translations and ask your partner to translate them back into English. Check each other's translations.



Zoom in

1 Work in pairs. Discuss the questions.

- 1 What's your memory for faces and names like?
- 2 How easy do you find it to recognise people's voices on the phone?
- 3 How do you react when you meet someone who you recognise but you can't remember who they are or what their name is?

Practise

GET SMARTER

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

2 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. Write the answers in your notebook.

- 1 There is a widely held belief that newborn babies have the immediate ability to recognise their mother's face.
- 2 The truth is that newborns know who their mother is primarily thanks to voice recognition.
- 3 Paediatricians maintain that there is little evidence of visual recognition before the age of three weeks.
- 4 An infant's vision is initially very blurry but sharpening each month until perfect vision is achieved by the child's second birthday.

TEST IT!

Dobieranie

- 3 Przeczytaj artykuł na temat umiejętności rozpoznawania twarzy. Do każdego pytania (1–4) dopasuj właściwą część tekstu (A–C). Zapisz odpowiedzi w zeszyte. Uwaga: jedna część tekstu pasuje do dwóch pytań.

In which paragraph does the author

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

Do I know you?

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





B Scientists have recently carried out tests on volunteers to find out which areas in the brain are involved in face recognition. The tests must have been a lot of fun to take part in! The volunteers were shown a photograph of a famous person on a computer and then the face gradually changed into another famous person's. For example a picture of the 1950s film star Marilyn Monroe slowly changed into a picture of the 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!

Fish for words

4 Find the parts of the text in exercise 3 that helped you choose the correct answers.

5 Complete the sentences with words and collocations from the text. Write the answers in your notebook.

- I've got a [] that I've forgotten something! (paragraph A)
- I've heard that song before but I [] it. (paragraph A)
- Going into a room and then forgetting why you've gone there is quite a []! (paragraph A)
- Recent incidents at our stadiums [] about the level of violence in football. (paragraph A)
- The new equipment in the computer room is extremely [], so be careful when you use it! (paragraph B)
- I've [] the letter and it looks as if you've included everything we said. (paragraph B)

6 Choose the correct words to form collocations. Write the answers in your notebook.

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

7 Complete the sentences with the expressions from the text that mean the same as the phrases in brackets. Write the answers in your notebook. Then think of one more synonym for each word.

- We [] a class survey about memory last week. (**conducted**)
- I'm [] some new research into how to improve our memories. (**engaged in**)
- Do you want to [] an experiment? (**participate in**)
- A warning signal [] if there's something wrong with your car engine. (**comes on**)
- You should [] the information on this website. It's very useful. (**look at**)

Wrap it up

8 Work in pairs. Discuss the questions.

- What do people usually do to change their appearance these days?
- Do you know anyone who has had cosmetic surgery to change their appearance?
- Which beauty product do you think most people would find difficult to live without? Why?

Zoom in

- 1 Work in pairs. In your notebook, write sentences including the time expressions below, using at least two different grammatical tenses for each expression.

by the time today
 tomorrow always
 the first time for five days

Practise

GET SMARTER

Zadanie polegające na uzupełnianiu luk jedną z odpowiedzi podanych w teście wielokrotnego wyboru często sprawdza umiejętność zastosowania odpowiednich form czasów gramatycznych. Przypisując odpowiedź do luki, pamiętaj, aby nie podejmować decyzji wyłącznie na podstawie występujących w zdaniu określeń czasu, takich jak *this month*, *tonight* czy *always*, gdyż mogą być one używane z więcej niż jednym czasem gramatycznym. Dodatkowo niektóre czasowniki, zależnie od tego, w jakim występują czasie, nadają zdaniu odmienne znaczenie. Jedynie dokładna analiza kontekstu zdania pozwala na zastosowanie odpowiedniego czasu gramatycznego. Przykłady zmiany znaczeń czasowników w zależności od zastosowanej struktury gramatycznej:

- *My sister always helps me.*
[a repetitive behaviour with a neutral context]
My sister is always leaving a mess in the kitchen.
[a repetitive annoying behaviour]
- *I'm seeing my boyfriend tonight.*
[appointment]
I see what you mean. [understand]
- *These days people are becoming more and more impatient.* [a process]
In Poland, you become an adult at the age of 18. [a fact]
- *I haven't had a break today.*
[so far, but it's not the end of a day yet]
Today I'm having a day off. [today is a broader 'now' as opposed to 'every day']

- 2 Choose the correct words to complete the sentences. Sometimes both answers are correct. Write the answers in your notebook.
- 1 Jenny looks / is looking angry. I wonder what had / has happened.
 - 2 My best friend has changed / has been changing the colour of her hair twice this month. Now she thinks / is thinking of doing it again!
 - 3 In the future, people will wear / will be wearing only natural fibres. Some fashion designers have already given up / are already giving up on synthetic fabrics.
 - 4 My sister is always borrowing / always borrows my clothes without permission! It's so annoying but she has always been / was always like this.
 - 5 I am seeing / going to see my boyfriend tonight to celebrate our anniversary. We are / have been together for two years.
 - 6 I have been trying / have tried to find a dress to wear to the party all day. Unfortunately, I haven't found one / didn't find one so far.
 - 7 Tattoos become / are becoming more and more popular these days. Almost everyone is wanting / wants one.
 - 8 By the time she gets ready, the meeting will have started / will start. She is / is being very slow today for some reason. Normally, it's hard to keep up with her.

- 3 Complete the sentences with the correct forms of the verbs in brackets. Use past tenses. Write the answers in your notebook.

- 1 It's a pity the fashion show was cancelled at the last minute. I (never take part) in such an event before, so I (look) forward to going there.
- 2 While we (play) beach volleyball, our parents (sunbathe). It was a great day!
- 3 When they (be) young, they (spend) their holidays in the countryside.
- 4 We (know) each other for five years before we (get) engaged in 2014.
- 5 On the day my sister (get) married, it (rain) all day!
- 6 First, she (paint) her nails and then (do) her hair. It took her ages to get ready.
- 7 We (walk) for ages before we (find) a hairdresser's which was open.
- 8 Julie (cannot) stop crying. She was upset after she (break up) with her boyfriend.

- 4 Read the sentences. Decide which grammatical tense you should use. Rewrite the sentences, using the words given and making sure that the meaning is similar.

- 1 You really must lose some weight. HIGH TIME
- 2 I have never felt so embarrassed. FIRST TIME
- 3 We haven't seen Tom since last March. LAST TIME
- 4 It was my first time at a beauty salon. NEVER
- 5 I always wore a pony tail when I was a young girl. USED
- 6 When I have enough money, I'll get some new outfits. SAVED
- 7 Our 10th wedding anniversary is next Friday. BY

GET SMARTER

W zadaniu polegającym na uzupełnianiu luk w teście wielokrotnego wyboru również często jak znajomość odpowiednich czasów gramatycznych sprawdzana jest znajomość czasowników frazowych. Ważne, aby uczyć się ich w kontekście, gdyż polskie tłumaczenie nie zawsze oddaje znaczenie danego czasownika frazowego w konkretnej sytuacji. Często też jeden czasownik frazowy ma kilka różnych znaczeń.

5 Complete each pair of sentences with the same particle. Write the answers in your notebook.

- | | |
|--|---|
| 1 A I took <input type="checkbox"/> horse riding a year ago. | B We dressed <input type="checkbox"/> as vampires for the party. |
| 2 A When I first met Tom, he came <input type="checkbox"/> as big-headed. | B My best friend is very good at getting his ideas <input type="checkbox"/> . |
| 3 A I've gone <input type="checkbox"/> football. I'm into basketball now. | B My father told me <input type="checkbox"/> for having a nose piercing. |
| 4 A I could never go in <input type="checkbox"/> judo. It's just not my kind of sport. | B BF stands <input type="checkbox"/> 'best friend'. |
| 5 A You should never turn <input type="checkbox"/> your best friend's advice. | B This music is so sad. It's really getting me <input type="checkbox"/> . |

6 Complete the sentences with the correct particles in the box. Write the answers in your notebook.

up to (x3) on with down on in for up with (x2)

- | | |
|---|--|
| 1 I don't feel <input type="checkbox"/> going out tonight. I'm too tired. | 5 Tom looks <input type="checkbox"/> his less successful classmates. |
| 2 Thrill-seekers often go <input type="checkbox"/> extreme sports. | 6 We must face <input type="checkbox"/> our responsibilities. |
| 3 I get <input type="checkbox"/> easygoing people. | 7 I can't put <input type="checkbox"/> mean people. |
| 4 Teenagers try to keep <input type="checkbox"/> the latest trends. | 8 I look <input type="checkbox"/> my father. He's the best! |

TEST IT!

Wybór wielokrotny

7 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz odpowiedzi w zeszytcie.

The internet is, no doubt, a wonderful meeting place. At the same time we have to (1) up to the risks it poses to all its users. Yet, (2) teenagers are aware of the potential threats they come across online, they don't seem to give much thought to the fact that the people who recruit them often look (3) any personal information about them before offering them employment. Experts advise against sharing any material that would make you feel ashamed of yourself in the future. So, it's high time (4) social networking sites as a space to promote yourself. If you don't, by the time you are twenty something, you (5) hundreds of posts which may cost you a good career opportunity. Too young to agonise over it? Think twice before you (6) this advice down.

- | | | | |
|-----------------|------------------|---------------|-------------------|
| 1 A live | B agree | C put | D face |
| 2 A however | B despite | C in spite of | D although |
| 3 A up | B down | C across | D on |
| 4 A you treat | B you to treat | C you treated | D you would treat |
| 5 A are leaving | B will have left | C have left | D will leave |
| 6 A turn | B play | C get | D hold |



Grammar ▶ ss. 192–199, 212

TEST IT!

Wybór wielokrotny

8 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz odpowiedzi w zeszytcie.

Do you know what personal marketing is? Well, I must say I (1) of it until I read something about it in the local newspaper some time ago. It (2) people to discover their strengths and weaknesses, which are then used to teach them how to use their personality (3) . People (4) in for personal marketing because they want to learn how to fulfil their dreams and manage their lives better. However, the main aim is to get people to produce an advert of themselves which they could post online when they (5) for a partner or a job. Participants also learn how to get their ideas (6) to sound more convincing and sure of themselves. People who have given it a go say that once you (7) the course, you will be much more self-confident than you had ever dreamt of.

- | | | | |
|------------------------|-------------------|----------------|--------------------------|
| 1 A haven't heard | B couldn't hear | C hadn't heard | D wasn't heard |
| 2 A makes | B encourages | C suggests | D lets |
| 3 A to their advantage | B up to the point | C by chance | D under no circumstances |
| 4 A go | B take | C put | D come |
| 5 A will be looking | B will look | C are looking | D have been looking |
| 6 A through | B across | C in | D out |
| 7 A did | B are doing | C have done | D have been doing |

Grammar ▶ ss. 192–199, 212

Wrap it up

9 Read the sentences and change the words or expressions in bold into the phrasal verbs from this lesson. Write the answers in your notebook. Do you agree with these sentences? How true are they of teenagers?

- As a teenager, you have to **tolerate** a lot of pressure coming from your peer group.
- You must also **accept and deal with** a lot of new responsibilities.
- You get **criticised** by your parents and teachers quite a lot.
- You try to **stay at the same level as** your peers when it comes to trendy clothes.
- You **get bored with** things easily.

Zoom in

1 Work in pairs. Discuss 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.
- 2 nastolatka na zdjęciu wygląda jak modelka.
- 3 masz dziś na sobie koszulę w kratę, lniane spodnie i skórzane sandały.
- 4 zdjęcie pokazuje starszego mężczyznę, który wygląda na smutnego.

Practise

GET SMARTER

Opisując zdjęcie, pamiętaj, aby uwzględnić następujące informacje: kogo widzisz, gdzie znajduje się 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?

She is wearing a red dress and holding a sun umbrella. She is standing. 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?
- 3 What is he doing?
- 4 What is he wearing?
- 5 How do you think he is feeling?



TEST IT!

Rozmowa na podstawie ilustracji

5 Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie 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 who looked unusual.

Speaking bank ▶ s. 246

Wrap it up

6 Work in pairs. Discuss the questions.

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

Mówienie – zestaw zadań 01 ▶ s. 231

Zoom in

1 Work in pairs. Discuss the question.

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 tak zachować.
- **The first thing he did was to laugh at his teenage fans.**
Pierwszą rzeczą, jaką zrobił, było wyśmianie swoich nastoletnich fanów.
- **He followed that by insulting his manager.**
Następnie obraził swojego menadżera.
- **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.
- 2 pierwszą rzeczą, jaką dziś zrobiłeś/zrobiłaś, było wzięcie prysznicza.
- 3 następnie zjadłeś/zjadłaś szybko śniadanie.
- 4 trudno w to uwierzyć, ale nigdy nie jadłeś/jadłaś zupy pomidorowej.
- 5 Justin Bieber źle się ostatnio zachował w miejscu publicznym.

Practise

GET SMARTER

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

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

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

4 Read the task and the model answer. Choose the best title A, B or C for the article. Write the answer in your notebook.

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

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

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

MODEL ANSWER

For Mike Greaves, who won a prize for his latest film 'Benny', the evening started quite well. He came up to the stage to collect his prize, and gave a short but humorous speech. The audience applauded and he sat back down again. However, later in the evening, he really disgraced himself. Another actor was receiving his award when Mike ran up to the stage. The first thing he did was to shout at the actor about how terrible his film had been. He followed that by pushing the actor over while sneering that he needed to get some real acting lessons. Even after the security guards had taken Mike away, he could still be heard off stage.

Later, his agent said that Mike had been under a lot of stress recently. For me that doesn't excuse his behaviour at all. Celebrities are popular because we support them. We buy their music and watch their films. They are in the public eye and they have a duty to set an example for others, particularly for young people who like to copy their idols. Mike Greaves should be ashamed of himself and I definitely believe that he should apologise in public.

TEST IT!

Artykuł

5 Przeczytaj polecenie i wypowiedz się na poniższy temat. Zanim napiszesz artykuł, z podanych odpowiedzi (A–C) wybierz najtrafniejszy tytuł.

Znany piosenkarz przeznaczył / Znana piosenkarka przeznaczyła znaczącą kwotę pieniędzy na cele charytatywne. Napisz **artykuł** na szkolną stronę internetową, w którym opisziesz, co ta osoba zrobiła, oraz przedstawiś i uzasadnisz swoje zdanie na temat tego, czy celebryci powinni przekazywać część swoich zarobków na rzecz osób potrzebujących.

- A Sharing good fortune
- B A good deed
- C Good publicity?

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

Appearance / Wygląd zewnętrzny

distinguished /di'stiŋgwɪft/ dystyngowany, wytworny
gorgeous /'gɔ:dʒəs/ wspaniały, piękny
nondescript /'nɒndɪ'skrɪpt/ nijaki, bez wyrazu
plain /pleɪn/ pospolity, nieatrakcyjny
stunning /'stʌnɪŋ/ olśniewający

Build / Budowa ciała
chubby /'tʃʌbi/ puciołowaty
lanky /'læŋki/ tyczkowaty, wysoki i chudy
obese /əʊ'bi:s/ otyły
overweight / underweight /,əʊvə'weɪt/, ,ʌndə'weɪt/ z nadwagą/niedowagą
plump /plʌmp/ pulchny
skeletal /'skelɪt(ə)l/ chudy jak szkielet
skinny /'skɪni/ chudy
slight /slaɪt/ drobnej budowy
stocky /'stɒki/ krępy
stooped /'stju:pt/ zgarbiony
sturdy /'stɜ:di/ krzepki
toned /təʊnd/ umięśniony, wysportowany

Hair / Włosy

auburn /'ɔ:bʌn/ kasztanowe
bunch /bʌntʃ/ kucyk
curly /'kɜ:li/ kręcone
dyed /daɪd/ farbowane
fine / thick /faɪn/θɪk/ cienkie, rzadkie / gęste
fringe /frɪndʒ/ grzywka
frizzy /'frɪzi/ kędzierzawe, mocno kręcone
greasy /'gri:si/ przetłuszczające się
greying at the temples /,gri:ŋɪŋ ət ðə 'temp(ə)lz/ siwiejące na skroniach
have a centre / side parting /,hæv ə ,sentə'saɪd 'pɑ:tiŋ/ mieć przedziałek na środku / z boku
have highlights / extensions /,hæv 'haɪ ,laɪts/ ,ɪk'stenʃ(ə)nz/ mieć pasemka / przedłużane włosy
plait /plæt/ warkocz
ponytail /'pɒni ,teɪl/ kucyk, koński ogon
receding hairline /rɪ ,si:diŋ 'heəlaɪn/ włosy rzędzące na skroniach
wear your hair loose / up /weə jə ,heə 'lu:s/ 'ʌp/ nosić włosy rozpuszczone/spięte

Distinguishing features / Cechy szczególne

acne /'ækni/ trądzik
birthmark /'bɜ:θ ,mɑ:k/ znamię
clean-shaven /,kli:n'feɪvən/ gładko ogolony
clear / creamy complexion /,kliə ,kri:mi ,kəm'plekʃ(ə)n/ gładka/kremowa cera
designer-stubble /di ,zaɪnə 'stʌb(ə)l/ wystylizowany kilkudniowy zarost
dimple /'dɪmp(ə)l/ dołek w policzku
double chin /,dʌbl 'tʃɪn/ podwójny podbródek
freckles /'freklz/ piegi
high cheekbones /,haɪ 'tʃi:k ,bəʊnz/ wystające kości policzkowe
high forehead /,haɪ 'fɔ:hed/ wysokie czoło
lines /laɪnz/ niewielkie zmarszczki
mole /məʊl/ pieprzyk
moustache /məʊ'stɑ:ʃ/ wąsy
piercing blue eyes /,pɪəsɪŋ ,blu: 'aɪz/ przenikliwe niebieskie oczy
scar /ska:/ blizna
spotty /'spɒti/ pryszczaty
wrinkles /'rɪŋklz/ zmarszczki

Personal data / Dane osobowe

citizenship /'sɪtɪz(ə)ŋɪp/ obywatelstwo
contact details /'kɒntækt ,di:teɪlz/ dane kontaktowe
country of residence /,kʌntri əv 'rezɪd(ə)ns/ kraj zamieszkania

date of birth /,deɪt əv 'bɜ:θ/ data urodzenia
distinguishing features /di ,stɪŋgwɪʃɪŋ 'fi:tʃəz/ cechy szczególne
ethnic origin /,eθnɪk 'ɒrɪdʒɪn/ pochodzenie etniczne
female /'fi:meɪl/ kobieta
gender /'dʒendə/ płeć
landline phone number /,lænd(ə)laɪn 'fəʊn ,nʌmbə/ numer telefonu stacjonarnego
maiden name /'meɪd(ə)n ,neɪm/ nazwisko panieńskie
male /meɪl/ mężczyzna
marital status /,mæɪrɪl 'stetəs/ stan cywilny
next of kin /,nekst əv 'kɪn/ najbliższy krewny

Features of character / Cechy charakteru

arrogant /'ærəɡənt/ arogancki
bizarre /'bi:zə/ dziwaczny
bossy /'bɒsi/ apodyktyczny
bubbly /'bʌbli/ pełen życia
competitive /kəm'petətɪv/ ambitny
considerate / inconsiderate /kən'sɪd(ə)rət/ ,ɪnkən'sɪdərət/ taktowny, uprzejmy / nieuprzejmy
cowardly /'kəʊədli/ tchórzliwy
decisive / indecisive /di'saɪsɪv/, ,ɪndɪ'saɪsɪv/ zdecydowany, stanowczy / niezdecydowany
dependable /di'pendəb(ə)l/ godny zaufania
drama queen /'dra:mə ,kwɪ:n/ osoba nadmiernie dramatyzująca
eccentric /ɪk'sentɪk/ ekscentryczny
freak /fri:k/ maniak, dziwak
gentle /'dʒent(ə)l/ delikatny, łagodny
honest / dishonest /'ɒnɪst/dɪs'ɒnɪst/ uczciwy, szczery / nieuczciwy, nieszczery
imaginative / unimaginative /ɪ'mædʒɪnətɪv/ ,ʌnɪ'mædʒɪnətɪv/ pomysłowy, kreatywny / bez wyobraźni
jealous /'dʒeləs/ zazdrośny
likeable /'laɪkəb(ə)l/ sympatyczny, miły
materialistic /mə'tɪəriəlɪstɪk/ materialistyczny
mature / immature /mə'tʃʊə/, ,ɪmə'tʃʊə/ dojrzały / niedojrzały
mean /mi:n/ skąpy; złośliwy
messy /'mesi/ bałaganiarski
modest /'mɒdɪst/ skromny
moody /'mu:di/ kapryśny
naughty /'nɑ:sti/ nieprzyjemny, złośliwy
nut /nʌt/ wariat, maniak
obedient / disobedient /ə'bi:diənt/, ,dɪsə'bi:diənt/ posłuszny/nieposłuszny
odd /ɒd/ dziwny
oddball /'ɒd ,bɔ:l/ dziwak
over-achiever /,əʊvəə'tʃi:və/ osoba przesadnie ambitna
polite / impolite /pə'laɪt/, ,ɪmpə'laɪt/ uprzejmy / nieuprzejmy
possessive /pə'zesɪv/ zaborczy
predictable / unpredictable /prɪ'dɪktəb(ə)l/ ,ʌnprɪ'dɪktəb(ə)l/ przewidywalny / nieprzewidywalny
protective /prə'tektɪv/ opiekuńczy
responsible / irresponsible /rɪ'spɒnsəb(ə)l/ ,ɪrɪ'spɒnsəb(ə)l/ odpowiedzialny / nieodpowiedzialny
sensitive / insensitive /'sensətɪv/, ,ɪn'sensətɪv/ wrażliwy/gruboskórny
sincere / insincere /sɪn'siə/, ,ɪnsɪn'siə/ szczery / nieszczery
sociable / unsociable /'səʊʃəb(ə)l/, ,ʌn'səʊʃəb(ə)l/ towarzyski/nietowarzyski
sympathetic /sɪmpə'tetɪk/ życzliwy, współczujący
tolerant / intolerant /'tɒlərənt/, ,ɪn'tɒlərənt/ tolerancyjny/nietolerancyjny

trustworthy /'trʌs(t),wɜ:ði/ godny zaufania
weird /weɪd/ dziwny
weirdo /'weɪdəʊ/ dziwadło, odmieniec
whizzkid /'wɪz ,kɪd/ cudowne dziecko
withdrawn /'wɪð ,drɔ:n/ zamknięty w sobie

Feelings and emotions / Uczucia i emocje

amazed /ə'meɪzd/ zdumiony
alarmed /ə'lɑ:md/ zaniepokojony
bewildered /bi'wɪldəd/ zdumiony, oszołomiony
cross /krɒs/ rozgniewany
delighted /di'laɪtɪd/ zachwycony
disillusioned /dɪsɪ'lu:ʒ(ə)nd/ rozczarowany
exhausted /ɪg'zɔ:stɪd/ wyczerpany
frustrated /frʌ'streɪtɪd/ poirytowany, sfrustrowany
livid /'lɪvɪd/ wściekły
nagging feeling /,næɡɪŋ 'fi:lɪŋ/ dręczące uczucie
petrified /'petrɪfaɪd/ przerażony
relieved /rɪ'li:vɪd/ odczuwający ulgę
shattered /'ʃætəd/ zdruzgotany, wykończony
smug /smʌɡ/ zadowolony z siebie
stunned /stʌnd/ oniemiały, osłupiały
tense /tens/ spięty
worn out /wɔ:n 'aʊt/ wycieńczony, wyczerpany

Idioms / Idiomy

be all over the place /bi: ə:l 'əʊvə ðə ,pleɪs/ być rozkojarzonym/chaotycznym
be down in the dumps /bi: ,daʊn ɪn ðə 'dʌmps/ być w depresji, mieć chandrę
be knocked sideways /bi: ,nɒkt 'saɪdweɪz/ być zdumionym/zadziwionym
be on tenterhooks /bi: ɒn 'tentə ,hʊks/ siedzieć jak na szpilkach
be over the moon /bi: ,əʊvə ðə 'mu:n/ nie posiadać się ze szczęścia
be scared out of one's wits /bi: ,skeəd aʊt əv ,wanz 'wɪts/ być śmiertelnie przestraszonym
have butterflies (in one's stomach) /,hæv 'bʌtə ,flaɪz (ɪn ,wanz 'stʌmək)/ denerwować się, mieć tremę

Clothes / Ubrania

ballgown /'bɔ:l ,gəʊn/ suknia balowa
blouse /blaʊz/ bluzka
boat necked /'bɔ:t ,nekt/ (bluzka/sweter) z dekoltem w łódkę
cardigan /'kɑ:dɪɡən/ rozpinany sweter
collar /'kɒlə/ kołnierzyk
cuff /kʌf/ mankiet
designer shirt /di ,zaɪnə ,ʃɜ:t/ droga koszula od projektanta
dinner jacket /'dɪnə ,dʒæktɪ/ smoking
dressing gown /'dresɪŋ ,gəʊn/ szlafrok
flip-flop /'flɪpfɒp/ kłapek, japonka
headband /'hed ,bænd/ opaska
high heels /,haɪ 'hi:lz/ buty na wysokim obcasie
hoodie /'hʊdi/ bluza z kapturem
jumpsuit /'dʒʌmp ,su:t/ kombinezon
long- / short-sleeved /,lɒŋ/, ,ʃɔ:t'sli:vd/ z krótkim/ długim rękawem
onesie /'wʌnzi/ jednoczęściowy dres, piżama
pleated skirt /pli:tɪd 'skɜ:t/ plisowana spódnica
slipper /'slɪpə/ kapeć
strapless top /,stræpləs 'tɒp/ bluzka bez ramiączek
tights/taits /raɪstɒpi/ rajstopy
trouser suit /'traʊzə ,su:t/ garnitur damski
V-necked /'vi: ,nekt/ (bluzka/sweter) z dekoltem w szpic/serek
waistcoat /'weɪs(t),kəʊt/ kamizelka

Accessories / Dodatki

beads /bi:dz/ korale
bracelet /'breislət/ bransoletka
brooch /brəʊtʃ/ broszka
button /'bʌt(ə)n/ guzik
(shoe)lace /'(ju:)leɪs/ sznurowadło
zip-up /'zɪp,ʌp/ na zamek błyskawiczny

Patterns and materials / Wzory i materiały

checked /tʃekt/ w kratę
fur /fɜ:/ futro, futrzany
lace /leɪs/ koronka
lined /laɪnd/ na podszewce / ocieplany
plain /pleɪn/ gładki
see-through /'si:θru:/ przezroczysty
silk /sɪlk/ jedwabny
spotted /'spɒtɪd/ w groszki
striped /straɪpt/ w prążki
synthetic /sɪn'tetɪk/ syntetyczny

Phrasal verbs / Czasowniki frazowe

bring sth out /,brɪŋ ,səmθɪŋ 'aʊt/ podkreślać coś
(np. *This top brings out the colour of your eyes.*
Ta bluzka podkreśla kolor twoich oczu.)
carry sth off /,kæri ,səmθɪŋ 'ɒf/ poradzić sobie
z czymś
come out /,kʌm 'aʊt/ wyjść, pojawić się
(np. o kolekcji ubrań)
do sth up /,du: ,səmθɪŋ 'ʌp/ zapinać coś
(np. płaszcz, dzinsy)
dress up /,dres 'ʌp/ wystroić się
go with sth /,gəʊ wɪð ,səmθɪŋ/ pasować do
czegoś (np. *These boots don't go with these
trousers.* Te buty nie pasują do tych spodni.)
keep up with (the latest trends) /,ki:p 'ʌp ,wɪð
(ðə ,leɪtɪst 'trendz)/ nadążać (za najnowszymi
trendami)
strike up (a conversation) /,straɪk 'ʌp (ə
,kɒnvə'seɪʃ(ə)n)/ nawiązać (rozmowę)
take sth up /,teɪk ,səmθɪŋ 'ʌp/ skrócić coś
(np. spodnie)

Interests / Zainteresowania

be hopeless at /bi 'həʊpləs ət/ być
beznadziejnym
be mad about sb/sth /bi 'mæd ə,bʌst ,səmbədi/
,səmθɪŋ/ szaleć za kimś/czymś
detest /dɪ'test/ nienawidzić
socialise /'səʊʃəlaɪz/ udzielać się towarzysko
work out /,wɜ:k 'aʊt/ trenować, ćwiczyć

Ethical problems / Problemy etyczne

corruption /kə'reɪʃ(ə)n/ korupcja
death penalty /'deθ ,pen(ə)ltɪ/ kara śmierci
drug abuse /'drʌg ə ,bjʊ:s/ zażywanie narkotyków
euthanasia /,ju:θə 'neɪzɪə/ eutanazja
fair trade /,feə 'treɪd/ sprawiedliwy handel
freedom of speech /,fri:dəm əv 'spi:tʃ/ wolność
słowa
gambling /'gæmblɪŋ/ hazard
genetic engineering /dʒɪ ,netɪk ,endʒɪ'nɪəriŋ/
inżynieria genetyczna
homelessness /'həʊmləsənəs/ bezdomność
privacy /'prɪvəsi/ prywatność, poufność
unemployment / ,ʌnɪm'plɔɪmənt/ bezrobocie

Other / Inne

a person you want to befriend /ə ,pɜ:s(ə)n jə
,wɒnt tə bi 'frend/ osoba, z którą chcesz się
zaprzyjaźnić
be a part of sb's nature / ,bi: ə ,pɑ:t əv ,səmbədi:
'neɪtʃə/ stanowić część czyjejs natury
be involved in / be engaged in / work on
a project / ,bi: ɪn ,vɒlvd ɪn/ ,bi: ɪn ,geɪdʒd ɪn/ ,wɜ:k
ɒn ə 'prɒdʒekt/ być zaangażowanym w projekt /
pracować nad projektem
can't believe your ears / ,kɑ:n't bi ,li:v jə: 'ɪəz/
nie wierzyć własnym uszom
can't place sth / ,kɑ:n't 'pleɪs ,səmθɪŋ/ nie móc
sobie czegoś przypomnieć
carry out / conduct / do / administer a survey /
,kæri ,aʊt/kən ,dʌkt/ ,du:əd ,mɪnɪstə ə 'sɜ:veɪ/
przeprowadzać ankietę
check out / examine the information /tʃek
,aʊt/ɪg ,zæmɪn ði ,ɪnfə'meɪʃ(ə)n/ sprawdzać
informacje
common cold / ,kɒmən 'kəʊld/ przeziębienie,
katar
common experience / ,kɒmən ɪk 'spɪəriəns/ częste
doznanie
have a lot / little in common / ,hæv ə ,lɒt/ ,lɪt(ə)l ɪn
'kɒmən/ mieć dużo/niewiele wspólnego
have the time of your life / ,hæv ðə ,taɪm əv jə
'laɪf/ świetnie się bawić
light up / be activated / ,laɪt 'ʌp/ ,bi: 'æktɪveɪtəd/
zaświecić się, uruchomić (o sygnale)
look dressed to kill / ,lʊk ,drest tə 'kɪl/ być
wystrzałowo ubranym
nagging doubt / ,næɡɪŋ 'daʊt/ dręczące wątpliwości
participate in / take part in / be part of an
experiment / ,pɑ: tɪspɪt ɪn/ teɪk 'pɑ:t ɪn/ ,bi: ,pɑ:t
əv ən ɪk 'spɪrɪmənt/ brać udział w eksperymencie

pluck up the courage (to do something) /plʌk
,ʌp ðə 'kʌrɪdʒ (tə 'du: ,səmθɪŋ)/ zdobyć się na
odwagę (aby coś zrobić)
raise questions / ,reɪz 'kwɛstʃ(ə)nz/ stawiać
pytania
raise voice / ,reɪz 'vɔɪs/ podnosić głos
scan (a text) / ,skæn (ə 'tekst)/ przebiec wzrokiem
(tekst)
sophisticated /sə'fɪstɪ ,keɪtɪd/ wysokiej klasy
(sprzęt), wyszukany (język)
ridiculous /rɪ'dɪkjʊləs/ śmieszny, absurdalny
uneasy / ,ʌn'i:zi/ niespokojny
unusual / ,ʌn 'ju:ʒʊəl/ niezwykły
unwilling / ,ʌn 'wɪlɪŋ/ niechętny

Phrasal verbs / Czasowniki frazowe

come across as / ,kʌm ə 'krɒs əz/ napotkać
cut down on sth / ,kʌt 'daʊn ɒn ,səmθɪŋ/
ograniczać (ilość czegoś)
face up to sth / ,feɪs 'ʌp tə ,səmθɪŋ/ stawić czoła,
spróstać (czemuś)
get on with sb / ,get 'ɒn wɪð ,səmbədi/ być
w dobrych stosunkach (z kimś)
get one's ideas across / ,get ,wʌnz aɪ'dɪəz ə ,krɒs/
wytłumaczyć, przedstawić swoje pomysły
get sb down / ,get ,səmbədi 'daʊn/ zasmucić
kogoś
go in for (judo) / ,gəʊ 'ɪn ,fɔ: ('dʒu:dəʊt)/ lubić
(dżudo), zacząć uprawiać (dżudo)
go off / ,gəʊ 'ɒf/ przestać lubić (np. sport) / psuć
się (o jedzeniu) / gasnąć (o świetle)
look down on sb / ,lʊk 'daʊn ɒn ,səmbədi/ patrzeć
na kogoś z góry
look forward to sth / ,lʊk 'fɔ:wəd tə ,səmθɪŋ/
z niecierpliwością czegoś oczekiwać
look sth up / ,lʊk ,səmθɪŋ 'ʌp/ sprawdzać coś
(np. słowo w słowniku)
look up to sb / ,lʊk 'ʌp tə ,səmbədi/ podziwiać
kogoś
not feel up to doing sth / ,nɒt fi:l 'ʌp tə 'du:ɪŋ
,səmθɪŋ/ nie czuć się na siłach, aby coś zrobić
pick on sb / ,pɪk ɒn ,səmbədi/ znęcać się nad
kimś
put on weight / ,pʊt ɒn 'weɪt/ przybierać na
wadze
put up with sb/sth / ,pʊt 'ʌp wɪð ,səmbədi/
,səmθɪŋ/ znosić, tolerować kogoś/coś
stand for / ,stænd ,fɔ:/ oznaczać (o skrótach)
take up a hobby / a sport / ,teɪk 'ʌp ə 'hɒbi/ə 'spɔ:t/
mieć nowe hobby / zacząć uprawiać sport
tell sb off / ,tel ,səmbədi 'ɒf/ zbesztać kogoś
turn down (advice) / ,tɜ:n 'daʊn (əd 'vaɪs)/
odrzuć (radę)

VOCABULARY OVERVIEW

Complete the email with the correct words. Some letters have been given. Write the answers in your notebook.

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 (1) s _____ g: tall, slim with long (2) s _____ dark hair. She's got quite a clear (3) c _____ n and gets (4) f _____ when she's been in the sun. She also wears very fashionable clothes. Today she was wearing a plain, (5) b _____ t n _____ d silk blouse and a short (6) p _____ d skirt, brown (7) h _____ h h _____ s – oh, and a silver necklace. Quite honestly, she's a bit like a model, or a celebrity! Anyway, she's got brains too. She's very intelligent and also really (8) g _____ e with the students who find the subject hard. Mind you, she gets (9) c _____ with students who are just (10) d _____ t and try to cheat. But I (11) l _____ u _____ t _____ her for something else – she helps run the school reading club and she's an amazing example of how to (12) r _____ difficult questions, discuss things and get one's ideas (13) a _____.

Next week we're going to discuss *Blackout* by Marc Elsberg. It should be interesting. Why don't you come along?

Cathy