

■ repetytorium

dla uczniów liceów i techników

Poziom podstawowy i rozszerzony

Podręcznik do języka angielskiego



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01 Człowiek



Dane osobowe

- 1 Complete the voicemail message with the correct words. The first letters have been given. Write the answers in your notebook.**

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

- 2 Complete the reply to the voicemail message in exercise 1 with the correct words. The first letters have been given. Write the answers in your notebook.**

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

Wygląd zewnętrzny

- 3 Put the words into the correct columns. Write the answers in your notebook. Then describe the people in the pictures below.**

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

hair

opinions about appearance

distinguishing features

build

1



2



3



4



PHRASAL VERBS

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

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

CONFUSING WORDS

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

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



Ubrania

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

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

8 Complete the sentences with your own ideas. Write the answers in your notebook.

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

9 Tell your partner about a piece of clothes that

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

COLLOCATIONS

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

cheekbones receding loose shaven clear parting piercing high auburn distinguishing

EXTENDED

HAVE YOU SEEN THEM?



The police are looking for a couple who stole money from a pensioner in the High Street yesterday. The man is stocky with fine, blond hair and a (1) _____ hairline. He's clean- (2) _____ and has a small, red birthmark on his cheek. A notable feature is his (3) _____ blue eyes. His female partner is quite nondescript with no (4) _____ features. But she is tall and lanky with thick (5) _____ hair



that she wears (6) _____ or up in a ponytail. She has a centre (7) _____ and a long fringe that covers a (8) _____ forehead. She has (9) _____ skin and high (10) _____. Any information should be sent to ...

COLLOCATIONS

- 10** Unscramble the words to complete the advertisement. Write the answers in your notebook.

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

There are some excellent bargains!

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

EXTENDED

- 15** Match the comments with the adjectives in the box that describe the speakers. Write the answers in your notebook.

bossy cowardly sympathetic materialistic
sensitive sporty modest

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

2 Just do what I say. No questions!

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

4 I just love buying new things – the more the better.

5 I was very hurt by what Rita said to me.

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

7 I adore doing athletics, especially running and jumping.

EXTENDED

Cechy charakteru

- 11** In your notebook, write the opposites of adjectives 1–10. Use *un-*, *dis-*, *im-* and *-less*.

- | | |
|-----------|----------------|
| 1 careful | 6 polite |
| 2 selfish | 7 sociable |
| 3 honest | 8 reliable |
| 4 tidy | 9 helpful |
| 5 patient | 10 imaginative |

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

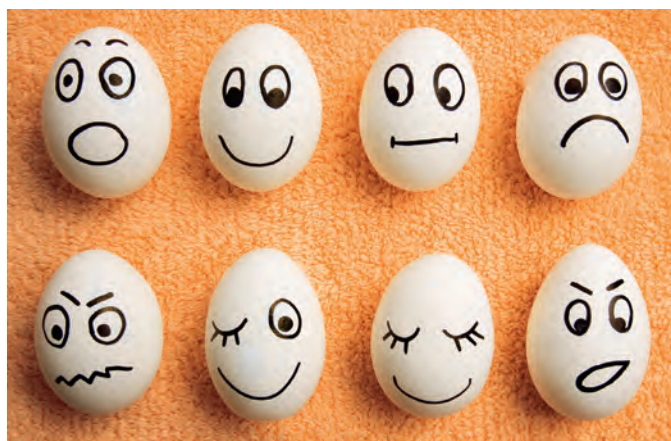
- 13** Complete the sentences with the correct adjectives. The first letters have been given. Write the answers in your notebook.

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

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

talkative reliable generous
shy tidy honest
polite patient

Uczucia i emocje



- 16** Complete the sentences with the correct words. Write the answers in your notebook. When did you last feel like this?

worried nervous embarrassed bad mood
bored exhausted upset

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

EXTENDED

- 17 Replace the underlined words with the adjectives in the box. You have to use one adjective twice. Write the answers in your notebook.

very surprised very tired very frightened
very pleased

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

- 18 Choose three of the underlined words from exercise 17 and tell your partner about a situation when you felt like this.

Zainteresowania

- 19 Complete the survey questions with the correct words in the box. Write the answers in your notebook. Then answer them with a partner.

into keen hopeless hobbies fan stand

ABOUT YOU



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

Problemy etyczne

- 20 Which ethical issues (A-F) are the people in 1-4 talking about? Do you agree with their opinions?

- | | |
|--------------|----------------|
| A drug abuse | D homelessness |
| B abortion | E corruption |
| C charity | F racism |

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

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

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

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

EXTENDED

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

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



WHO ARE YOU?

Zoom in

1 Work in pairs. Discuss the questions.

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

talkative extrovert

hard-working perfectionist

lazy daydreamer shy introvert

Practise

GET SMARTER

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

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

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

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

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

TEST IT!

Prawda/Falsz

- 4 CD 1.03 MP3 03 Usłyszysz dwukrotnie wywiad z psychologiem szkolnym na temat typów osobowości nastolatków. Zdecyduj, które zdania (1–5) są zgodne z treścią nagrania (T – True), a które nie (F – False). Zapisz odpowiedzi w zeszycie.

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

Fish for words

5 Choose the correct prepositions to complete the sentences. Write the answers in your notebook.

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

6 Find the expressions which describe people obsessed with something. Write the answers in your notebook.

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

Wrap it up

7 Work in pairs. Discuss the questions.

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

Practise

GET SMARTER

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

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

The speaker

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



TEST IT!

Dobieranie

- 2 CD 1.05 MP3 05 Usłyszysz dwukrotnie cztery wypowiedzi na temat zaskakujących sytuacji. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszytce. 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

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

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



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

time person courage ground nature
 conversation ears

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



Zoom in

- 1 Work in pairs. Are you good at recognising faces and remembering what people look like?
- 2 Close your eyes. Describe a student in the class. Give details about his / her appearance, hairstyle and clothes he / she is wearing today.
- 3 Tell your partner about a stranger you saw this morning on the way to school. What did this person look like? Would you recognise him / her if you saw him / her again?

Practise

GET SMARTER

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

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

- 5 Read the text. Choose the most suitable heading and explain why the other answers are incorrect.

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

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



FASHION GIRL BLOG

« PREVIOUS ENTRY



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

[add a comment](#)



TEST IT!

Dobieranie

- 6 Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdego fragmentu tekstu (1–4). Zapisz odpowiedzi w zeszycie. Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego fragmentu tekstu.

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

1 ■

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



2 ■

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

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

3 ■

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

4 ■

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

- A A great help
- B An inborn skill
- C A rare experience
- D Whatever the differences in appearances
- E Fear of upsetting criminals
- F A common skill

Fish for words

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

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

A very big (paragraph 3)

B totally different (paragraph 3)

C short (paragraph 3)

D notice (paragraph 4)

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

- 9 Complete the sentences with either *complete* or *brief*. Write the answers in your notebook.

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

- 10 Complete the sentences with the correct forms of the verbs in the box. Write the answers in your notebook.

remember recognise remind
identify realise

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

Wrap it up

- 11 Work in pairs. Discuss the questions.

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

Practise

GET SMARTER

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

- 1 Read the sentences from an article about how early a baby can recognise their 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.

Fish for words

EXTENDED

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

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

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

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

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

TEST IT!

Dobieranie

- 2 Przeczytaj artykuł na temat umiejętności rozpoznawania twarzy. Do każdego pytania (1–4) dopasuj właściwą część tekstu (A–C). Zapisz odpowiedzi w zeszycie. 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!



Zoom in

1 Work in pairs. Discuss the questions.

- Do you follow fashion? Why? Why not?
- What clothes, colours and patterns are trendy at the moment?
- 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:

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

Practise

GET SMARTER

Gdy opisujesz 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?

5 How do you think he is feeling?

4 What is he wearing?

3 What is he doing?



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

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



Uczeń B

- What makes the woman look unusual?
- Do you judge people by appearance? Why? Why not?
- Describe the last time you met someone who looked unusual.

Speaking bank ► s. 305

Wrap it up

6 Work in pairs. Discuss the questions.

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

Mówienie – zestaw zadań 01 ► s. 290

TEST IT!

Wybór wielokrotny

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

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

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



Zoom in

1 Work in pairs. Discuss the questions.

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

Practise

GET SMARTER

Gdy rozwiązujesz zadanie wielokrotnego wyboru, przeczytaj tekst i możliwe odpowiedzi, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, w jakim czasie należy użyć czasownika, aby poprawnie uzupełnić lukę. Sprawdź, czy rzeczownik powinien być w liczbie pojedynczej czy mnogiej.

2 Read the text and choose the correct answer A, B or C. Write the answers in your notebook.

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

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

TEST IT!

Wybór wielokrotny

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

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

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

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

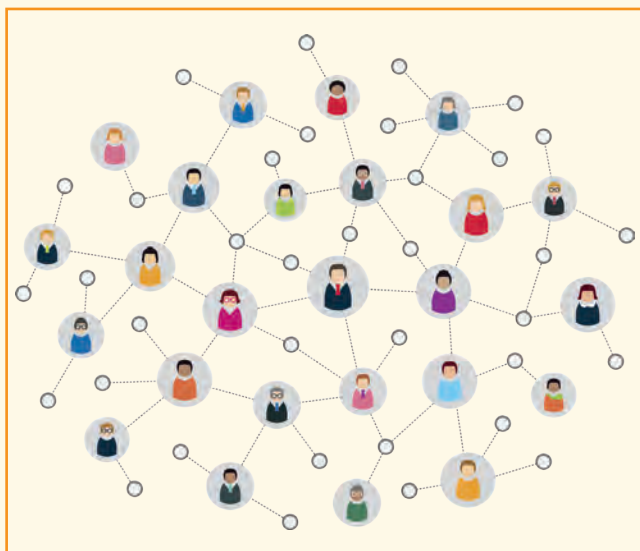
Wrap it up

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

TEST IT!

Wybór wielokrotny

- 1 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz odpowiedzi w zeszytce.**



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

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

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

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

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

TEST IT!

Wybór wielokrotny

EXTENDED

- 2 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz odpowiedzi w zeszytce.**

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

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

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





Zoom in

1 Work in pairs. Discuss the questions.

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

KNOW YOUR PHRASES

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

Activate

2 Powiedz, że:

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

Practise

GET SMARTER

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

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

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

A

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

B

My favourite celebrity is Angelina Jolie. She started making movies a long time ago. She acts very well and she also married one of my favourite actors, Brad Pitt. Everyone remembers Brad from films like 'Fight Club' and 'Seven' and he still makes films now. He used to be married to Jennifer Anniston, who was in the hit TV show 'Friends', but they broke up and then he met Angelina on the set of another film and they got married. Unfortunately, they split up in 2016.



TEST IT!

Wiadomość na blogu

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

- przedstaw tę osobę i wyjaśnij, dlaczego ostatnio dużo się o niej mówi,
- opisz jej charakter i wygląd,
- napisz, za co tę osobę cenisz,
- podziel się swoimi przypuszczeniami na temat losów tej osoby w przyszłości.

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

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

(...)

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

Writing bank ► s. 309

Zoom in

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

KNOW YOUR PHRASES

- **I feel very strongly that celebrities should behave decently.**
Jestem głęboko przekonany/przekonana, że celebryci powinni się zachowywać przyzwoicie.
- **In my opinion, they shouldn't show disrespect for their fans.**
Według mnie nie powinni okazywać braku szacunku dla swoich fanów.
- **I definitely believe that he shouldn't have behaved like that.**
Zdecydowanie uważam, że on nie powinien się być tak zachować.
- **The first thing he did was to laugh at his teenage fans.**
Pierwsza rzecz, jaką zrobił, to wyśmianie jego nastoletnich fanów.
- **He followed that by insulting his manager.**
Następnie obraził swojego menedżera.
- **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 prysznica.
- 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.

EXTENDED

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?

TEST IT!

Artykuł

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

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

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

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

Writing bank ► s. 311

MP3 06 Personal data / Dane osobowe

address /ə'dres/ adres
 age /eɪdʒ/ wiek
 date of birth /ˌdeɪt əv 'bɜːθ/ data urodzenia
 divorced /dɪ'vɔːst/ rozwiedziony
 female /'fiːmeɪl/ kobieta
 first name /'fɜːst neɪm/ imię
 gender /'dʒendə/ płeć
 male /meɪl/ mężczyzna
 marital status /'mærɪtl stətəs/ stan cywilny
 married /'mærɪd/ żonaty/zamężna
 nationality /ˌnæʃə'neɪləti/ narodowość
 occupation /ˌɒkjʊ'peɪʃn/ zawód
 single /'sɪŋɡl/ stanu wolnego
 surname /'sɜːneɪm/ nazwisko
 widowed /'wɪdəʊd/ owdowiał
 country of residence /ˌkʌntri ɒv 'rezɪdəns/ kraj zamieszkania
 distinguishing features /dɪ'stɪŋɡwɪʃɪŋ 'fi:tʃəz/ znaki szczególne
 ethnic origin /ˌeθnɪk 'ɒrɪdʒɪn/ pochodzenie etniczne
 next of kin /ˌnekst ɒv 'kɪn/ najbliższy krewny

MP3 07 Appearance / Wygląd zewnętrzny

attractive /unattractive /ə'træktɪv / ˌʌnə'træktɪv/ atrakcyjny/nieatrakcyjny
 beautiful /'bjʊtɪfəl/ piękny
 fit /fɪt/ sprawny, w dobrej formie
 good-looking /ˌɡʊd 'lʊkɪŋ/ przystojny, ładny
 handsome /'hænsəm/ przystojny
 plain /pleɪn/ pospolity, nieatrakcyjny
 pretty /'prɪti/ ładny
 ugly /'ʌɡli/ brzydki

Appearance expressions / Zwroty związane z wyglądem

cut down on /ˌkʌt 'daʊn ɒn/ ograniczać (ilość czegoś)
 go for (darker colours) /ˌɡəʊ fə (ˌdɑːkə 'kʌləz)/ wybierać, sięgać po (ciemniejsze kolory)
 paint your nails /ˌpeɪnt jə 'neɪlz/ malować paznokcie
 put on /lose weight /ˌpʊt ɒn / ˌluːz 'weɪt/ przybierać/tracić na wadze
 straighten /'streɪtən/ prostować (włosy)
 take up (a hobby / a sport) /ˌteɪk 'ʌp (ə 'hɒbi ə 'spɔːt)/ zacząć (hobby/ uprawiać sport)

Build / Budowa ciała

fat /fæt/ gruby
 muscular /'mʌskjʊlə/ umięśniony
 obese /əʊ'biːs/ otyły
 overweight /underweight /ˌəʊvə'weɪt / ˌʌndə'weɪt/ z nadwagą/niedowagą
 plump /plʌmp/ puszysty/pulchny
 skinny /'skɪni/ chudy
 slim /slɪm/ szczupły
 well-built /ˌwel 'bɪlt/ dobrze zbudowany
 lanky /'læŋki/ tyczkowaty, wysoki i chudy
 stocky /'stɒki/ krępy

Hair / Włosy

bald /bɔːld/ łysy
 blond /blɒnd/ blond
 curly /'kɜːli/ kręcone
 dark /dɑːk/ ciemne
 dyed /daɪd/ farbowane
 red /red/ rude
 shoulder-length /ˌʃəʊldə lenθ/ do ramion
 straight /streɪt/ proste
 wavy /'weɪvi/ falujące
 auburn /ˌɔːbərn/ kasztanowe
 fine /thick /fɪn / θɪk/ cienkie, rzadkie/gęste
 fringe /frɪndʒ/ grzywka
 have a centre /side parting /hæv ə 'sentə / ˌsaɪd 'pɑːtɪŋ/ mieć przedziałek na środku/z boku

ponytail /'pəʊniːteɪl/ kitka, koński ogon
 receding hairline /ˌriːsɪdɪŋ 'heəlaɪn/ włosy rzedzące na skroniach
 wear your hair loose / up /ˌweə jə 'heə 'luːs/ ˌʌp/ nosić włosy rozpuszczone/spięte

Distinguishing features / Cechy szczególne

beard /brəd/ broda
 freckles /'frekklz/ piegry
 moustache /mə'staːʃ/ wąsy
 pale / tanned / dark complexion /ˌpeɪl / ˌtænd / ˌdɑːk kəm'plekʃn/ blada/opalona/ciemna cera, karnacja
 pierced ears /ˌpɪəst 'ɛəz/ przekłute uszy
 scar /skaː/ blizna
 spotty /'spɒti/ pryszczaty
 tattoo /tæ'tuː/ tatuaż
 wrinkles /'rɪŋklz/ zmarszczki
 birthmark /'bɜːθmɑːk/ znamię
 clean-shaven /ˌkliːn'sheɪvən/ gładko ogolony
 clear skin /ˌkliə 'skɪn/ gładka skóra
 double chin /ˌdʌbl 'tʃɪn/ podwójny podbródek
 high cheekbones /ˌhaɪ 'tʃiːkbəʊnz/ wystające kości policzkowe
 high forehead /ˌhaɪ 'fɔːhed/ wysokie czoło
 piercing blue eyes /ˌpɪəriŋ ˌbluː 'aɪz/ przenikliwe niebieskie oczy

MP3 08 Clothes / Ubrania

blouse /blauz/ bluzka
 boots /buːts/ wysokie buty, kozaki
 bra /brɑː/ biustonosz
 casual /'kæʒʊəl/ codzienny, swobodny
 coat /kəʊt/ płaszcz
 dress /dres/ sukienka
 fashionable / trendy /'fæʃənəbl / 'trendi/ modny
 fleece /fliːs/ bluza polarowa
 gloves /glʌvz/ rękawiczki
 hat /hæt/ kapelusz, czapka
 jacket /'dʒækt/ kurtka, marynarka, żakiet
 jeans /dʒiːnz/ dżinsy
 jumper /'dʒʌmpə/ sweter
 old-fashioned /ˌəld 'fæʃənd/ staromodny, starszowiecki
 pyjamas /pə'dʒʌməz/ piżama
 sandals /'sændəlz/ sandały
 shirt /ʃɜːt/ koszula
 shoes /ʃuːz/ buty
 shorts /ʃɔːts/ szorty
 skirt /skɜːt/ spódnica
 smart /smɑːt/ elegancki
 socks /sɒks/ skarpety
 suit /suːt/ garnitur
 sweatshirt /'swetʃɜːt/ bluza sportowa
 tracksuit /'træksuːt/ dres
 trainers /'treɪnəz/ obuwie sportowe
 trousers /'traʊəz/ spodnie
 underwear /ˌʌndə'weə/ bielizna
 waistcoat /ˌweɪstkəʊt/ kamizelka
 wear /weə/ nosić, mieć na sobie
 ballgown /'bɔːlgəʊn/ suknia balowa, strój balowy
 boat-necked /ˌbəʊt nekt/ z szerokim dekoltem (bluzka, sweter)
 cardigan /'kɑːdɪɡən/ rozpinany sweter
 collar /'kɒlə/ kołnierzyk
 cuffs /kʌfs/ mankiety
 dressing gown /'dresɪŋ gaʊn/ szlafrok
 high heels /ˌhaɪ 'hiːlz/ wysokie obcasy
 hoodie /'hudi/ bluza z kapturem
 long-sleeved / short-sleeved /ˌlɒŋ 'sliːvd / ˌʃɔːt 'sliːvd/ z długim/krótkim rękawem (koszula)
 strapless top /ˌstrəpləs 'tɒp/ bluzka bez ramiączek
 V-neck /'viːnek/ dekolt w szpic (bluzka, sweter)

Accessories / Dodatki

belt /belt/ pasek
 button /'bʌtn/ guzik
 cap /kæp/ czapka z daszkiem

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

Patterns and materials / Wzory i materiały

checked /tʃekt/ w kratę
 cotton /'kɒtn/ bawełna
 gold /ɡəʊld/ złoto
 leather /'leðə/ skóra, skórzany
 plain /pleɪn/ gładki
 silk /sɪlk/ jedwab
 silver /'sɪlvə/ srebro, srebrny
 spotted /'spɒtɪd/ w kropki
 striped /straɪpt/ w paski
 tartan /'tɑːtn/ w szkocką kratę
 wool /wʊl/ wełna
 elastic /'elæstɪk/ elastyczny
 fur /fɜː/ futro; futrzany
 lacy /'leɪsi/ koronkowy
 lined /laɪnd/ na podszewce, ocieplany

MP3 09 Features of character / Cechy charakteru

aggressive /ə'ɡresɪv/ agresywny
 ambitious /æm'bɪʃəs/ ambitny
 bad-tempered /ˌbæd 'tempəd/ wybuchowy
 big-headed /ˌbɪɡ 'hedɪd/ zarozumiały
 brave /breɪv/ odważny
 careful /careless /'keəfl / 'keələs/ ostrożny/ nieostrożny
 caring /'keərɪŋ/ troskliwy
 cheerful /'tʃɪəfl/ radosny, pogodny
 clever /'kleɪvə/ mądry
 confident /overconfident /'kɒnfɪdənt / ˌəʊvə'kɒnfɪdənt/ pewny siebie/zbyt pewny siebie
 drama queen /'draːmə ˌkwɪːn/ panikarz, osoba nadmiernie dramatyzująca
 easygoing /ˌiːzi'ɡəʊɪŋ/ luzowany, opanowany
 energetic /ˌenə'dʒetɪk/ energiczny
 extrovert /'ekstrəvɜːt/ ekstrawertyk
 friendly /'frendli/ przyjacielski, miły
 fun-loving /'fʌn ˌlʌvɪŋ/ lubiący dobrą zabawę
 generous /'dʒenərəs/ szczodry, hojny
 gentle /'dʒentl/ delikatny, łagodny
 hard-working /ˌhɑːd 'wɜːkɪŋ/ pracowity
 helpful /unhelpful /'helpfəl / ˌʌn'helpfəl/ uczynny/nieskory do pomocy
 honest /dishonest /'ɒnɪst / dɪs'ɒnɪst/ uczciwy/ nieuczciwy
 imaginative/unimaginative /ˌɪmædʒɪnətɪv / ˌʌnɪ'mædʒɪnətɪv/ pomysłowy, kreatywny/bez wyobraźni
 independent /ˌɪndɪ'pendənt/ niezależny
 intelligent /ˌɪntelɪdʒənt/ inteligentny
 introvert /ˌɪntroʊvɜːt/ introwertyk
 lazy /'leɪzi/ leniwy
 mean /miːn/ skąpy, złośliwy
 messy /'mesi/ bałaganiarski
 nasty /'nɑːsti/ złośliwy, wstrętny, nieprzyjemny
 nice /naɪs/ miły
 open /əʊpən/ otwarty
 optimistic /pessimistic /ˌɒptɪ'mɪstɪk / ˌpesɪ'mɪstɪk/ optymistyczny/pesymistyczny
 outgoing /ˌaʊt'ɡəʊɪŋ/ otwarty, towarzyski
 patient /impatient /'peɪʃnt / ɪm'peɪʃnt/ cierpliwy/niecierpliwy
 polite /pə'laɪt/ uprzejmy
 quiet /kwaɪət/ cichy
 reliable /unreliable /ˌrɪ'laɪəbl / ˌʌnrɪ'laɪəbl/ solidny, niezawodny/niesolidny, zawodny

responsible /rɪ'spɒnsɪbl/ odpowiedzialny
 rude /ruːd/ niegrzeczny
 selfish /ˈselfɪʃ/ ˌʌn'selfɪʃ/ samolubny/
 bezinteresowny
 serious /ˈsɪəriəs/ poważny
 shy /ʃaɪ/ nieśmiały
 silly /ˈsɪli/ niemądry, głupkowaty
 sociable /ˈsəʊsɪəbl/ ˌʌn'səʊsɪəbl/
 towarzyski/nietowarzyski
 talkative /ˈtɔːkətɪv/ gadatliwy, rozmowny
 tidy /ˈtɪdi/ ˌʌn'taɪdi/ schludny,
 porządnym/niechludnym
 bossy /ˈbɒsi/ apodyktyczny
 cowardly /ˈkaʊədli/ tchórzliwy
 eccentric /ɪk'sentɪk/ ekscentryczny
 materialistic /mə'tɪəriəlɪstɪk/ materialistyczny
 modest /ˈmɒdɪst/ skromny
 moody /ˈmuːdi/ kapryśny
 odd /ɒd/ dziwny
 oddball /ˈɒd ˌbɔːl/ dziwak
 sensitive /ˈsensətɪv/ wrażliwy
 sincere /sɪn'sɪə/ szczery
 sympathetic /ˌsɪmpə'tetɪk/ życzliwy, współczujący
 weird /weɪd/ dziwny
 weirdo /ˈweɪdo/ dziwak/dziwaczka, dziwadło
 whizzkid /ˈwɪz,kɪd/ cudowne dziecko
 withdrawn /wɪ'drɔːn/ zamknięty w sobie

MP3 10 Feelings and emotions / Uczucia i emocje

angry /ˈæŋɡri/ zły, rozgniewany
 annoyed /əˈnɔɪd/ zirygowany, rozdrażniony
 be in a good / bad mood /bi ɪn ə ˌɡud /
 ˌbæd ˈmuːd/ być w dobrym/złym humorze
 bored /bɔːd/ znudzony
 cross /krɒs/ zły, rozgniewany
 depressed /dɪˈprest/ załamany, przygnębiony
 disappointed /ˌdɪsəˈpɔɪntɪd/ rozczarowany,
 zawiedziony
 embarrassed /ɪmˈbærəst/ zawstydzony
 excited /ɪk'saɪtɪd/ podekscytowany
 exhausted /ɪɡˈzɔːstɪd/ wyczerpany, zmęczony
 frightened /ˈfraɪtənd/ przerażony
 nervous /ˈnɜːvəs/ zdenerwowany, spięty
 pleased /pliːzd/ zadowolony
 relaxed /rɪˈlæksd/ zrelaksowany
 scared /skeəd/ wystraszony
 shocked /ʃɒkt/ zszokowany
 stressed /strest/ zestresowany
 surprised /səˈpraɪzd/ zdziwiony, zaskoczony
 tired /ˈtaɪəd/ zmęczony
 upset /ʌp'set/ przygnębiony, zaniepokojony

worried /ˈwʌrɪd/ zmartwiony
 amazed /əˈmeɪzd/ zdumiony, zdziwiony
 delighted /dɪˈlaɪtɪd/ zachwycony
 nagging feeling /ˌnæɡɪŋ ˈfiːlɪŋ/ dręczące uczucie
 petrified /ˈpetrɪfaɪd/ przerażony
 shattered /ˈʃætəd/ zdruzgotany, wykończony
 stunned /stʌnd/ oniemiały, osłupiały
 worn out /ˌwɔːn ˈaʊt/ wycieńczony, wyczerpany

MP3 11 Interests / Zainteresowania

adore /əˈdɔː/ uwielbiać
 be a fan of sb / sth /bi ə ˈfæn əv ˌsambədi /
 ˌsambɪŋ/ być fanem kogoś/czegoś
 be hopeless at /bi ˈhəʊpləs ət/ być
 beznadziejnym w
 be interested in sth /bi ɪn'terɪstɪd ɪn ˌsambɪŋ/
 interesować się czymś
 be into sth /bi ɪntə ˌsambɪŋ/ zajmować się
 czymś, interesować
 be keen on sth /bi ˈkiːn ɒn ˌsambɪŋ/ interesować
 się, lubić coś robić
 be mad about sb / sth /bi ˈmæd əbaʊt ˌsambədi /
 ˌsambɪŋ/ szaleć za kimś/czymś
 can't stand /kɑːnt ˈstænd/ nie znosić
 play games / board games /pleɪ ˈɡeɪmz / ˈbɔːd
 ˌɡeɪmz/ grać w gry/gry planszowe
 work out /ˌwɜːk ˈaʊt/ trenować, ćwiczyć

MP3 12 Ethical problems / Problemy etyczne

abortion /əˈbɔːʃən/ aborcja
 charity /ˈtʃærəti/ dobroczynność, organizacja
 charytatywna
 drug abuse /ˈdrʌɡ əˈbjuːs/ zażywanie narkotyków
 fair trade /feə ˈtreɪd/ sprawiedliwy handel
 homelessness /ˈhəʊmləsnes/ bezdomność
 unemployment /ˌʌnɪmˈplɔɪmənt/ bezrobocie
 corruption /kəˈrʌpʃn/ korupcja
 racism /ˈreɪsɪzəm/ rasizm
 death penalty /ˈdeθ ˌpenəlti/ kara śmierci
 euthanasia /juːθəˈneɪziə/ eutanazja
 freedom of speech /ˈfriːdəm əv ˈspiːtʃ/ wolność
 słowa
 gambling /ˈɡæmblɪŋ/ hazard
 genetic engineering /dʒəˈnetɪk ˌendʒɪˈnɪəriŋ/
 inżynieria genetyczna
 privacy /ˈprɪvəsi/ prywatność

MP3 13 Other / Inne

brief /brɪːf/ krótki, krótkotrwały
 come across /kʌm əˈkrɒs/ wpaść na, natknąć się na

complete /kəmˈpliːt/ całkowity, kompletny
 develop into /dɪˈveləp ɪntə/ rozwinąć się w,
 stawać się (kimś)
 eco-freak /ˈiːkəʊfriːk/ fanatyk/fanatyczka ekologii
 fitness maniac /ˈfɪtnəs ˌmeɪniæk/ fanatyk/
 fanatyczka ćwiczeń fizycznych
 focus on /ˈfəʊkəs ɒn/ skupiać się na
 grow up /grəʊ ˈʌp/ rosnąć, dorastać
 have a lot / little in common /hæv ə ˌlɒt / ˌlɪt
 ɪn ˈkɒmən/ mieć dużo/niewiele wspólnego
 health nut /ˈhelθ nʌt/ osoba mająca obsesję
 na punkcie zdrowia
 huge /hjuːdʒ/ ogromny
 identify /aɪˈdentɪfaɪ/ zidentyfikować
 look up to /lʊk ˈʌp tə/ podziwiać
 realise /ˈrɪəlaɪz/ zdać sobie sprawę
 recognise /ˈrekəɡnaɪz/ rozpoznać
 remember /rɪˈmembə/ pamiętać
 remind someone to do something /rɪˈmaɪnd
 ˌsambwʌn tə ˈduː ˌsambɪŋ/ przypomnieć komuś,
 by coś zrobić
 spend money on /ˌspend ˈmʌni ɒn/ wydawać
 pieniądze na
 spot /spɒt/ dostrzec
 the complete opposite /ðə kəmˈpliːt ˈɒpəzɪt/
 całkowite przeciwieństwo
 typical of /ˈtɪpɪkəl əv/ typowy dla
 be part of someone's nature /bi ˌpɑːt əv
 ˌsambwʌnz ˈneɪtʃə/ leżeć w czyjejś naturze
 befriend /bɪˈfreɪnd/ zaprzyjaźnić się z
 bizarre /bɪˈzeɪə/ dziwny
 can't believe your ears /kɑːnt bɪˈliːv jə ˈɪəz/ nie
 móc uwierzyć własnym uszom
 common experience /ˌkɒmən ɪkˈspɪəriəns/ częste
 doświadczenie
 find common ground /faɪnd ˌkɒmən ˈɡraʊnd/
 znaleźć wspólną płaszczyznę
 have the time of your life /hæv ðə ˈtaɪm əv jə
 ˈlaɪf/ doskonale się bawić
 place /pleɪs/ rozpoznać, zidentyfikować
 pluck up the courage (to do something) /plʌk
 ˈʌp ðə ˈkʌrɪdʒ (tə ˈduː ˌsambɪŋ)/ zdobyć się
 na odwagę (aby coś zrobić)
 raise questions /reɪz ˈkwɛstʃənz/ nasuwać pytania
 scan /skæn/ przeskanować (np. mózg), przebiec
 wzrokiem (np. tekst)
 sophisticated /səˈfɪstɪkətɪd/ skomplikowany,
 zaawansowany
 strike up (a conversation) /straɪk ˈʌp
 (ə ˌkɒnvəˈseɪʃn)/ nawiązać (rozmowę)

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 tall and (1) s_____m with long (2) s_____ dark hair. She's got quite a pale (3) c_____n and gets (4) f_____ when she's been in the sun. She's got (5) p_____ ears and wears lovely gold dangling (6) e_____. She also wears very fashionable clothes. Today she was wearing a plain, (7) s_____k blouse and a short linen skirt with high brown (8) l_____r boots – oh, and a silver necklace. Quite honestly, she's a bit like a model, or a celebrity! I thought she was married, but someone said that she had recently got (9) d_____d. Anyway, she's got brains too. She's very intelligent and also really (10) p_____t with the students who find the subject hard. Mind you, she gets (11) c_____ with students who are just (12) l_____y. She's always cheerful and never seems to be in a bad (13) m_____. I love my maths classes now! Miss Matthews is also quite (14) s_____y and she's (15) k_____ on tennis. She helps run the club on Saturday mornings. I've never been a particular fan but she's got me interested now. Something else she's involved in is the debating society. This week we're going to discuss why some young people get addicted to (16) g_____ and lose loads of money. It should be interesting. Why don't you come along?

Cathy