

**ENGLISH**



LONGMAN

# **REPETYTORIUM MATURALNE**

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# Człowiek

*Almost every man wastes part of his life in attempts to display qualities which he does not possess, and to gain applause which he cannot keep.*

Samuel Johnson (1709–1784), English writer and lexicographer

## SPRAWDŹ, ILE JUŻ UMIESZ

1 In pairs, read the headings below. How many words in each category can you think of?

- Clothes and fashion *trendy*
- Body language *fold your arms*
- Personality *absent-minded*
- Feelings *thrilled*

BANK SŁÓW, strony 46–47

## CLOTHES AND FASHION

2 Which adjectives from the box complete the descriptions in the blog? There is one extra word.

creased floral faded floaty striped tight-fitting vintage

3 Which of the styles from Exercise 2 do you prefer?

## BODY LANGUAGE – WAYS OF LOOKING

4 Read the sentences. In your notebook, match the verbs in bold to the definitions.

- 1 She couldn't concentrate in class. She just **stared** at the board without understanding anything.
  - 2 He **glanced** quickly at his watch. It was 2.30 in the morning.
  - 3 They **peered** into the darkness, trying to distinguish the shape that was approaching them.
  - 4 The headmaster **glared** at the frightened boys.
  - 5 She **peeked** at the people in the street from behind the curtain.
- a look angrily  
b look quickly  
c look steadily for a long time  
d look quickly and secretly at something you're not supposed to see  
e make an effort to see something that is difficult to see

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## What's your style this autumn?



**Debbie** likes ultra-feminine <sup>1</sup>  patterns. She discovered this unique <sup>2</sup>  dress in her Mum's wardrobe!

[comments](#)

**Ricky** goes for a casual, slightly shabby look with his <sup>3</sup>  old jeans. The shirt may be a bit <sup>4</sup> , but it's always clean!

[comments](#)



Baggy with tight is **Julia's** favourite combination. Today she's wearing <sup>5</sup> , stretchy jeans and a <sup>6</sup>  cape cardigan.

[comments](#)

## BODY LANGUAGE – WAYS OF SPEAKING

5 1.05 Check the meaning of the verbs below. Then listen to six people talking and decide which descriptions a–f best describe how they speak.

He/She

- |              |            |
|--------------|------------|
| a yelled.    | d hissed.  |
| b stuttered. | e mumbled. |
| c whispered. | f moaned.  |

6 In pairs, discuss three situations when you heard someone speaking in some of the ways described by the verbs in Exercise 5.



### BODY LANGUAGE – POSTURE AND GESTURES

- 7 Read the text and name the people in the picture: Andy, Vera, Claire, Nick, Sally and Bob.

As soon as I entered the room, I knew something was wrong. No one was speaking. Andy was **leaning back** against the wall with his **arms folded across his chest**. Vera was standing with her **feet apart** and her **hands on her hips, frowning**. Claire was **tapping her fingers** on the table. Nick was **shaking his head** in disagreement. Sally had her **elbows on the table** and her **face hidden in her hands**.

'I've got a bad feeling about this,' I thought.

Bob **turned to me** and **winked**.

'What's going on here?' I asked.

- 8 Which gestures 1–5 express the emotions a–e?

- 1 You may **shrug**
- 2 You may **bang your fist on the table**
- 3 You may **tremble**
- 4 You may **hug** someone
- 5 You may **raise your eyebrows**

- a if you're frightened or nervous.
- b to show affection.
- c when you're surprised.
- d when you're angry.
- e to show that you don't care.

### PERSONALITY

- 9 1.06 Listen to six conversations about people's personalities. Which adjectives a–f best describe the people?

- |               |                  |
|---------------|------------------|
| 1 Luke        | a self-conscious |
| 2 Evie        | b gullible       |
| 3 Toby        | c unscrupulous   |
| 4 Mrs Edwards | d impartial      |
| 5 Sylvia      | e absent-minded  |
| 6 Paxton      | f conscientious  |

- 10 In your notebook, rewrite the sentences as in the example so that they sound less negative. Use the following antonyms of the negative adjectives.

[ bright broad-minded flexible modest generous  
polite ]

~~He's stupid.~~ He's not very bright.

- 1 He's rude.
- 2 She's stubborn.
- 3 He's mean.
- 4 She's conceited.
- 5 He's narrow-minded.

- 11 In pairs, answer the questions below, using personality adjectives from Exercises 9 and 10 and the polite paraphrases from Exercise 10 (where appropriate).

- 1 What kind of people annoy you?
- 2 Tell me about a person you respect.

- 12 Complete the text with the words formed from the words in brackets by adding negative prefixes. Write the answers in your notebook.



### TEENS ARE ALRIGHT : )

It's not easy being a teenager. People complain about you a lot. Teachers say you're 1  (ORGANISED) and never hand in work on time. Aunts and uncles think your opinions are 2  (REASONABLE). Even your parents sometimes get 3  (PATIENT) with you and accuse you of being 4  (RELIABLE) just because you've forgotten to take the rubbish out.

The good news is, you've got the right to be 5  (MATURE). You haven't had as much time to grow up as those adult critics; so what do they expect? It's normal for a young person to be a bit 6  (RESPONSIBLE) sometimes.

There are worse things than not being fully grown up at eighteen. If someone's 7  (HONEST) and tells lies, or is 8  (SENSITIVE) to other people, that's a more serious problem that may not just go away with age.

#### FEELINGS

- 13 In pairs, take turns to read the prompts and respond as in the example, using the extreme equivalents of the adjectives in bold.

[ astonished bewildered devastated exhausted  
furious terrified thrilled ]

'Are you **tired**?'

'Tired? I'm absolutely **exhausted**.'

- 'Were the children **excited** when you told them about the trip?'
- 'Was he **unhappy**?'
- 'Did she get **angry**?'
- 'Were you **frightened**?'
- 'You must have felt **confused**.'
- 'Were they **surprised**?'

#### FEELINGS – IDIOMS

- 14 Which options complete the idioms? In your notebook, match the idioms to their definitions a–d.

- Millie was over the sun / moon on the day she won the dance competition.
- I'm worried about Charlie. He's been down in the dumps / bins all day. I can't even get him to talk.
- Do you get butterflies / birds in your stomach before an exam?
- I dreamt I was on a plane and the engines stopped working ... I woke up in a cold / hot sweat.

- a depressed                      c terrified  
b nervous                        d very happy

- 15 In pairs, discuss a situation when you felt bewildered/over the moon, using adjectives and idioms from Exercises 13 and 14.

#### ATTITUDES AND BELIEFS

- 16 Which prepositions complete the text? Which of the opinions do you agree or disagree with? Discuss in pairs.

#### Worldviews Club

news

Do you take an interest 1  humans and their problems? Do you believe in the value of dialogue?

Join our discussions. Share your thoughts and connect with like-minded people. This week's topic is ...

#### WHAT CONTRIBUTES TO A HAPPY LIFE?

The key to happiness is being content 2  what you've got.

25 mins ago by tr34 4 comments Read more

It's best to be indifferent 3  other people's opinions.

3 hours ago by cbj 9 comments Read more

My idea of a happy life: find something you're passionate 4 ; stay focused 5  it; take pride 6  doing your best.

15 hours ago by xzza 12 comments Read more

I'm convinced 7  everyone's right to live the life they choose.

1 day ago by evieS 14 comments Read more

If we disapprove 8  people who are different, we'll never build a happy society. Live and let live!

1 day ago by nell 20 comments Read more

Don't insist 9  always having your own way. Learn to adjust to other people.

2 days ago by norah78 16 comments Read more

I regard life 10  a game. Sometimes you win, sometimes you lose – the important thing is that you don't get bored.

2 days ago by shark 15 comments Read more



## SŁUCHANIE

## TEST WIELOKROTNEGO WYBORU (TRZY TEKSTY)

## THE MIND

## 17 Which verbs from the box complete the sentences?

[distract recall realise imagine perceive]

- When did you first  you were being followed?
- Please don't  me. I'm trying to concentrate on my essay.
- We  the world through our senses. But can we trust what our senses tell us?
- It's difficult to  a world different from the one we know.
- He had suffered a blow to the head and he couldn't  what had happened.

18 In your notebook, complete the sentences with the words *head* and *mind*.

- What's the matter? You look as if you've got something on your .
- 'When was Edinburgh castle built?'  
'I'm afraid I can't tell you off the top of my .
- Nigel's become so conceited and impolite lately. I guess all the praise he gets has gone to his .
- 'Can you think of a word that rhymes with 'tiger'?'  
'Sorry ... nothing comes to .
- Ask Zoe to help you with these calculations. She's got a good  for figures.
- Sue can't make up her  if she wants to go out with Jeremy or not.
- I keep having those crazy nightmares ... Do you think I'm losing my , doctor?
- I don't know why I ran away. I guess I just lost my .

## 19 In pairs, describe the photo and answer the questions.

## Zadanie



- What do you think the people might be saying?
- Do you find it easy to settle disagreements with other people without getting angry?
- Tell me about a time when you had a disagreement with someone.

## 1 In pairs, think of some stereotypical ideas about the following nationalities. Which of those ideas do you think are true? Which are false? Which are partly true?

[the Germans the French the Italians the Poles the British]

## Zadanie

## 2 1.07 Usłyszysz dwukrotnie trzy teksty. Które z podanych odpowiedzi A–C są właściwe i zgodne z treścią nagrań?

- The speaker is
  - a radio presenter.
  - a tour guide.
  - a travel writer.
- The radio commercial is advertising
  - a new business.
  - beauty products.
  - relaxing therapies.
- Julie wants to
  - persuade Terry to lose weight.
  - return a compliment to Terry.
  - encourage Terry to believe in himself.

## 3 1.08 Listen to the third recording again. In what ways have Julie and Terry changed since they were at school together? Copy the table and complete it in your notebook.

	THEN	NOW
<b>Julie</b>		
build	not slim	?
hair	?	?
<b>Terry</b>		
clothes	?	?
build	?	?
behaviour	?	?



## 4 In pairs, think of a situation when you met someone you hadn't seen for a long time – for example, a friend or classmate from primary school. Tell each other about ways in which the person had changed (or stayed the same).



**Trening** Co dwa teksty mają ze sobą wspólnego?**1** Read the two short texts below and discuss the questions in pairs.

- 1 What have the two texts got in common?
- 2 In what ways are they different?

**Text A**

An elderly farmer opened the door.  
 'Excuse me,' I said apologetically. I didn't really imagine he would speak English, but what else was I to do? 'I've had a puncture (I pointed to my bike) and it's getting dark (I indicated the darkening sky). Could I please put up my tent (I swung the tent bag) in your field?' (I gestured in the general direction of the field.)

The man shook his head, but his warm smile didn't suggest refusal. He opened the door wider, said something in his exotic, melodious language, and beckoned me in.

Fifteen minutes later I was sitting at a wooden table with a bowl of hot, fragrant soup in front of me. The farmer's wife pushed a plate of bread in my direction. She spoke. I didn't understand a word, but I knew what she was saying. Her voice sounded just like my grandma's when she says 'Come on, Charlie, eat up.'

**Text B**

You may have heard the claim that body language accounts for 93 percent of the meaning conveyed in any human communication. This is actually a misinterpretation of research findings by Albert Mehrabian, a pioneer of studies in body language.

Mehrabian studied situations where people were communicating their emotions or attitudes. He found that in those communications 7 percent of the message conveyed depended on the words, 38 percent on the way the words were spoken and 55 percent on facial expression. He never intended these figures to be applied to all situations.

Of course it is still true that non-verbal signals are very important in how we understand each other.

**Wskazówka**

Zwróć uwagę, że teksty należą do różnych gatunków, ale poruszają podobną tematykę. Ostatnie pytanie w zadaniu może dotyczyć tego, co łączy oba teksty, na przykład tematyki lub wyrażonej w nich opinii. Myśl wspólna dla obu tekstów może być w jednym z nich wyrażona wprost, a w drugim zasugerowana pośrednio, poprzez wydarzenia lub działania bohaterów.

**2** Read *Wskazówka* and answer the question.

- An idea that is present in both text A and text B is that
- A people communicate a lot non-verbally.
  - B body language carries 93 percent of the meaning.
  - C gestures have different meanings in different cultures.
  - D human beings are the same the world over.

**Zadanie****3** Przeczytaj dwa teksty. Które z podanych odpowiedzi A–D są zgodne z treścią tekstów?**Text 1****1** What is **not** true about Mrs Granton?

- A She keeps an eye on events in her neighbourhood.
- B She judges people by their appearance.
- C Her memory is unreliable.
- D She helps her neighbours.

**2** Why didn't Mrs Granton call the police about the young man?

- A She decided the young man was no threat.
- B She was worried about wasting their time.
- C They were rude to her the last time she called them.
- D She found it hard to make decisions.

**3** The young man

- A broke into Mr Boyle's house.
- B made fun of Mr Boyle.
- C did Mr Boyle a favour.
- D scared Mr Boyle's pet.

**Text 2****4** The author of this text

- A encourages people to put more effort into choosing their clothes.
- B criticises people who blindly follow fashion trends.
- C reviews a book about young people and the clothes they wear.
- D reports on some research into people's fashion choices.

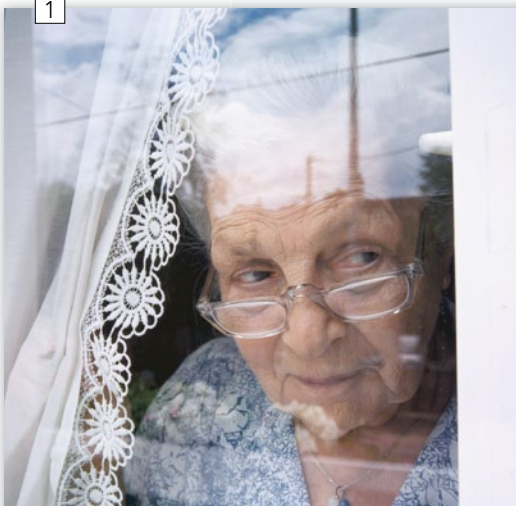
**5** In these texts, the authors express different points of view on

- A conflicts between different generations.
- B the link between appearance and personality.
- C the importance of wearing suitable clothes.
- D youth fashions.

**4** **SŁOWNICTWO** In pairs, without looking back at Text 1, try to list in your notebooks what the two main characters, Mrs Granton and the young man, were wearing. Go back to the text and check.**5** **SŁOWNICTWO** In your notebook, complete the statements below with the verbs in red from Text 2. Which of the statements do you agree with? Discuss in pairs.

- 1 My clothes    ?    my individuality.
- 2 I like to    ?    into the crowd.
- 3 I refuse to    ?    to the style around me.
- 4 If you reject conventional clothes, you're merely    ?    allegiance from one social group to another.

1



## YOU CAN'T JUDGE A BOOK BY ITS COVER

her neighbours' driveway, he pulled up his sleeves and Mrs Granton saw the young man had a tattoo on each arm and another on his neck! Mrs Granton had always disagreed with the notion that you can't judge a book by its cover. It was quite obvious that this young man did not belong in her street.

What was he doing? He was up to no good, she felt sure. The Giffords were away, on a cruise of the Mediterranean. Mrs Granton was in charge of feeding their pets and watering their plants.

She hurried down the stairs, still wearing her dressing gown and slippers, and went outside. The man emerged from behind the hedge a few steps in front of her. He was carrying the Giffords' ladder under one arm.

'Excuse me!' said Mrs Granton in a pleasant but firm voice.

The man ignored her! He carried on walking briskly across the road, without turning his head.

Mrs Granton tried again, speaking louder this time, but the man had already disappeared behind old Mr Boyle's house.

She stopped in the middle of the street. What should she do? Mr Boyle was a very elderly man. He was in his nineties. He couldn't defend himself against an intruder. And he had a valuable collection of coins in a velvet-covered case in his living room. She made up her mind. She would call the police.

But then she had second thoughts. What if there was a perfectly innocent explanation? She'd called the police out on false alarms twice before. They hadn't said anything but she'd seen a look in their eyes that she didn't

appreciate. A look that said she was a nosy busybody who was using up valuable police time.

She decided to investigate. Cautiously, she advanced into Mr Boyle's driveway and round the side of the house. In her imagination, she saw the young man in a darkened room, his piercings glinting fiercely; laughing at Mr Boyle as the poor man feebly waved his walking stick in a futile attempt to save his coins.

But when she peeked around the corner of the house into the back garden, Mrs Granton saw something very different. Mr Boyle was leaning on his walking stick underneath a large elm tree. Against the tree was the Giffords' ladder. And near the top of the ladder was the young man.

'You're almost there,' said Mr Boyle, his voice fluttering in the wind.

Almost where, wondered Mrs Granton.

And then with a shout of triumph, the young man said 'Got her!' And he came down the ladder. In his arms was Layla, Mr Boyle's six-month-old cat.



Mrs Granton had a suspicious nature. She was the perfect neighbour if you were worried about crime in the neighbourhood; but not if you valued your privacy. Whenever someone went by her window, her curtains would twitch.

One sunny February morning Mrs Granton was upstairs in her bedroom when she noticed movement on the pavement opposite. She took up her position at the side of the window. The curtain twitched. A young man was hurrying across the street. That was unusual for in this neighbourhood few people hurried. Most of the residents were not young. Mrs Granton was in her late sixties, but her eyesight was sharp and so was her memory. She had never seen that man before. Tall and skinny, with spiky red hair, he was wearing a sleeveless sweatshirt, an ancient jersey with holes in the elbows, motorcycle boots, and ripped jeans.

He stopped in front of the house next door. Something on his face glinted in the sunlight. There was a large metal spike protruding from his lower lip! He had several other piercings, too. As he entered

2

## YOU ARE WHAT YOU WEAR ... OR ARE YOU?

Do your clothes reflect your personality? Can a quick glance inside someone's wardrobe reveal what they're like? Can you tell the cynical from the gullible, the conceited from the humble or the bossy from the shy just by examining the clothes they buy?

According to author Dr Clive Woodcock, we can. After carrying out a study investigating the fashion choices of over 3,000 people in seven countries, he concludes that our clothes tell the world all about us.

Some people argue that we can hide behind our clothes; that we can **blend into the crowd**. Dr Woodcock disagrees. 'Every time you put on a tie or a necklace, jeans or a skirt, trainers or high-heels you are giving yourself away,' he says.

He also claims that we all wear uniforms. 'Many people think their clothes show they have their own unique style. But when someone refuses to **conform to the style around** them, they invariably choose a different uniform representing another social group.' So the teenager that rejects his parents' choice of sensible clothing and footwear in order to **express his individuality** by wearing goth style or chav fashions is merely **switching allegiance** from one social group to another.

### Trening

- 1** In your notebook, complete the sentences with the words formed from the words in brackets.
- Even though he is a bit chaotic, you shouldn't underestimate (ESTIMATE) his ability to teach.
  - Ella decided to follow her  (ARTIST) talents and become a professional painter.
  - Unfortunately, her parents  (APPROVE) of the boy she has started dating.
  - John's position in the company has recently started to  (WEAK).
  - My mum is an animal lover and thinks it is  (MORAL) to use animals in the circus performance.
  - Ian is the life and soul of the party; in fact, he's the most  (ENTERTAIN) person I know.
- 2** In your notebook, match the sentences in Exercise 1 with the prefixes or suffixes that you have used to complete the sentences.

- przedrostek *im-*
- przedrostek *dis-*
- przedrostek *under-*
- przyrostek *-ic*
- przyrostek *-ing*
- przyrostek *-en*

### Wskazówka 1

Do często sprawdzanych części słowotwórczych w zadaniu na słowotwórstwo należą:

- przedrostki zmieniające znaczenie wyrazu (przymiotnika lub czasownika) na przeciwne (*un-, dis-, ir-, il-, im-, in-, non-*):

Emma's intelligence, paired with her love for life, makes her a/an irreplaceable (REPLACEABLE) friend.

As a child, I was very naughty and used to disobey (OBEY) my parents and teachers all the time.

- przedrostki nadające wyrazowi (przymiotnikowi, czasownikowi lub rzeczownikowi) inne, ściśle określone znaczenie:

**under-** (=not enough)

Beth wants to do some voluntary work in underdeveloped (DEVELOPED) countries.

**re-** (=again)

The French teacher asked me to rewrite (WRITE) my essay for the third time.

**mono-** (=one)

My teenage son grunts all the time, or at best speaks in monosyllables (SYLLABLE).

Pozostałe przyrostki oraz przedrostki często sprawdzane w zadaniu tego typu są omówione w rozdziale 10 na stronach 158 i 159.

### PRZEDROSTKI

- 3** In your notebook, form negative adjectives using appropriate prefixes (*un-, in-, im-, il-, ir-* or *dis-*).

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 <input type="text"/> intelligent | 6 <input type="text"/> tolerant    |
| 2 <input type="text"/> loyal       | 7 <input type="text"/> logical     |
| 3 <input type="text"/> punctual    | 8 <input type="text"/> rational    |
| 4 <input type="text"/> respectful  | 9 <input type="text"/> responsible |
| 5 <input type="text"/> modest      | 10 <input type="text"/> decisive   |

- 4** Which qualities from Exercise 3 would you never put up with in your boyfriend/girlfriend? Why?

- 5** Complete the text with the words formed from the words in brackets. Write the answers in your notebook.

## SHAKE YOUR SHYNESS



### workshop with Sheila Shy

- Have you ever found yourself  (CAPABLE) of speaking in front of a group of people?
- Do you ever feel  (SECURE) in a group of  (FAMILIAR) faces?
- Would you like to learn to speak up when you  (AGREE) with someone's opinion?
- Does the idea of you becoming the life and soul of the party sound totally  (POSSIBLE)?
- Do you believe yourself to be  (CREATIVE)?

Come to my workshop and build an unshakeable self-confidence for life!



- 6** Which prefixes from the box complete the sentences correctly? There are three extra prefixes.

[ over- ex- trans- anti- co- bi- pro- post- ]

- My best friend and my -boyfriend ended up going out together for a year until they broke up.
- Chloe is very ambitious – she's about to get her degree and is planning to do  graduate studies.
- He's  lingual because he grew up speaking English to his father and Italian to his mother.
- Matt was later embarrassed by his  reaction to the whole situation.
- Parents should be held responsible for their children's -social behaviour.

## Wskazówka 2

Często sprawdzanymi częstkami słowotwórczymi w zadaniu na słowotwórstwo są też:

- przyrostki przekształcające rzeczowniki w przymiotniki (-y, -ly, -ous, -ic, -ical) lub czasowniki w przymiotniki (-able, -ive, -ed, -ing):

My sister's very ambitious (AMBITION) and will seize every opportunity to achieve her goals.

I can rely on Mark in every situation – he's a very dependable (DEPEND) person.

- przyrostki przekształcające przymiotniki w czasowniki (-en, -(i)fy, -ise/-ize):

I really hope the course will help me sharpen (SHARP) my writing skills.

## ŚRODKI JĘZYKOWE, strona 22

## PRZYROSTKI

- 7 Add one suffix to a group of nouns and another one to a group of verbs to change them into adjectives. Make all the necessary spelling changes. Write the answers in your notebook.

NOUN	SUFFIX	ADJECTIVE
1 adventure		?
2 courage	+ ?	?
3 mystery		?
VERB	SUFFIX	ADJECTIVE
4 create		?
5 cooperate	+ ?	?
6 support		?

- 8 Which of the adjectives from Exercise 7 would you use to describe the following people? Why?

- an action film hero
- a teacher

- 9 In your notebook, complete the questions with the words formed from the words in brackets.

- 1 Would your friends describe you as a ? (PREDICT) person?
- 2 What time of day do you feel most ? (ENERGY)?
- 3 Are you a ? (PRACTICE) or a romantic person when it comes to buying gifts? Why?
- 4 When was the last time you got really ? (NERVE) about something?
- 5 Would you consider yourself a ? (BOSS) person?
- 6 Do you feel better in the company of ? (TALK) or quiet people? Why?

- 10 In pairs, ask and answer the questions in Exercise 9. Give more details about each answer.

- 11 In your notebook, complete the sentences with the words formed from the adjectives in brackets.

- 1 As Beth got to know Peter a bit better, her attitude towards him began to ? (SOFT).
- 2 First we need to ? (CLEAR) the difference between an altruist and a charitable person.
- 3 I believe that travelling can ? (BROAD) the mind more than reading.
- 4 Tom's behaviour was inappropriate but it doesn't ? (JUST) you acting the way you did.

## Wskazówka 3

Najpierw przeczytaj cały tekst. Zastanów się, jaka część mowy powinna się znaleźć w każdej luce.

## Zadanie

- 12 Przeczytaj tekst. Przekształć wyrazy podane w nawiasach, tak aby otrzymać logiczny i poprawny tekst. Przekształcone wyrazy zapisz w zeszyte.

## Bethan's blog

New entry: **Sleep positions and personality**

I've recently read an article about sleeper types and was amazed at how they match the people in my family!



If you sleep on your side with your arms down, you are a Log. Apparently, Logs are sociable and <sup>1</sup> ? (TRUST) of people, which is a perfect description of ... my Dad!



If you sleep on your back with both arms on your side, you are a Soldier. This group of sleepers tend to be reserved perfectionists. That's Mum – always worried about things being <sup>2</sup> ? (PERFECT). As a result, she's suffering from <sup>3</sup> ? (WORK)!



If you sleep in a curled-up position, you are the Foetus. This type of sleeper is very sensitive, though may seem tough on the outside. So that would be my sister, who will only <sup>4</sup> ? (BRIGHT) up when she gets to know people better.

The problem is ... I am a Soldier when I fall asleep but a Log when I wake up. Who am I then???

- 13 Do you believe your sleeping position reveals your personality? Why?/Why not?



## Zadanie 1

Pismo, które czytujesz, ogłosiło konkurs na artykuł o osobie, której działania miały pozytywny wpływ na życie jej otoczenia. Napisz **artykuł**, w którym scharakteryzujesz wybraną osobę i jej dokonania oraz przedstawisz ich skutki.

Wypowiedź powinna zawierać 200–250 słów.

## MODELOWA WYPOWIEDŹ

## INTEGRATED

- 1 Six couples are moving around the dance floor to lively Latin American music. They are quick, graceful and precise. The only unusual thing about this practice session is that one partner in each couple is in a wheelchair.
- 2 The instructor, Adam, a slim, muscular man in his thirties, watches them closely. A dancer from the age of ten, at some point he became tired of the fiercely competitive world of professional dance. He started a dance studio where able-bodied and disabled people could dance together. Today, the school has branches in several cities, and the group he coaches, Integrated, performs for ever larger audiences.
- 3 'What's great about working with Adam,' explains twenty-two-year-old Damian, 'is that he's sensitive and caring, but also very demanding, and he's got a great sense of humour.' His partner Julia adds: 'It has changed my life. I can express myself through dance, and I no longer feel embarrassed about the way I move.'
- 4 But it's not only the disabled dancers whose lives have been transformed. Their dance partners have been challenged to think differently about the human body and its abilities, and to understand the lives and concerns of people who are different from themselves. And the whole community has been influenced: disabled people have become a much more visible part of it.
- 5 So what's Adam's next project? He's thinking of a dance workshop for deaf people. I don't ask how on earth that's possible. I look at his group and I know it is.

- 1 Read the task and the model response above. In which paragraph does the student do the following?

- A Introduce and describe Adam
- B Use direct quotations
- C Refer to the future
- D Describe the impact of Adam's work
- E Describe a scene

- 2 What is the purpose of the points A–E in Exercise 1? In your notebook, match them to their functions:

- 1 To provide an effective conclusion
- 2 To engage the reader's attention from the start
- 3 To make the article more lively and more credible
- 4 To introduce the main topic of the article
- 5 To describe the effects of the actions described earlier

## Wskazówka

Artykuł musi mieć tytuł oraz zajmujący wstęp, którego celem jest zainteresowanie czytelnika. Zacytowanie wypowiedzi uczestników opisywanych wydarzeń urozmaica tekst i dodaje mu wiarygodności.

- 3 In your notebook, match the following techniques for beginning an article to the examples. Two examples include two of the techniques each.

- 1 A surprising fact or figure
  - 2 A quotation
  - 3 An image or scene
  - 4 A question
  - 5 A story
- A Six couples are moving around the dance floor to lively Latin American music. They are quick, graceful and precise. [?]
- B Beethoven was deaf. You probably knew that already. But did you know that so are some professional dancers? [?] [?]
- C 'If you can walk, you can dance,' goes the old African proverb. But what if you can't walk? [?] [?]
- D Adam started his dancing career at the age of ten. At fifteen he became world champion. At eighteen he abandoned professional dancesport. [?]

- 4 In your notebook, complete the following phrases with the words from the box.

[ future hope know plans wondered would ]

## PRZYDATNE ZWROTY

◀◀◀◀ strona 30

## Wstęp

Did you <sup>1</sup> [?] that (some professional dancers are deaf)?

Have you ever <sup>2</sup> [?] why/how...?

What <sup>3</sup> [?] you do if...?

## Zakończenie: odniesienie do przyszłości

What will the <sup>4</sup> [?] of (integrated dance) be?

What are (Adam's) <sup>5</sup> [?] ?

Let's <sup>6</sup> [?] (they succeed).

Hopefully, ...

## Gramatyka Czasz przeszłe

5 Match the names of the tenses to the explanations of their uses. Put the verbs in brackets in the examples into the correct tense. Write the answers in your notebook.

- 1 Past Continuous
- 2 Past Simple
- 3 Past Perfect

- A The basic and most frequently used narrative tense, e.g. *After five years, he ? (decide) to make a change.*
- B The tense used to describe an activity that was in progress at a specific point in the past, especially if it was interrupted by another activity, e.g. *The idea occurred to her while she ? (stay) with friends in Brazil.*
- C The tense used to show that a past activity happened before another past activity, e.g. *They realised they ? (discover) something important.*

6 Put the verbs in the correct narrative tenses. Write the answers in your notebook.



## HIKER THANKS HER HOSTS

Seven years ago, while she <sup>1</sup> ? (trek) in the Himalayas, Diane <sup>2</sup> ? (suffer) an injury. She and her companion <sup>3</sup> ? (find) help in a tiny village where only one person <sup>4</sup> ? (speak) English. Struck by the kindness of her hosts and the harsh conditions in which they lived, Diane <sup>5</sup> ? (decide) to do something for the people who <sup>6</sup> ? (probably/save) her life. She <sup>7</sup> ? (contact) several charities, and in a few years her efforts <sup>8</sup> ? (lead) to a school being built in the village.

GRAMATYKA, strona 196

7 Do the task below in your notebook.

## Zadanie 2

Pismo, które czytujesz, ogłosiło konkurs na artykuł o osobie, której działania mogą być inspiracją dla młodych ludzi. Napisz **artykuł**, w którym scharakteryzujesz wybraną osobę i jej dokonania oraz uzasadnisz przekonanie, że może ona być taką postacią.

Wypowiedź powinna zawierać 200–250 słów.

1 In pairs, do task 1. Use one or more opening phrases from the box.

## PRZYDATNE ZWROTY

««««« strona 32

## Rozpoczynanie rozmowy

I'm glad you're here. We need to talk.  
 We've got to discuss/decide ...  
 We need to discuss/decide ...  
 Can we talk about it now?  
 Do you want to talk about it now?  
 So, what sort of (...) did you have in mind?

## Zadanie 1

## UCZEŃ A

Jedna z osób wybierających się z tobą na obóz żeglarski zrezygnowała w ostatniej chwili. Wraz z kolegą/koleżanką szukacie kogoś na jej miejsce. Zamierzacie zredagować ogłoszenie i umieścić je na stronie klubu żeglarskiego. Porozmawiajcie o swoich oczekiwaniach wobec kandydata/kandydatki. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń A.

Wiek i płeć

Cechy charakteru

Poziom sprawności fizycznej

Umiejętności

**Wiek i płeć:** What sort of person are we looking for?

**Poziom sprawności fizycznej:** Should he/she be fit?

**Cechy charakteru:** Are we going to say anything about personal qualities in the ad?

**Umiejętności:** We also want a person with some practical skills, don't we?

## UCZEŃ B, strona 259

2 In pairs, do task 2. This time swap your roles. Use one or more opening phrases from the box.

## Zadanie 2

## UCZEŃ A

Wraz z kolegą/koleżanką chcecie zaprojektować postać do gry internetowej rozgrywanej się w waszym mieście. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń B.

Wiek i płeć postaci

Wygląd

Osobowość

Specjalne zdolności

**Wiek i płeć postaci:** So what do we want our character to be like?

**Wygląd:** What will he/she look like?

**Osobowość:** What personality traits should he/she have?

**Specjalne zdolności:** What special abilities do we want him/her to have?

## UCZEŃ B, strona 259

ZAPAMIĘTAJ WIĘCEJ

- 1 Znajdź w *Banku słów* przymiotniki, których użyłbyś/ użyłabyś do opisanego charakteru trzech osób z twojej rodziny.
- 2 Opisz, jak czułaś/czułeś się w dniu swoich ostatnich urodzin. Czy użyłaś/użyłś wyrazów i zwrotów z *Banku słów*?
- 3 Odpowiedz na pytania, korzystając z *Banku słów*.

- 1 What can you do with your shoulders?  
a wink b shrug c stare
- 2 When people are afraid, they  
a tremble. b frown. c hug.
- 3 If you can multitask, you are  
a efficient. b gullible.  
c impartial.
- 4 What word completes all three sentences?

He's got a good  ?  
for science.  
I can't get my  ?  
around it.  
The praise has gone to his  
 ? .

- 5 Which preposition fits all four sentences?

They complimented me  
 ? my work.  
She's focused  ? her  
studies.  
He insisted  ? going  
with us.  
I've got a lot  ? my  
mind at the moment.

- 6 What verb fits both sentences?

I often  ? my head  
and forget what to say.  
Stay calm and try not to  
 ? your temper.

- 4 **4.05** Posłuchaj wyrazów i zwrotów w języku polskim i zapisz w zeszycie ich odpowiedniki w języku angielskim. Sprawdź ich pisownię w *Banku słów*.

- |                          |                          |
|--------------------------|--------------------------|
| 1 <input type="text"/> ? | 4 <input type="text"/> ? |
| 2 <input type="text"/> ? | 5 <input type="text"/> ? |
| 3 <input type="text"/> ? | 6 <input type="text"/> ? |

Wskazówka

Przeglądając czasopismo lub portal internetowy, przyjrzyj się zdjęciu dowolnej osoby. Opisz jej wygląd, postawę ciała, charakter i uczucia.

**4.06 PERSONAL INFORMATION**

- date of birth (d.o.b.)** (n) /,deɪt əv 'bɜːθ (dɪ: əv 'biː)/ data urodzenia  
**citizenship** (n) /'sɪtɪznʃɪp/ obywatelstwo  
**gender/sex** (n) /'dʒendə'seks/ płeć  
**given name/first name** (n) /,gɪvən 'neɪm/'fɜːst neɪm/ imię  
**family name** (n) /'fæməli neɪm/ nazwisko  
**male/female** (adj) /meɪl/'fi:meɪl/ (płeć) męska/ żeńska  
**marital status** (n) /,mæɪrɪəl 'stetəs/ stan cywilny  
**middle name** (n) /,mɪdəl 'neɪm/ drugie imię  
**occupation** (n) /,ɒkjʊ'peɪʃn/ zawód  
**racial/ethnic group** (n) /,reɪʃəl,eθnɪk 'gru:p/ grupa etniczna  
**spouse** (n) /spaʊs/ współmałżonek

**4.07 BODY BUILD**

- muscular** (adj) /'mʌskjələ/ muskularny  
**obese** (adj) /əʊ'biːs/ otyły  
**overweight** (adj) /,əʊvə'weɪt/ z nadwagą  
**plump** (adj) /plʌmp/ pulchny  
**skinny/thin** (adj) /'skɪni/θɪn/ chudy  
**slender/slim** (adj) /'slendə/'slɪm/ szczupły  
**stocky** (adj) /'stɒki/ krępy

**HAIR**

- curly** (adj) /'kɜːli/ kręcone  
**fringe** (n) /frɪndʒ/ grzywka  
**frizzy** (adj) /'frɪzi/ kędzierzawe  
**highlights** (n) /'haɪlaɪts/ pasemka  
**plait** (n) /plæt/ warkocz  
**ponytail** (n) /'pəʊnɪteɪl/ kucyk  
**(tied) in a bun** /'taɪd ɪn ə 'bʌn/ (zebrane) w kok

**OTHER FEATURES**

- dimple** (n) /'dɪmpəl/ dołek (np. w policzku)  
**freckles** (n) /'freklz/ piegę  
**mole/beauty spot** (n) /məʊl/'bjʊ:ti spɒt/ pieprzyk  
**piercing** (n) /'pɪəsɪŋ/ kolczyk  
**scar** (n) /skɑː/ blizna  
**tattoo** (n) /tæ'tuː/ tatuaż  
**wrinkles** (n) /'rɪŋklz/ zmarszczki

**4.08 CLOTHES AND FASHION**

**CLOTHES**

- cape** (n) /keɪp/ peleryna  
**cape cardigan** (n) /,keɪp 'kɑːdɪgən/ luźny, rozpinany sweter  
**dressing gown** (n) /'dresɪŋ gaʊn/ szlafrok  
**hoodie** (n) /'hʊdi/ bluza z kapturem  
**jersey** (n) /'dʒɜːzi/ 1. sweter; 2. koszulka sportowa  
**sleeve** (n) /sli:v/ rękaw  
**sweatshirt** (n) /'swetʃɜːt/ bluza

**ACCESSORIES AND FOOTWEAR**

- bracelet** (n) /'breɪslət/ bransoletka  
**high heels** (n) /,haɪ 'hiːlz/ buty na wysokim obcasie  
**motorcycle boots** (n) /'məʊtəsaɪkəl buːts/ buty motocyklowe  
**necklace** (n) /'nekləs/ naszyjnik  
**scarf** (n) /skɑːf/ szalik, apaszka  
**slippers** (n) /'slɪpəz/ kaptcie  
**tie** (n) /taɪ/ krawat

**VERBS**

- fold** /fəʊld/ złożyć  
**shrink** /ʃrɪŋk/ skurczyć się  
**stretch** /stretʃ/ rozciągnąć się  
**undo the buttons** /ʌn,dʊ: ðə 'bʌtnz/ rozpiąć guziki  
**untie the shoes** /ʌn,taɪ ðə 'ʃuːz/ rozwiązać buty

**ADJECTIVES TO DESCRIBE CLOTHES AND STYLE**

- baggy** /'bægi/ workowaty  
**casual** /'kæʒuəl/ nieformalny

- creased** /kriːst/ wygnieciony  
**faded** /'feɪdɪd/ wypłowiały  
**feminine** /'femɪnɪn/ kobiecy  
**floaty** /'fləʊti/ zwiewny  
**floral** /'flɔːrəl/ w kwiaty  
**flowy** /'fləʊi/ spływający swobodnie  
**loose/loose-fitting** /luːs/luːs 'fɪtɪŋ/ luźny  
**ripped** /rɪpt/ podarty, z dziurami  
**scruffy** /'skrʌfi/ niechlujny  
**shabby** /'ʃæbi/ zaniedbany  
**sleeveless** /'sli:vləs/ bez rękawów  
**smart/elegant** /smɑːt/'elɪgənt/ elegancki  
**stretchy** /'stretʃi/ rozciągliwy, elastyczny  
**striped** /straɪpt/ w paski  
**stylish** /'stɑɪlɪʃ/ stylowy  
**tight/tight-fitting** /taɪt/taɪt 'fɪtɪŋ/ ciasny  
**trendy** /'trendi/ modny  
**unique** /ju:'ni:k/ unikalny  
**vintage** /'vɪntɪdʒ/ vintage, staromodny (jako zaleta)

**COLLOCATIONS**

- blend into the crowd** wmieścić się w tłum  
**conform to a style** dopasować się do stylu  
**express sb's individuality** być wyrazem czyjejś indywidualności  
**switch allegiance** zmienić przynależność

**4.09 BODY LANGUAGE – WAYS OF LOOKING**

- glance** (v) /glɑːns/ rzucić okiem  
**glare** (v) /gleə/ wpatrywać się ze złością  
**glimpse** (v) /glɪmps/ spojrzeć przelotnie  
**inspect/scrutinise** (v) /ɪn'spekt/'skru:tɪnaɪz/ zlustrować  
**peek** (v) /pi:k/ zerkać  
**peer** (v) /pɪə/ przyglądać się  
**stare** (v) /steə/ gapić się, wpatrywać się  
**watch** (v) /wɒtʃ/ obserwować

**4.10 BODY LANGUAGE – WAYS OF SPEAKING**

- hiss** (v) /hɪs/ syczeć  
**moan** (v) /məʊn/ jęczeć, narzekać  
**mumble/mutter** (v) /'mʌmbəl/'mʌtə/ mamrotać  
**shout** (v) /ʃaʊt/ krzyczeć  
**stutter** (v) /'stʌtə/ jąkać się  
**whisper (in sb's ear)** (v) /'wɪspə (ɪn ,sʌmbədɪz 'ɪə)/ szeptać (komuś do ucha)  
**yell** (v) /jel/ wrzeszczeć

**4.11 BODY LANGUAGE – POSTURE AND GESTURES**

- bang your fist** /bæŋ jə 'fɪst/ uderzyć pięścią  
**cross your legs** /krɒs jə 'legz/ skrzyżować nogi  
**fold your arms (across your chest)** /fəʊld jər 'ɑːmz (ə,krɒs jə 'tʃest)/ skrzyżować ramiona (na piersi)  
**frown** (v) /fraʊn/ zmarszczyć brwi  
**gesture** (n) /'dʒestʃə/ gest  
**hands on hips** /hændz ɒn 'hɪps/ ręce na biodrach  
**have your elbows on the table** /hæv jər ,elbəʊz ɒn ðə 'teɪbl/ opierać się łokciami o stół  
**hide your face in your hands** /haɪd jə ,feɪs ɪn jə 'hændz/ ukryć twarz w dłoniach  
**hug** (v) /hʌg/ objąć  
**lean back** (v) /liːn 'bæk/ odchylić się, opierać się, rozpięrać się (na krześle)  
**posture** (n) /'pɒstʃə/ postawa  
**purse your lips** /pɜːs jə 'lɪps/ zacisnąć usta  
**raise your eyebrows** /reɪz jər 'aɪbraʊz/ unieść brwi (ze zdumienia)  
**shake your head** /ʃeɪk jə 'hed/ potrząsnąć głową  
**shrug your shoulders** /ʃrʌg jə 'ʃəʊldəz/ wzruszyć ramionami  
**stand with your feet apart** /stænd wɪð jə 'fi:t ə,pɑːt/ stać na szeroko roztawionych nogach  
**tap your fingers (on a table)** /tæp jə 'fɪŋgəz (ɒn ə 'teɪbl)/ bębnić palcami (w stół)



**tremble** (v) /'trembəl/ drżeć, trząść się  
**turn to sb** (v) /'tɜːn tə sʌmbədi/ odwrócić się do kogoś  
**wink** (v) /wɪŋk/ mrugnąć

#### 4.12 PERSONALITY

**absent-minded** (adj) /æbsənt 'maɪndəd/ roztargniony  
**argumentative** (adj) /ɑːɡjʊ'mentətɪv/ kłótlivy  
**arrogant** (adj) /'ærəɡənt/ arogancki  
**bossy** (adj) /'bɒsi/ dominujący, apodyktyczny  
**bright** (adj) /braɪt/ bystry, rozgarnięty  
**broad-minded** (adj) /brɔːd 'maɪndɪd/ o szerokich horyzontach  
**busybody** (n) /'bɪzɪbɒdi/ osoba wścibska  
**caring** (adj) /'keərɪŋ/ troskliwy  
**conceited** (adj) /kən'siːtəd/ zadowolony  
**conscientious** (adj) /kənʃi'entʃəs/ sumienny  
**cynical** (adj) /'sɪnɪkəl/ cyniczny  
**(dis)honest** (adj) /'dɪs/'hɒnəst/ (nie)uczciwy  
**(dis)loyal** (adj) /'dɪs/'lɔɪəl/ (nie)lojalny  
**(dis)organised** (adj) /'dɪs/'ɔːɡənəɪzd/ (nie)zorganizowany  
**dull** (adj) /dʌl/ nudny  
**entertaining** (adj) /entə'teɪnɪŋ/ zabawny, wesoły  
**flexible** (adj) /'fleksəbəl/ elastyczny  
**generous** (adj) /'dʒenərəs/ hojny  
**gullible** (adj) /'ɡʌləbəl/ łatwowierny  
**humble** (adj) /'hʌmbəl/ skromny  
**(im)mature** (adj) /'ɪm'mætʃʊə/ (nie)dojrzały  
**(im)modest** (adj) /'ɪm'mɒdəst/ (nie)skromny  
**(im)patient** (adj) /'ɪm'peɪʃənt/ (nie)cierpliwy  
**(im)perfect** (adj) /'ɪm'pɜːfɪkt/ (nie)doskonały  
**(im)polite** (adj) /'ɪm'pə'laɪt/ (nie)uprzejmy  
**(in)discreet** (adj) /'ɪn'dɪskriːt/ (nie)dyskretny  
**(in)efficient** (adj) /'ɪn'ɪfɪʃənt/ (nie)sprawny, (nie)wydajny, (nie)skuteczny  
**(in)sensitive** (adj) /'ɪn'sensətɪv/ (nie)wrażliwy  
**(in)sincere** (adj) /'ɪn'sɪn'sɪə/ (nie)szczerzy  
**(in)tolerant** (adj) /'ɪn'tɒlərənt/ (nie)tolerancyjny  
**(ir)rational** (adj) /'ɪr'ræʃənəl/ (nie)racjonalny  
**(ir)responsible** (adj) /'ɪr'respɒnsəbəl/ (nie)odpowiedzialny  
**mean** (adj) /miːn/ skąpy, złośliwy  
**messy** (adj) /'mesi/ nieporządkony  
**narrow-minded** (adj) /nærəʊ 'maɪndəd/ o wąskich horyzontach  
**nosy** (adj) /'nəʊzi/ wścibski  
**overambitious** (adj) /əʊvə'ræm'bɪʃəs/ zbyt ambitny  
**partial/impartial** (adj) /'paːʃəl/'ɪm'paːʃəl/ stronniczy/bezstronny  
**perfectionist** (n) /pə'fekʃənɪst/ perfekcjonista  
**procrastinator** (n) /prə'kræstɪneɪtə/ osoba, która wszystko odkłada na później  
**rebellious** (adj) /rɪ'beljəs/ buntowniczy  
**reserved** (adj) /rɪ'zɜːvd/ powściągliwy  
**romantic** (adj) /rəʊ'mæntɪk/ romantyczny  
**rude** (adj) /ruːd/ nieuprzejmy  
**self-centred** (adj) /self 'sentəd/ egocentryczny  
**self-confident/self-assured** (adj) /self 'kɒnfədənt/ self ə'ʃʊəd/ pewny siebie  
**self-conscious** (adj) /self 'kɒŋʃəs/ nieśmiały, skrępowany  
**sensible/reasonable** (adj) /'sensəbəl/'riːzənəbəl/ rozsądny  
**shy** (adj) /ʃaɪ/ nieśmiały  
**strict** (adj) /strɪkt/ surowy  
**stubborn** (adj) /'stʌbən/ uparty  
**stupid** (adj) /'stjuːpɪd/ głupi  
**suspicious** (adj) /sə'spɪʃəs/ podejrzliwy  
**sympathetic** (adj) /sɪmpə'tetɪk/ współczujący  
**talkative** (adj) /'tɔːkətɪv/ gadatliwy  
**trustworthy** (adj) /'trʌstwɜːði/ godny zaufania  
**(un)imaginative** (adj) /'ɪn'ɪmædʒɪnətɪv/ (nie)obdarzony wyobraźnią  
**(un)intelligent** (adj) /'ɪn'ɪntelɪdʒənt/ (nie)inteligentny

**(un)punctual** (adj) /'ʌn'pʌŋktʃʊəl/ (nie)punktualny  
**unreasonable** (adj) /ʌn'riːzənəbəl/ nierozsądny  
**(un)reliable** (adj) /'ʌn'rɪ'laɪəbəl/ (nie)rzetelny, (nie)sumienny  
**unscrupulous** (adj) /ʌn'skruːpjələs/ pozbawiony skrupułów  
**vain** (adj) /veɪn/ próżny

#### 4.13 FEELINGS

**affection** (n) /ə'fekʃən/ uczucie, sympatia  
**angry** (adj) /'æŋɡri/ zły  
**annoy** (v) /ə'noɪ/ drażnić, irytować  
**anxiety** (n) /æŋ'zɪəti/ niepokój  
**anxious** (adj) /'æŋkʃəs/ niespokojny  
**apprehensive** (adj) /ə'prehensɪv/ pełen obaw  
**ashamed** (adj) /ə'ʃeɪmd/ zawstydzony  
**astonished** (adj) /ə'stɒnɪʃt/ zdruzgotany  
**bewildered** (adj) /bɪ'wɪldəd/ skonsternowany, oszołomiony  
**confused** (adj) /kən'fjuːzd/ zdezorientowany  
**depressed** (adj) /dɪ'prest/ przygnębiony, smutny  
**devastated** (adj) /'devəsteɪtəd/ zdruzgotany  
**elated** (adj) /ɪ'leɪtəd/ uszczęśliwiony  
**embarrassed** (adj) /ɪm'bærəst/ zażenowany, zawstydzony  
**excited** (adj) /ɪk'saɪtəd/ podekscytowany  
**exhausted** (adj) /ɪɡ'zɔːstəd/ wyczerpany  
**frightened** (adj) /'fraɪtnd/ przestraszony  
**frustrated** (adj) /frʌ'streɪtəd/ sfrustrowany  
**furious** (adj) /'fjʊəriəs/ wściekły  
**gloomy** (adj) /'ɡluːmi/ ponury  
**heartbroken** (adj) /'hɑːtbrʊkən/ zrozpaczony, załamany  
**in a bad temper** /ɪn ə 'bæd 'tempə/ zirytowany  
**in the mood (for sth)** /ɪn ðə 'muːd (fə 'sʌmθɪŋ)/ w nastroju (na coś)  
**indifferent (to)** (adj) /ɪn'dɪfərənt (tə)/ obojętny (na)  
**long for sb/sth** (v) /lɒŋ fə 'sʌmbɒdi/'sʌmθɪŋ/ tęsknić za kimś/czymś  
**lose your temper** /luːz jə 'tempə/ stracić panowanie nad sobą  
**miserable** (adj) /'mɪzərəbəl/ nieszczęśliwy  
**moved** (adj) /muːvd/ wzruszony  
**nervous** (adj) /'nɜːvəs/ zdenerwowany  
**overwhelmed** (adj) /əʊvə'welmd/ przytłoczony (czymś)  
**respect** (v) /rɪ'spekt/ szanować  
**stressed out** (adj) /strest 'aʊt/ zestresowany  
**surprised** (adj) /sə'praɪzd/ zaskoczony  
**terrified/petrified** (adj) /'terəfaɪd/'petrəfaɪd/ przerażony  
**thrilled** (adj) /θrɪld/ bardzo podekscytowany  
**tired** (adj) /'taɪəd/ zmęczony  
**unhappy** (adj) /ʌn'hæpi/ nieszczęśliwy

#### 4.14 FEELINGS – IDIOMS

**be down in the dumps** mieć chandrę, być bardzo smutnym  
**be over the moon** nie posiadać się ze szczęścia  
**get butterflies in your stomach** mieć tremę  
**wake up in a cold sweat** obudzić się zlanym zimnym potem

#### 4.15 ATTITUDES AND BELIEFS

**adjust to** (v) /ə'dʒʌst tə/ dostosować się do  
**admire** (v) /əd'maɪə/ podziwiać  
**approve (of sth)** (v) /ə'pruːv əv 'sʌmθɪŋ/ aprobować (coś)  
**attitude** (n) /'ætɪtjuːd/ postawa, nastawienie  
**be passionate about sth** /bi 'pæʃənət ə'bʌt 'sʌmθɪŋ/ pasjonować się czymś  
**belief** (n) /bɪ'liːf/ pogląd, przekonanie  
**content with (sth)** /kən'tent wɪð/ zadowolony z  
**convinced of** (adj) /kən'vɪnst əv/ przekonany o  
**disapprove of** (v) /dɪsə'pruːv əv/ nie aprobować (czegoś)  
**dismiss (an idea)** (v) /dɪs'mɪs (ən aɪ'diə)/ odrzucić (pomysł)

**dismissive** (adj) /dɪ'smɪsɪv/ lekceważący  
**focused on** (adj) /'fəʊkəst ɒn/ skupiony, skoncentrowany na  
**have a go at sth** /hæv ə 'gəʊ ət 'sʌmθɪŋ/ spróbować coś zrobić  
**indifferent to** (adj) /ɪn'dɪfərənt tə/ obojętny na  
**insist on** (v) /ɪn'sɪst ɒn/ nalegać na  
**regard sth as** (v) /rɪ'ɡɑːd 'sʌmθɪŋ əz/ uważać coś za  
**take an interest in sth** /teɪk ən 'ɪntrəst ɪn 'sʌmθɪŋ/ zainteresować się czymś  
**take pride in sth** /teɪk 'praɪd ɪn 'sʌmθɪŋ/ szczerzyć się czymś

#### 4.16 THE MIND

**assume** (v) /ə'sjuːm/ zakładać  
**assumption** (n) /ə'sʌmpʃən/ założenie, przypuszczenie  
**change your mind** /tʃeɪndʒ jə 'maɪnd/ zmienić zdanie  
**come to sb's mind** /kʌm tə 'sʌmbɒdɪz 'maɪnd/ przyjść komuś na myśl  
**compliment sb on sth** (v) /kɒmplɪmənt 'sʌmbɒdi ɒn 'sʌmθɪŋ/ gratulować komuś czegoś  
**confront sth** (v) /kən'frʌnt 'sʌmθɪŋ/ stawiać czołmo  
**deal with sth** (v) /diːl wɪð 'sʌmθɪŋ/ radzić sobie z czymś  
**distract** (v) /dɪ'strækt/ rozpraszać  
**gain sb's confidence** /ɡeɪn 'sʌmbɒdɪz 'kɒnfədəns/ zyskać czyjeś zaufanie  
**get your head around sth** /get jə 'hed ə'raʊnd 'sʌmθɪŋ/ zrozumieć i zaakceptować coś  
**go to one's head** /ɡəʊ tə wʌnz 'hed/ uderzyć do głowy  
**have a good head for sth** /hæv ə 'ɡʊd 'hed fə 'sʌmθɪŋ/ mieć głowę do czegoś  
**have sth on your mind** /hæv 'sʌmθɪŋ ɒn jə 'maɪnd/ stale myśleć o czymś  
**imagine** (v) /ɪ'mædʒɪn/ wyobrazić sobie  
**lose your head** /luːz jə 'hed/ stracić głowę  
**lose your mind** /luːz jə 'maɪnd/ stracić zmysły, oszaleć  
**make up your mind** /meɪk ʌp jə 'maɪnd/ zdecydować się  
**multitask** (v) /mʌltɪ'tɑːsk/ zajmować się kilkoma rzeczami naraz, mieć podzielną uwagę  
**off the top of your head** /ɒf ðə 'tɒp əv jə 'hed/ bez zastanowienia  
**perceive** (v) /pə'siːv/ postrzegać, dostrzegać  
**perception** (n) /pə'sepʃən/ postrzeganie  
**realise** (v) /rɪ'laɪz/ uświadomić sobie  
**recall/recollect** (v) /rɪ'kɔːl/'rekəlekt/ przypomnieć sobie  
**regard sth as** (v) /rɪ'ɡɑːd 'sʌmθɪŋ əz/ uważać coś za  
**sense** (n) /sens/ zmysł

#### 4.17 ETHICAL PROBLEMS

**abortion** (n) /ə'brɔːʃən/ aborcja  
**animal testing** (n) /'æɪməl 'testɪŋ/ testowanie na zwierzętach  
**cloning** (n) /'klɒnɪŋ/ klonowanie  
**death penalty/capital punishment** (n) /'deθ 'penəlti/'kæpɪtəl 'pʌnɪʃmənt/ kara śmierci  
**ethical dilemma** (n) /e'tɪkəl daɪ'lemə/ dylemat etyczny  
**euthanasia** (n) /juːθə'neɪziə/ eutanazja  
**genetic engineering** (n) /dʒə'netɪk endʒɪ'niəriŋ/ inżynieria genetyczna  
**GMO (genetically modified organism)** (n) /'dʒiː em 'əʊ (dʒə'netɪkəl 'mɒdɪfaɪd 'ɔːɡənɪzəm)/ organizm zmodyfikowany genetycznie  
**IVF (in vitro fertilisation)** (n) /aɪ viː 'ef (ɪn 'vɪtʁəʊ 'fɜːtɪləɪz'eɪʃən)/ zapłodnienie in vitro  
**marijuana legalisation** (n) /mæ'rɪ'wɑːnə 'liːɡələɪz'eɪʃən/ legalizacja marihuany  
**organ donation** (n) /ɔːɡən dəʊ'nəɪʃən/ dawstwo organów  
**same-sex/gay marriage** (n) /seɪm seks/'geɪ 'mæɪrɪdʒ/ małżeństwo homoseksualne