

Seria repetytoriów dla szkół średnich

# JĘZYK ANGIELSKI

## KOREPETYCJE MATURZYSTY

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TWÓJ DOMOWY NAUCZYCIEL

NASZ CEL:

**MATURA**

ZDANA NA 100%

Anna Treger

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# JĘZYK ANGIELSKI

## KOREPETYCJE MATURZYSTY



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„Korepetycje maturzysty” to publikacja napisana z myślą, by jak najlepiej pomóc w przygotowaniu się do egzaminu dojrzałości z języka angielskiego. Egzamin ten nie tylko podsumowuje edukację w szkole średniej, ale także jest podstawą kwalifikacji na studia wyższe w uczelniach publicznych. Dzięki tej książce można dobrze usystematyzować i rozszerzyć wiedzę oraz umiejętności komunikacyjne w dziedzinie języka angielskiego.

Ćwiczenia i zadania w repetytorium mają praktyczny charakter i są zgodne z zakresem materiału wymaganego na maturze.

Książka podzielona jest na dziesięć rozdziałów, na końcu znajduje się klucz pozwalający czytelnikowi samodzielnie sprawdzać prawidłowość wszystkich odpowiedzi. Każdy rozdział obejmuje część leksykalną (*Focus on vocabulary*), część gramatyczną (*Focus on grammar*) oraz przykładowe zestawy na ustną maturę (*Focus on matura*) ułożone zgodnie z wytycznymi ministerialnymi.

Zagadnienia gramatyczne są ściśle skorelowane z ćwiczeniami leksykalnymi, w każdym rozdziale rozwiązywanie ćwiczeń gramatycznych jednocześnie pomaga utrwalić wprowadzony w *Focus on vocabulary* zasób słownictwa.

Z życzeniami matury na 100 procent  
Anna Treger

<b>Wstęp</b> _____	<b>3</b>	<b>Focus on grammar</b> _____	<b>85</b>
<b>1. Man</b> _____	<b>7</b>	Przedimki • Przyimki miejsca	
Focus on vocabulary _____	8	• Przystówki miejsca	
Build and appearance _____	8	• Rzeczowniki użyte przymiotnikowo	
Personality _____	11	• Czasy <i>Present Perfect</i> , <i>Present Perfect Continuous</i> , <i>Past Simple</i> , <i>Past Continuous</i> • <i>Have</i> sprawcze	
Clothes _____	15	<b>Focus on matura</b> _____	<b>93</b>
Age _____	20	<b>4. Everyday life</b> _____	<b>95</b>
Feelings and emotions _____	24	Focus on vocabulary _____	96
Body language and gestures _____	26	Daily activities _____	96
Focus on grammar _____	30	Hobbies and leisure _____	100
Przymiotniki – budowa, stopniowanie, przymiotnik złożony, kolejność przed rzeczownikiem, użycie z przedimkiem określonym • Przystówki – budowa, stopniowanie • Konstrukcje porównawcze • <i>Present Continuous</i> • Liczebniki		Shopping _____	103
Focus on matura _____	42	Focus on grammar _____	107
<b>2. Social and family life</b> _____	<b>45</b>	Czasy <i>Present Simple</i> , <i>Present Continuous</i> • Bezokolicznik i forma <i>-ing</i> • Przyimki • Przedimki • Zdania z emfazą • Czasowniki frazowe	
Focus on vocabulary _____	46	Focus on matura _____	116
Family _____	46	<b>5. Food and drink</b> _____	<b>119</b>
Friends and relations _____	49	Focus on vocabulary _____	120
Celebrations and special occasions _____	54	Talking about food _____	120
Focus on grammar _____	58	Food preparation _____	122
Rzeczowniki – budowa, forma dzierżawcza, rzeczowniki kolektywne i zbiorowe, liczba mnoga • Zaimki • Czasowniki frazowe		Eating in _____	124
Focus on matura _____	69	Eating out _____	127
<b>3. Housing and living</b> _____	<b>73</b>	Drinking _____	131
Focus on vocabulary _____	74	Focus on grammar _____	134
Housing and living _____	74	Rzeczowniki policzalne i niepoliczalne, zbiorowe • Wyrażenia jednostkowe • Czasowniki wyrażające stany i czynności • Przymiotniki po czasownikach postrzegania • Czasowniki frazowe	
Problems around the house _____	77	Focus on matura _____	144
In the house _____	80		

**6. Travelling 147**

Focus on vocabulary \_\_\_\_\_ 148

On the road \_\_\_\_\_ 148

Driving \_\_\_\_\_ 151

Travelling and means of transport \_\_\_\_\_ 154

Holidays \_\_\_\_\_ 158

Focus on grammar \_\_\_\_\_ 161

Czasy *Present Perfect, Past Simple, Past Perfect, Present Continuous, Present Simple, Future Simple, Future Continuous, be going to*

- Wyrażenia czasowe
- Przyimki czasu, miejsca i ruchu
- Przystówki czasu i miejsca
- Inwersja
- Bezokolicznik i forma *-ing*
- Czasowniki frazowe

Focus on matura \_\_\_\_\_ 172

**7. Health 175**

Focus on vocabulary \_\_\_\_\_ 176

Health problems \_\_\_\_\_ 176

At the doctor's \_\_\_\_\_ 180

In hospital \_\_\_\_\_ 183

Focus on grammar \_\_\_\_\_ 186

Czasy *Present Perfect, Past Simple*

- Pytania i odpowiedzi • Czasowniki modalne • Zdania warunkowe
- Tryb łączący • Czasowniki frazowe

Focus on matura \_\_\_\_\_ 194

**8. Education and work 197**

Focus on vocabulary \_\_\_\_\_ 198

Education \_\_\_\_\_ 198

Looking for a job \_\_\_\_\_ 202

Work and career \_\_\_\_\_ 206

Focus on grammar \_\_\_\_\_ 211

Czasy *Present Continuous, Future Simple, Future Continuous, be going to, Future Perfect, Future Perfect Continuous*

- Zdania warunkowe I, II, III typu i mieszane. Tryb łączący • Czasowniki modalne • Czasowniki frazowe

Focus on matura \_\_\_\_\_ 222

**9. Culture and mass media 225**

Focus on vocabulary \_\_\_\_\_ 226

Film and cinema \_\_\_\_\_ 226

Books \_\_\_\_\_ 229

Music \_\_\_\_\_ 232

Television \_\_\_\_\_ 235

Computers and the internet \_\_\_\_\_ 238

Newspapers and magazines \_\_\_\_\_ 242

Focus on grammar \_\_\_\_\_ 245

Mowa zależna i niezależna

- Strona bierna

Focus on matura \_\_\_\_\_ 252

**10. The natural world 255**

Focus on vocabulary \_\_\_\_\_ 256

The weather \_\_\_\_\_ 256

Natural world \_\_\_\_\_ 259

Focus on grammar \_\_\_\_\_ 262

Przedimki • Zdania z podmiotem *it*

- Wyrażenia jednostkowe
- *Have* sprawcze • Zdania warunkowe I, II i III typu i mieszane • *Didn't need to (do) i needn't have (done)*
- Czasowniki frazowe

Focus on matura \_\_\_\_\_ 270

**Klucz** \_\_\_\_\_ 273



# Unit 1. Man

*„Człowiek jest miarą wszechrzeczy”, czytamy już u starożytnych Greków. Pogawędki, rozmowy, informacje o bliźnich to ważny obszar kompetencji językowej – znalazło to swoje odzwierciedlenie w podstawie programowej. W poniższym rozdziale powtórzysz, usystematyzujesz i rozwiniesz słownictwo dotyczące wielu aspektów i cech jednostki ludzkiej (wyglądu, osobowości, emocji i języka ciała). W dalszej kolejności przedstawione są zagadnienia gramatyczne często występujące w wypowiedziach o człowieku (budowa słowotwórcza przymiotnika, stopniowanie przymiotników i przysłówków, czas **Present Continuous**). Ostatni segment rozdziału to ćwiczenia praktyczne, przygotowujące do ustnej matury.*



## Focus on vocabulary

## BUILD AND APPEARANCE

ĆWICZENIE 1. Uzupełnij poniższe zdania wyrazami z ramek.

braids    overweight    hair    dimples    cheeks    bones  
eyebrows    freckles    make-up    complexion

1. Tony has a dark  and he tans easily.
2. Ann has a few  on her face, which I find very charming.
3. David's face is very round with chubby .
4. She really needs to start eating. She is just a bag of !
5. Kate always wears her hair in two  or ponytails.
6. I'm way too . I need to lose fat and get fit.
7. If you put a little  on her, she looks really beautiful.
8. Our history teacher has bushy  that completely obscure his eyes.
9. Joe is going bald. The front of his  is V-shaped.
10. Paddy gets two  on her cheeks when she smiles.

ĆWICZENIE 2. Dopasuj przymiotniki z kolumny A do rzeczowników z kolumny B.

- | A  |    | B                                   |
|--|----|-------------------------------------|
| 1. <input type="text" value="wavy"/>       | a) | <input type="text" value="fringe"/> |
| 2. <input type="text" value="double"/>     | b) | <input type="text" value="beard"/>  |
| 3. <input type="text" value="bright"/>     | c) | <input type="text" value="cheeks"/> |
| 4. <input type="text" value="high"/>       | d) | <input type="text" value="nose"/>   |
| 5. <input type="text" value="protruding"/> | e) | <input type="text" value="belly"/>  |
| 6. <input type="text" value="Roman"/>      | f) | <input type="text" value="hair"/>   |
| 7. <input type="text" value="short"/>      | g) | <input type="text" value="eyes"/>   |

- |     |                                      |    |                                       |
|-----|--------------------------------------|----|---------------------------------------|
| 8.  | <input type="text" value="flowing"/> | h) | <input type="text" value="chin"/>     |
| 9.  | <input type="text" value="rosy"/>    | i) | <input type="text" value="forehead"/> |
| 10. | <input type="text" value="beer"/>    | j) | <input type="text" value="ears"/>     |

**ĆWICZENIE 3.** Uzupełnij luki w zdaniach 1–10, używając wyrażeń z ćwiczenia 2.

1. She has  that tends to get frizzy when it rains.
2. Vernon is an unattractive middle-aged man with a .
3. Beth has  that light up anytime she smiles.
4. In some parts of the world a  is a sign of intelligence.
5. Sue has  which she hides under her hair.
6. Her  give her face a childish appearance.
7. Tom looks rather eccentric with his  and long hair.
8. I have a  that stops over my eyebrows.
9. His  makes him look very noble.
10. Jenny wants to lose her  but she doesn't want to get too thin elsewhere.

**ĆWICZENIE 4.** Uzupełnij teksty wyrazami z ramek.

- a)

Nick is 17 years old. He is  <sup>1</sup>, standing at about 6'7", but is fairly  <sup>2</sup>. You wouldn't believe that as a child he was  <sup>3</sup>. A broad  <sup>4</sup>, high  <sup>5</sup> and a cleft  <sup>6</sup> are the most marked  <sup>7</sup> of his face. Although Nick is making the transition from adolescence to manhood now, his blond  <sup>8</sup> hair, cute  <sup>9</sup> in his cheeks and a broad smile give him a boyish  <sup>10</sup>. Nick is from Australia, and as with most Australians his  <sup>11</sup> has a bronze tone from the constant exposure to the sun.

b) **eyes face hair wisp complexion freckles ears arm**

Melanie is just a  <sub>1</sub> of a girl. At the age of 17 she looks as if she were only a little kid. She has a nice, round  <sub>2</sub>, dark shoulder-length  <sub>3</sub> which is usually pulled back in a ponytail, green, deep-set  <sub>4</sub> and a pale  <sub>5</sub> which strongly contrasts with her hair, and a few brown  <sub>6</sub> on her nose. Her  <sub>7</sub> are pierced and she wears studs in them. She once wanted to have a tattoo on her  <sub>8</sub> but her parents forbade it.

c) **lips eyelashes slim figure shoulders freckled round  
braids beauty**

My sister Susan is 22 years old. She is a classic  <sub>1</sub>. She is tall and  <sub>2</sub> so she can wear almost anything. She has long, dark hair that falls down over her  <sub>3</sub>. When she was younger, she wore her hair in  <sub>4</sub>, but she wears it loose now. Her face is  <sub>5</sub> and  <sub>6</sub> with large blue eyes, long  <sub>7</sub> and small yet full  <sub>8</sub>. Her good  <sub>9</sub> makes people turn their heads for a second look.

**ĆWICZENIE 5.** Uzupełnij poniższe zdania wyrazami z ramek.

**moustache mark nose thin handsome fit fat tall eyes wavy**

1. As a child I had  hair, but as I got older it became straight.
2. She has a beauty  on one cheek.
3. You'll get  if you overeat regularly.
4. Clive is a  man with dark hair and a charming smile.
5. Tim goes to the gym regularly to keep .
6. My sister is very  although she eats a lot.
7. Her  turns up slightly at the tip.
8. Kate wears high heels, which makes her really .

9. She looks very tired with those bags under her .
10. Mr Edwards has a  which covers his upper lip.

**ĆWICZENIE 6.** Uzupełnij dialogi podanymi wyrażeniami.

- |   |   |
|---|---|
| <p>1. A: <input type="text"/>?</p> <p>B: She looks like a model.<br/>She is tall and slim.</p> <p>2. A: <input type="text"/>?</p> <p>B: She looks really beautiful today<br/>with her hair pulled back.</p> <p>3. A: <input type="text"/>?</p> <p>B: She is much better. She's recovering well.</p> <p>4. A: <input type="text"/>?</p> <p>B: She looks like her mother. They are both fair-haired and blue-eyed.</p> <p>5. A: <input type="text"/>?</p> <p>B: She is like her mother. Very kind and gentle.</p> | <p>a) <input type="text" value="Who does she look like"/></p> <p>b) <input type="text" value="How is she"/></p> <p>c) <input type="text" value="What does she look like"/></p> <p>d) <input type="text" value="What is she like"/></p> <p>e) <input type="text" value="How does she look"/></p> |
|---|---|

## PERSONALITY

**ĆWICZENIE 1.** Dopasuj przymiotniki z kolumny A do wyrazów przeciwstawnych z kolumny B.

- | A   |    | B  |
|---|----|--|
| 1. <input type="text" value="caring"/>        | a) | <input type="text" value="talkative"/>     |
| 2. <input type="text" value="conceited"/>     | b) | <input type="text" value="open"/>          |
| 3. <input type="text" value="careless"/>      | c) | <input type="text" value="childish"/>      |
| 4. <input type="text" value="disrespectful"/> | d) | <input type="text" value="inconsiderate"/> |
| 5. <input type="text" value="reserved"/>      | e) | <input type="text" value="reliable"/>      |
| 6. <input type="text" value="serious"/>       | f) | <input type="text" value="generous"/>      |

- |     |  |    |  |
|-----|--|----|--|
| 7.  | <input type="text" value="stingy"/>        | g) | <input type="text" value="light-hearted"/> |
| 8.  | <input type="text" value="taciturn"/>      | h) | <input type="text" value="modest"/>        |
| 9.  | <input type="text" value="mature"/>        | i) | <input type="text" value="polite"/>        |
| 10. | <input type="text" value="untrustworthy"/> | j) | <input type="text" value="cautious"/>      |

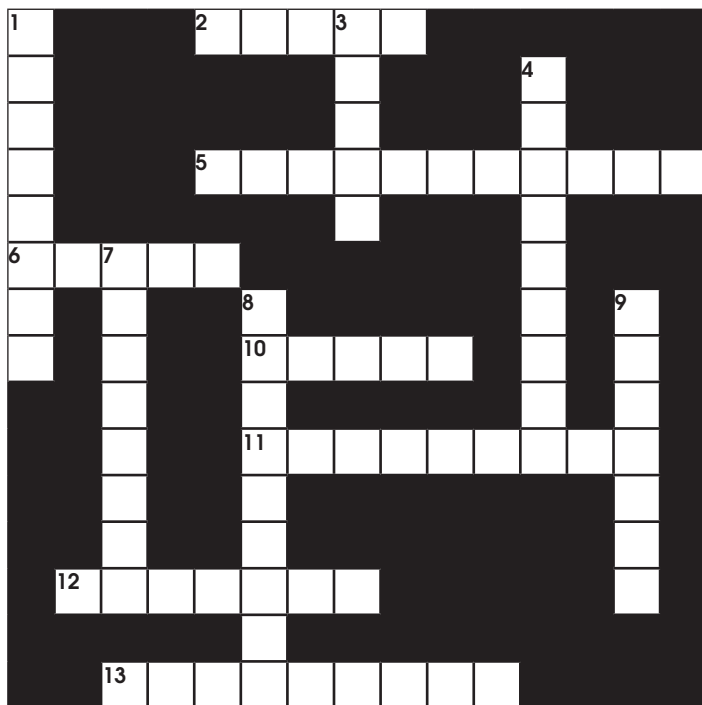
**ĆWICZENIE 2.** Wybierz z jednej z kolumn z poprzedniego ćwiczenia wyraz pasujący do każdego z poniższych zdań i wstaw go w zaznaczone miejsce.

- Katy is so . She loses her glasses all the time.
- Their son is very . He never says hello when he meets you.
- Peggy has a quiet nature and is very . She seldom talks about her feelings.
- Paul is . He doesn't want to share anything with his siblings.
- She is very  for her age, but still looks like a child.
- Joe can be fun, but he is too selfish. I wish he were more .
- You can trust Philip. He is . When he says he will do it, he really means it.
- Bonny is so  that she can talk the hind leg off a donkey.
- Alex is cute, but he is so . He never worries about anything!
- You're too . Your English is excellent!

**ĆWICZENIE 3.** Rozwiń krzyżówkę.

**Across**

- always telling other people what to do
- repeatedly arguing with other people
- paying great attention to unimportant details, difficult to please
- changing quickly from being in a good mood to being in a bad mood
- annoyed because of someone's mistakes or delays
- feeling angry and unhappy because of someone's advantages, position or possession
- able to understand other people's feelings and needs



### Down

- 1. happy, in good spirits
- 3. intelligent, clever
- 4. determined to do something even when other people think it is unreasonable
- 7. enjoying being with other people, friendly
- 8. having a strong wish for success, power or achievement
- 9. aggressive towards someone

### ĆWICZENIE 4. Uzupełnij teksty wyrazami z ramek.

- a) **persistent** **outdoor type** **ambitious** **social**

Robbie is very  <sub>1</sub> and he always tries to do his best in all his assignments. He is also  <sub>2</sub> in his studies so everybody thinks that he will go far in his chosen career. Probably they are right because so far he has excellent results and he is at the top of his class. Besides, he is very  <sub>3</sub> and gets along well with all his classmates, though he is not much of an  <sub>4</sub>. He prefers relaxing at home with some friends rather than going out.

- b) **patient** **rebellious** **indulgent** **independent** **strict** **stubborn**

Sue is very  <sub>1</sub> and won't listen. She often argues with her friends and everybody at home. Her parents are perhaps too  <sub>2</sub> and  <sub>3</sub> and they don't discipline her. I think that for her own good they should be more  <sub>4</sub> with her. On the other hand, she is of an age where such behaviour is typical. Like most teenagers she is  <sub>5</sub> and tries to be  <sub>6</sub>.

ĆWICZENIE 5. Uzupełnij poniższe zdania wyrazami z ramek.

gentle boastful bossy reliable outgoing imaginative touchy  
grumpy carefree nosy

1. He is so  that he wouldn't hurt a fly.
2. Frank is  and likes to dominate other people.
3. You can trust him. He is  and dependable.
4. Their son is very . He is full of ideas and enthusiasm.
5. Jack can be very , especially in the mornings, when he has the habit of snapping at people.
6. Judy is  and enjoys meeting people.
7. Mrs Johnson is very  of her son's achievements.
8. Mary is  and often behaves thoughtlessly.
9. Everything seems to bother him. He is so .
10. My aunt is very . She always wants to know everything about other people's affairs.

ĆWICZENIE 6. Uzupełnij poniższe zdania wyrazami z ramek.

cold fish home lover wolf in sheep's clothing bookworm  
busybody killjoy daredevil lone wolf party animal culture vulture  
couch potato big-head eager beaver

1. Paul is a(n) . He spends much of his time in the library.
2. My sister is a(n) . She doesn't go out much.
3. Brian is a(n) . He enjoys partying quite a lot.
4. I'm a(n) . I'm most comfortable when I'm on my own, without other people.

5. Nick never smiles or jokes. He is a(n) .
6. My brother is a(n) . He always goes in for extreme sports.
7. Be careful about Kate. She is a(n) . She loves prying into other people's lives.
8. She spoils everybody's fun. She is a(n) .
9. He is interested in the arts and often attends cultural events. He is a(n) .
10. Don't be such a(n) . Slow down and have more fun.
11. Kate's husband is such a(n) . He will only sit and watch TV all day.
12. Martin is such a(n) , isn't he? He just goes around telling people how intelligent he is.
13. Dorothy seemed to be a(n) , but underneath she had a heart of gold.

## CLOTHES

### ĆWICZENIE 1

a) Połącz w pary wyrazy w kolumnach, tak by złożyły się w rozwinięte nazwy ubrań.

- |    |  |    |                                       |
|----|--|----|---------------------------------------|
| 1. | <input type="text" value="short-sleeved"/>   | a) | <input type="text" value="shoes"/>    |
| 2. | <input type="text" value="double-breasted"/> | b) | <input type="text" value="dress"/>    |
| 3. | <input type="text" value="low-rise"/>        | c) | <input type="text" value="sweater"/>  |
| 4. | <input type="text" value="backless"/>        | d) | <input type="text" value="suit"/>     |
| 5. | <input type="text" value="peaked"/>          | e) | <input type="text" value="blouse"/>   |
| 6. | <input type="text" value="pull-on"/>         | f) | <input type="text" value="shirt"/>    |
| 7. | <input type="text" value="button-down"/>     | g) | <input type="text" value="hat"/>      |
| 8. | <input type="text" value="V-neck"/>          | h) | <input type="text" value="trousers"/> |



b) Rozstrzygnij, które z materiałów wymienionych po lewej stronie kolumny mogą być surowcem dla wszystkich trzech części garderoby z poszczególnych wierszy kolumny prawej.

1.	woollen	a)	tie, scarf, dress
2.	leather	b)	dress, shirt, suit
3.	denim	c)	shoes, jacket, belt
4.	linen	d)	cap, gloves, socks
5.	silk	e)	trousers, skirt, jacket

**ĆWICZENIE 2.** Dopasuj początki i końcówki zdań z kolumn 1–12 i a–l, tak by powstały pełne wypowiedzi.

- |  |  |
|--|--|
| 1. Put on a coat, dear →   | a) When the meeting was over →             |
| 2. Dennis rolled up his sleeves →                                | b) → or you'll catch a cold.               |
| 3. → so he buckled the belt<br>around his waist to hold them up. | c) → because she was too warm.             |
| 4. Tie up your shoelaces or →                                    | d) → I took a larger size.                 |
| 5. Kris took off his clothes and →                               | e) → and got down to work.                 |
| 6. He pulled up the hood of his coat<br>to keep →                | f) → normally she wears casual<br>clothes. |
| 7. Mark tucked his shirt into the trousers<br>because →          | g) His trousers were too loose →           |
| 8. Kate unzipped her jacket →                                    | h) → he wanted to look<br>presentable.     |
| 9. I couldn't do up the buttons<br>on my shirt so →              | i) → his T-shirt and jeans.                |
| 10. → the man loosened his tie.                                  | j) → went to bed.                          |
| 11. Laura loves dressing up<br>for parties but →                 | k) → you will trip over them.              |
| 12. Thomas changed out of his suit into →                        | l) → his ears warm.                        |

**ĆWICZENIE 3.** Uzupełnij teksty wyrazami z ramek. Zmień formę tam, gdzie jest to konieczne.

a) **hat gloves trousers flaps coat clothes boots fleece**

The traveller put on cold-weather  <sub>1</sub> to ward off the chilly wind. He was wearing a sheepskin  <sub>2</sub> reaching below the knee, winter  <sub>3</sub>, waterproof  <sub>4</sub>, woolen  <sub>5</sub> and a  <sub>6</sub> underneath. On his head he had a fur  <sub>7</sub> with ear  <sub>8</sub> to cover his ears and cheeks. It was very cold but he didn't feel it. His clothes kept him warm from the inside out.

b) **handbag skirt outfits clothes heels sweater shirt**

Meg likes tight  <sub>1</sub> in bold colours. Today she is wearing black leather  <sub>2</sub> and a bright red  <sub>3</sub> over a white collared  <sub>4</sub>, which all look very good on her. She chose her red high  <sub>5</sub> with ankle straps to go with the sweater and the  <sub>6</sub>. I really like her style, although I would choose less showy  <sub>7</sub>.

c) **shoes jeans sweatshirt footwear hood**

The teenager was wearing a gray oversized  <sub>1</sub> with the  <sub>2</sub> pulled up over his head so you could hardly see his face. The sweatshirt had the slogan „Be Who You Are” on the front. His blue  <sub>3</sub> were worn and a size too big. On his feet he had sports  <sub>4</sub>, which were the only  <sub>5</sub> he enjoyed wearing.

**ĆWICZENIE 4.** Z podanych odpowiedzi wybierz właściwą, wpisując **a**, **b** lub **c**.

1. At my school we have to wear .

a) uniforms                      b) overalls                      c) suits

2.  are ideal for the beach.

a) Boots                              b) Clogs                              c) Flip-flops

3. It was cold today so Sue had to wear  under her trousers.  
a) slip                      b) long johns                      c) stockings
4. Richard is happy to wear a  to work, because he thinks of himself as a professional.  
a) suit                      b) coat                      c) sweater
5. Most women at the party wore full-length .a) skirts                      b) dresses                      c) slips
6. The girl was wearing a  which was just above her knees.  
a) skirt                      b) top                      c) vest
7. It was raining so the children put on  and went outside.  
a) high heels                      b) wellingtons                      c) slippers
8.  look fabulous, but they are uncomfortable to wear all day.  
a) Trainers                      b) Stilettos                      c) Loafers
9. It's very windy. You'd better put on a windproof .a) jacket                      b) robe                      c) top
10. Paul was wearing  to keep his hands warm.  
a) scarf                      b) socks                      c) mittens

### ĆWICZENIE 5.

a) Dopasuj przymiotniki z kolumny **A** do wyrazów przeciwstawnych z kolumny **B**.

- | A   |    | B  |
|---|----|--|
| 1. <input type="text" value="casual"/>      | a) | <input type="text" value="tailor-made"/>   |
| 2. <input type="text" value="loose"/>       | b) | <input type="text" value="smart"/>         |
| 3. <input type="text" value="trendy"/>      | c) | <input type="text" value="eye-catching"/>  |
| 4. <input type="text" value="off-the-peg"/> | d) | <input type="text" value="unflattering"/>  |
| 5. <input type="text" value="neat"/>        | e) | <input type="text" value="tight"/>         |
| 6. <input type="text" value="plain"/>       | f) | <input type="text" value="untidy"/>        |
| 7. <input type="text" value="slimming"/>    | g) | <input type="text" value="old-fashioned"/> |

b) Wybierz z jednej z kolumn z 5a wyraz pasujący do każdego z poniższych zdań i wstaw go w zaznaczone miejsce.

1. Steve put on  clothes and a baseball cap.
2. Alice likes wearing  jeans that show the shape of her legs.
3. The boutique sells  clothes for teens at reasonable prices.
4. Mike prefers  clothing because he can choose them and buy immediately.
5. Anyone wearing  clothes will not be permitted into the club.
6. Jane was wearing a(n)  skirt which drew everyone's attention.
7. I think that these trousers are  to your figure.  
You look fat in them.

ĆWICZENIE 6. Uzupełnij dialogi poniższymi wyrażeniami.

- |                         |                   |                         |                    |
|-------------------------|-------------------|-------------------------|--------------------|
| a) <input type="text"/> | <b>shortened</b>  | e) <input type="text"/> | <b>replaced</b>    |
| b) <input type="text"/> | <b>let it out</b> | f) <input type="text"/> | <b>need a belt</b> |
| c) <input type="text"/> | <b>take it in</b> | g) <input type="text"/> | <b>lengthened</b>  |
| d) <input type="text"/> | <b>remove</b>     | h) <input type="text"/> | <b>sew it on</b>   |

1. A: This dress is too tight.  
B: I'll have to .
2. A: I'm afraid these jeans are too loose.  
They keep falling down.  
B: You  to hold them up.
3. A: Oh, no. The jacket is too long!  
B: Don't worry. It can be .
4. A: The coat is very nice, but aren't the sleeves too short?  
B: They are. They need to be  a bit.

5. A: This is a nice jacket, but the zipper seems to be broken.  
B: You can always take it to the tailor's to get it .
6. A: The blouse itself is cute. I love the fabrics and colour, but I don't like the shoulder pads.  
B: Nor do I. They look terrible, but I think it's easy to  them.
7. A: Oh dear! The button has just come off my shirt.  
B: Don't worry. I'll  for you.
8. A: This dress is too big for me. It looks like a sack!  
B: If you  a bit, it will fit you well.

## AGE

ĆWICZENIE 1. Wybierz odpowiedź, która najlepiej pasuje do kontekstu zdania.

1. Kate took a few days off work to help her sister take care of her  daughter. She is eight weeks old and adorable.  
a) new-born                      b) teen                      c) little
2. Their son is a(n)  and he walks quite well for a one-year-old child.  
a) infant                      b) toddler                      c) minor
3. In most European countries it's forbidden to sell alcohol to .a) minors                      b) the elderly                      c) pensioners
4.  are difficult to manage and they are often disrespectful towards their parents.  
a) New-born babies                      b) Infants                      c) Teenagers
5. He is a(n)  now so let him make his own decisions.  
a) teen                      b) adult                      c) youngster
6. My neighbour is a(n)  woman who needs help around the house, so I go help her.  
a) mature                      b) young                      c) elderly

7. A few days after delivery, Barbara was discharged from hospital with her  daughter. They are both in good health.  
a) adolescent                      b) infant                      c) teen
8. Because Marc is still , he is ineligible to vote.  
a) under age                      b) teenager                      c) young
9. Mr Edwards is a  and as such he is entitled to discounts on public transport.  
a) minor                      b) grown-up                      c) pensioner
10. For a  man he's acting like a child.  
a) 27-year-old                      b) 27 years old                      c) 27 years of age

**ĆWICZENIE 2.** Uzpełnij poniższe zdania wyrażeniami z ramek w odpowiedniej formie.

in your prime    over the hill    in your teens    grow up    on the other side of  
come of age    show your age    retire    your junior    age

1. You will have the right to vote when you .
2. Robert is visibly . He is going grey and out of shape.
3. In 15 years' time, Janet will be 37 and still  and attractive.
4. Dorothy  in a large, working-class family in Newcastle.
5. Although Jack was only , he was old enough to look after his younger siblings.
6. When he , Paul plans to spend more time with his family.
7. My brother is seven years  but we get on really well.
8. She looks young but her neck and hands .
9. Martin is still very fit despite being  40.
10. He is  now she should be retiring by the end of the year.

**ĆWICZENIE 3.** Wybierz właściwą odpowiedź.

a) Nicholas is over 19, but he doesn't \_1\_, at least not to me. His face is very childlike and you would say that he is 15 at the most. Like many \_2\_ he is quite rebellious and he has an answer for everything, however, I was perhaps more difficult when I \_3\_. Sometimes he even behaves more \_4\_ than some \_5\_.

\_6\_ is not the easiest time of your life and you wish to be an \_7\_ and independent of others, but when you \_8\_ and move from youth to adulthood, you want nothing more than to stay as \_9\_ as your \_10\_ children.

b) Rose has caught a glimpse of herself in the mirror. She knows that she looks good for her age being in her \_1\_-forties. She has been \_2\_ slowly and gracefully. Her \_3\_ doesn't show on her except for the crow's feet around her

eyes and some wrinkles on her neck. At 45, Rose has a body that many women half her \_4\_ would envy. This is probably because she works out regularly, jogs and has her own dietician. She doesn't worry about \_5\_. She claims that she feels more confident now than she did when she was in her \_6\_.

- |     |                 |                  |
|-----|-----------------|------------------|
| 1.  | a) look his age | b) act his age   |
| 2.  | a) children     | b) teenagers     |
| 3.  | a) was his age  | b) was his years |
| 4.  | a) childishly   | b) maturely      |
| 5.  | a) grown-ups    | b) grown         |
| 6.  | a) Boyhood      | b) Adolescence   |
| 7.  | a) adult        | b) old           |
| 8.  | a) get old      | b) grow up       |
| 9.  | a) young        | b) childish      |
| 10. | a) teenage      | b) teenager      |

- |    |               |               |
|----|---------------|---------------|
| 1. | a) mid        | b) middle     |
| 2. | a) getting on | b) growing up |
| 3. | a) time       | b) age        |
| 4. | a) age        | b) forties    |
| 5. | a) growing up | b) ageing     |
| 6. | a) twenties   | b) twenty     |

**ĆWICZENIE 4.** Do każdego zdania z listy 1–10 dopasuj wynikającą z niego wypowiedź wybraną z listy a–j.

1. Hard living has put years on her.
2. She takes good care of her skin, so you wouldn't think that she is pushing forty.
3. She has turned 18 and she's planning to move out of her parents' house.
4. She doesn't look as old as she is. She's always had a youthful face.
5. She has noticed a few gray hairs on the top of her head.
6. She is too young to drive a car.
7. She's 14. She is at the point where she's starting to get interested in boys.
8. She is aged between 30 and 34.
9. She will be 82 in December, but she still dyes her hair bright red.
10. Although she is 85, she is remarkably agile.

- a) She is in her teens.
- b) She looks young for her age.
- c) She has come of age.
- d) She is in her late thirties
- e) She is an octogenarian.
- f) She is in her mid eighties.
- g) She is starting to show her age.
- h) She is under age.
- i) She is in her early thirties.
- j) She looks old for her age.

**ĆWICZENIE 5.** Uzupełnij dialogi poniższymi wyrażeniami.

- |                          |                             |
|--------------------------|-----------------------------|
| a) put her at            | e) didn't know her real age |
| b) pass for much younger | f) is catching up with him  |
| c) my age                | g) get to my age            |
| d) lived for             | h) remarkably mature        |

1. A: Grandpa, get stronger eyeglasses.  
B: Argh! Wait till you , boy.



2. A: How old is she?  
B: She's just 12, but for someone her age she is .
3. A: What age would you ?  
B: I'd say thirty-five.
4. A: My great grandmother  over 100 years.  
B: Oh, she had great genes.
5. A: I can't believe she is !  
B: Nor can I. She looks at least 40 if not older.
6. A: Margaret is over forty and she lies about her age.  
B: She thinks she can .
7. A: How is Bob?  
B: I think he is going to retire. His age .
8. A: Katy looks very mature.  
B: That's true. You would think she was 18 if you .

## FEELINGS AND EMOTIONS

**ĆWICZENIE 1.** Dopasuj wyrażenia w kolumnie **A** do ich definicji w kolumnie **B**.

**A**

1. be thrilled to bits
2. be as white as a sheet
3. lose one's temper
4. send shivers down sb's spine
5. keep a stiff upper lip
6. feel down
7. jump down sb's throat
8. buzz with energy
9. be in two minds
10. get wound up

**B**

- a) speak angrily to someone
- b) stay calm and not show your feelings
- c) be unable to decide about something
- d) be worried, tense or nervous
- e) be full of energy
- f) look pale because of illness or strong emotions
- g) be unhappy
- h) make someone feel frightened or excited
- i) become angry very quickly
- j) be extremely pleased

**ĆWICZENIE 2.** Dopasuj początki i końcówki zdań z kolumn 1-10 i a-j tak, by powstały pełne wypowiedzi.

- |   |  |
|---|--|
| 1. Beth was as white as a sheet when →        | a) → win the award.                              |
| 2. Owen is usually calm but →                 | b) → she heard the news.                         |
| 3. Brian's wife jumped down his throat when → | c) → started yelling at the child.               |
| 4. Andrew didn't let his emotions show and →  | d) → it sent shivers down my spine.              |
| 5. Her voice was so beautiful that →          | e) → it is impossible to cool her down.          |
| 6. Kim is in two minds →                      | f) → kept a stiff upper lip.                     |
| 7. Meg lost her temper and →                  | g) → physically and emotionally lately.          |
| 8. Once she gets wound up →                   | h) → he got late home from work.                 |
| 9. I've been feeling a bit down →             | i) → when Kate is around, he buzzes with energy. |
| 10. She was thrilled to bits to →             | j) → about what to study at university.          |

**ĆWICZENIE 3.** Wybierz właściwy wyraz spośród dwóch wyróżnionych.

- I've never been as **terrified** / **terrific** as I am now in all my life. I'm shaking hard and I can't stop.
- She was **frank** / **frantic** with worry when her son didn't come home on time.
- I've grown **weary** / **wary** of being treated like a child.
- Thomas was **stupid** / **stupefied** when he saw her. It was so unexpected.
- Harry was by himself all day, feeling **alone** / **lonely**.
- He was **incredible** / **incredulous** when his wife told him that she was leaving him for another man.
- The student was very **pleased** / **pleasant** with the mark his teacher gave him.
- Mike was visibly **distressed** / **stressed** by the accident. He couldn't say a word.

**ĆWICZENIE 4.** Dopasuj przymiotniki z kolumny **A** do wyrazów przeciwstawnych z kolumny **B**.

A		B
1. <input type="text" value="discontented"/>	a)	<input type="text" value="composed"/>
2. <input type="text" value="miserable"/>	b)	<input type="text" value="enthusiastic"/>
3. <input type="text" value="hysterical"/>	c)	<input type="text" value="sluggish"/>
4. <input type="text" value="worried"/>	d)	<input type="text" value="satisfied"/>
5. <input type="text" value="excited"/>	e)	<input type="text" value="cheerful"/>
6. <input type="text" value="bored"/>	f)	<input type="text" value="untroubled"/>
7. <input type="text" value="sympathetic"/>	g)	<input type="text" value="calm"/>
8. <input type="text" value="energetic"/>	h)	<input type="text" value="uncaring"/>

**ĆWICZENIE 5.** Wybierz z jednej z kolumn z poprzedniego ćwiczenia wyraz pasujący do każdego z poniższych zdań i wstaw go w zaznaczone miejsce.

1. My boss is  with my work and criticises me regularly.
2. Jim was very  unlike his brother who was running around the house, shouting.
3. At first Anne was  by the news, but later she became alarmed.
4. My sister is starting to get very  about the wedding.
5. Most people yawn when they are .
6. She was very  towards all people affected by the flood.
7. Eating too much made me . I was moving much more slowly than usual.
8. Susan has been  since Mark left her. It is getting her down.

## BODY LANGUAGE AND GESTURES

**ĆWICZENIE 1.** Uzupełnij poniższe zdania wyrazami z ramek określającymi pozycję ciała, nadając im odpowiednią formę gramatyczną.

**stand** **slouch** **kneel** **lean** **lie** **squat** **sit** **crouch**

1. The man  in the doorway, uncertain whether to enter or not.
2. Grandma was  in an armchair by the fire.
3. Don't  against the wall. It's freshly painted.
4. Claire  on the floor to tidy under the bed.
5. I  down to take a picture of him from another angle.
6. Laura was  on the beach, reading a book.
7. She  behind the bush to observe the birds and their young.
8. Don't . Sit up straight.

**ĆWICZENIE 2.** Przypatrz się uważnie kolumnie **A** i **B**, odpowiedz jakie znaczenie mają gesty **1-15**, przypisując każdemu z nich odpowiednie objaśnienia **a-o**.

**A**

**B**

1. scratch your head
2. drum your fingers
3. cross your fingers
4. clap your hands
5. bow
6. wave
7. pat sb on the back
8. shrug your shoulders
9. nod
10. hug
11. clench your fists
12. rub your eyes
13. shake your head
14. fold your arms
15. snap your fingers

- a) encouragement, congratulations, consolation
- b) disagreement, „no”
- c) getting someone attention, marking the beat of music
- d) disbelief, doubt
- e) good luck
- f) agreement, understanding, „yes”
- g) disagreement, annoyance
- h) „hello” or „goodbye”
- i) lack of knowledge, concern
- j) hostility, anger
- k) impatience
- l) support, friendship, love
- m) applause
- n) confusion, thinking about something
- o) greeting, respect

**ĆWICZENIE 3.** Uzupełnij zdania 1–15 odpowiednimi gestami z kolumny **A** poprzedniego ćwiczenia, dopasuj formę gramatyczną wyrażen opisujących te gesty.

1. Mark  his  in disbelief thinking that he was only imagining it.
2. The audience  their  when the performance ended.
3. The man  his  on the table as he waited impatiently for the waitress to bring him his drink.
4. Robert  at us when he was getting on the train.
5. Dad  me  to congratulate me on passing the exam.
6. Hugh narrowed his eyes and  his  in anger, but he didn't say anything.
7. Johnny  his  across his chest and stared at his parents stubbornly.
8. I offered him a drink but he  his .
9. We  each other when we met at the airport.
10. The boy  to his neighbour as he greeted him.
11. I will  my  for you, dear. Best of luck!
12. „Are you ok?” he asked. „Yes, I'm fine,” she .
13. Paul  his , thinking of what to say.
14. She  her  to get his attention.
15. Bob  his  to say that he didn't know the answer.

**ĆWICZENIE 4.** Uzupełnij poniższe zdania wyrazami z ramek w odpowiedniej formie.

run   stick   shake   tap   tap   fiddle   blink   point   draw  
tighten   crane   beckon

1. Dad  at the black clouds in the sky and reminded me to take an umbrella.

2. He  at her flirtatiously, but she didn't seem to notice.
3. Sophie  her fingers through her hair, wondering what to do next.
4. Paul got nervous to the point that his hands were .
5. He was  with a pen while he was waiting for his teacher to come.
6. I childishly  my tongue out at the driver who was trying to overtake me.
7. I  my foot in time to the music.
8. Jackie tried to  in her stomach to make herself look thinner.
9. Brian  his lips, trying to calm his anger.
10. Katy smiled and  to the little boy to come nearer.
11. She  me on the shoulder to wake me up.
12. The student  his neck to get a better view of the blackboard.

**ĆWICZENIE 5.** Wyrażenia podkreślone w zdaniach 1–8 zastąp odpowiadającymi im *facial expressions* z ramek.

scowl   squint   pout   frown   curl one's lip   raise one's eyebrows  
roll one's eyes   smack one's lips

1. Stop closing your eyes to see better. Go and get your glasses!
2. Amy showed surprise when she saw the price tag on the dress.
3. Don't make so much noise while eating, please.
4. When he told her that he couldn't afford to go on holiday, she showed contempt.
5. Jennifer expressed exasperation when she saw what he was cooking for dinner.
6. Kelly pushes out her lips in anger when things don't go her way.
7. Peggy bit her lip and looked angrily at her boyfriend.
8. Dennis brought his eyebrows together as he tried to remember what had happened.

## Focus on grammar

**ĆWICZENIE 1.** Przekształć zaznaczone czasowniki, tak aby pochodne formy uzupełniały zdania 1–15.

- |     |   |                   |
|-----|---|-------------------|
| 1.  | I was very <input type="text"/> by the book. It was boring.   | <b>disappoint</b> |
| 2.  | Adam is very <input type="text"/> and makes up his mind quickly.  | <b>decide</b>     |
| 3.  | The critics were thoroughly <input type="text"/> with her performance.                                  | <b>impress</b>    |
| 4.  | We were <input type="text"/> as to why Tim would want to give up his job.                               | <b>confuse</b>    |
| 5.  | Honestly, I've never thought of changing jobs.<br>I'm <input type="text"/> with the one I have.         | <b>satisfy</b>    |
| 6.  | I don't like Tom. He is <input type="text"/> of all his colleagues.                                     | <b>contempt</b>   |
| 7.  | Willy is <input type="text"/> of his wife's career.   | <b>envy</b>       |
| 8.  | We were all very <input type="text"/> by his constant sniffing.   | <b>irritate</b>   |
| 9.  | I'm very <input type="text"/> at high house prices. I have no other choice than to live at my parents'. | <b>anger</b>      |
| 10. | Molly was <input type="text"/> when her husband left his dirty clothes on the floor.                    | <b>annoy</b>      |
| 11. | Dad was <input type="text"/> about the discussion getting too heated.                                   | <b>worry</b>      |
| 12. | How is Katy's new boyfriend? I find him very <input type="text"/> .                                     | <b>like</b>       |
| 13. | She was very <input type="text"/> by the prospect of getting a pay rise.                                | <b>excite</b>     |
| 14. | Not going to college is one of the things that<br>I'm most <input type="text"/> about.                  | <b>regret</b>     |
| 15. | Zoe was acutely <input type="text"/> about the things she had said the other day.                       | <b>embarrass</b>  |

**ĆWICZENIE 2.** W zaznaczone miejsca wstaw przymiotniki utworzone z podanych obok rzeczowników lub czasowników.

- |    |  |              |
|----|--|--------------|
| 1. | Peter was <input type="text"/> for half the day, but he is in a better mood now. | <b>sulk</b>  |
| 2. | I'm <input type="text"/> to you, Adam, for all the help you've given me.         | <b>thank</b> |

3. The boy was  about what he had done and he feared the consequences. **fright**
4. My friend, Sue, seems to be very  with her life. **please**
5. His parents were  when they found out that he had been lying to them. **rage**
6. My boss is  when I have child-care problems. **compassion**
7. Mark was  that he hadn't been invited to the party. **offence**
8. I'm very  about driving in the rain and on snowy roads. **anxiety**
9. Laura is a very  person. She will help you out however she can. **thought**
10. I'm  about his real intentions. I don't think I can trust him. **doubt**

**ĆWICZENIE 3.** W zaznaczone miejsca wpisz przymiotniki utworzone z podanych obok rzeczowników.

From pre-Christian times until well into the Renaissance, scientists and philosophers believed that four temperaments were responsible for human health and personality. This theory, the theory of four temperaments, dates back to Ancient Greece and stems from Hippocrates' theory of four humours. Hippocrates, the father of medicine, believed that bodily fluids, also called the four humours, permeate the human body and determine man's health, personality and moods. The four humours were: blood, yellow bile, black bile and phlegm. Blood was thought to come from the heart, yellow bile from the liver, black bile from the spleen, and phlegm from the brain. According to this theory, good health was when the bodily fluids were in balance and illness occurred when they were not.

Each of the fluids was associated with a different personality type. Sanguine corresponds to the fluid of blood. A person who is sanguine is  **1 optimism**,  **2 cheerfulness**,  **3 confidence**,  **4 warmth** and  **5 sociability**. Sanguines usually have a positive attitude in life. Because of this, it's sometimes very



difficult to tell whether they are going through a hard time as they can laugh their path through a storm. Choleric indicates the personality of an individual characterised by yellow bile. As the name suggests, an individual belonging to this personality type is a leader and a doer who can inspire people in lots of ways. Choleric are  **ambition** ,  **energy** ,  **opinion** , and strive for a position of power. Melancholic is the personality of a person dominated by black bile. Melancholics are generally  **kindness** ,  **consideration** ,  **empathy** and  **help** . They can also be very  **creativity** and  **imagination** . Due to their fragile disposition, melancholics tend to get easily  **courage** or even  **depression** at times. Phlegmatic is the personality of an individual with a predominance of phlegm. Phlegmatics are  **shyness** and  **calmness** , and therefore sometimes  **passivity** . They can get along with anyone, although they let others take a lead.

**ĆWICZENIE 4.** W zaznaczone miejsca wpisz przymiotniki utworzone z podanych obok rzeczowników.

In his famous work *The Expression of the Emotions in Man and Animals*, Charles Darwin suggested that babies are able to recognise other people's facial expressions. He observed this on the example of his baby son who assumed a  **melancholy** expression in a situation where a maid in the Darwins' home pretended to cry. Because the boy hadn't had any previous experience of seeing a crying person before and as such couldn't have associated crying with a feeling of sadness, Darwin suggested that he must have inherited this association.

In the *Proceedings of the National Academy of Sciences*, Gili Peleg, a researcher from the University of Haifa, Israel, described 21 interviews she recorded with born-blind people and 30 interviews with normal-sighted people that the blind people were genetically related to. She asked them to recount experiences of when they were  **dejection** ,  **fury** ,  **disgust** and  **happiness** . As they did so, their faces assumed the appropriate emotions. Then, she gave them a test to see what they looked like when they were

6 **concentration** and  7 **surprise** . Next, she watched all the recorded interviews and observed that although the blind volunteers had never seen their relatives' faces before, their facial expressions were strikingly alike.

**ĆWICZENIE 5.** Uzpełnij zdania przymiotnikami, dodając do podanych rzeczowników odpowiedni przyrostek.

- |     |  |                |
|-----|--|----------------|
| 1.  | Be <input type="text"/> who you hang around with.                                  | <b>care</b>    |
| 2.  | After a <input type="text"/> day at school, I was looking forward to a nap.        | <b>trouble</b> |
| 3.  | Stop being so <input type="text"/> !   | <b>self</b>    |
| 4.  | It was a <input type="text"/> lie told to get out of trouble.                      | <b>coward</b>  |
| 5.  | My younger brother is 16, and like most 16 year olds, he is <input type="text"/> . | <b>child</b>   |
| 6.  | She looked great in that <input type="text"/> dress.                               | <b>flower</b>  |
| 7.  | It was <input type="text"/> of me to think I would learn to ski easily.            | <b>fool</b>    |
| 8.  | It's <input type="text"/> to trust strangers.                                      | <b>risk</b>    |
| 9.  | Her <input type="text"/> instincts told her that something was wrong.              | <b>mother</b>  |
| 10. | I realised I had to make a change, so I went on a <input type="text"/> diet.       | <b>rigour</b>  |

**ĆWICZENIE 6.** W zaznaczone miejsca wstaw przysłówki utworzone z podanych obok przymiotników.

- |    |   |                    |
|----|---|--------------------|
| 1. | I got a bad cold because I didn't dress <input type="text"/> enough.                    | <b>warm</b>        |
| 2. | Aunt Dorothy turned 60 last week, but she always dresses <input type="text"/> .         | <b>fashionable</b> |
| 3. | Paul put on his jacket <input type="text"/> and ran out the door.                       | <b>quick</b>       |
| 4. | She wrapped her shawl <input type="text"/> around her face to ward off the night chill. | <b>tight</b>       |
| 5. | Look how <input type="text"/> she walks in those high heels!                            | <b>clumsy</b>      |
| 6. | Catherine likes to look great, so she chooses her clothes very <input type="text"/> .   | <b>careful</b>     |

7. Each time we're in this restaurant, we are served by a  dressed waitress. **scant**
8. My sister dresses very  for her body type. **bad**
9. Jenny spoke  in front of an audience of over 300 people. **confident**
10. The pupil  waited for the class to end. **patient**

**ĆWICZENIE 7.** Wybierz poprawny przysłówek.

1. He is a  /  experienced employee.
2. Peggy was  /  saddened to hear about it.
3. I haven't been myself  / .
4. I'm  /  ready. I will be downstairs in a minute.
5. Because she is overweight, she thinks  /  of herself.
6. Tim was very nervous and insisted on speaking  / .
7. I love all kinds of tea, but I  /  drink Jasmine.
8. They've found a lovely flat  /  the city center.
9. Let's go outside and talk  /  without being disturbed by all this noise.
10. Wait for me. I will be back  / .
11. I've broken up with Harry. I can  /  believe it's over.
12. I'm  /  sure that he is the man I want to spend the rest of my life with.

**ĆWICZENIE 8.** W zaznaczone miejsca wstaw przysłówki utworzone z podanych obok przymiotników.

1. After thirty-five years they are still  married. **happy**
2. Though Alice was in a hurry, she  answered the questions. **polite**
3. We meet  although we live far apart from each other. **regular**
4. My teacher speaks very , so it's sometimes difficult to follow him. **fast**

5.  speaking, I'm not sure if we are meant to be together forever.

honest

6. Susie speaks  of her ex-husband even though he was nasty to her.

good

7. They dated for a short time and got married .

hasty

**ĆWICZENIE 9.** Dodaj odpowiedni przyimek do przymiotników w poniższych zdaniach.

1. Tom is fond  / interested  / keen  computers.

2. She was so absorbed  / preoccupied  / engrossed  the book that she didn't notice me enter the room.

3. Kate was apprehensive  / afraid  / scared  travelling alone.

4. The boy was sorry  / ashamed  / embarrassed  what he had done.

5. I was amazed  / impressed  / fascinated  the spectacular views of the mountains.

6. She was pleased  / grateful  / appreciative  his assistance.

7. Judy is obsessed  / concerned  / upset  her weight.

**ĆWICZENIE 10.** Wybierz odpowiedni przyimek.

1. I was proud  getting to the top of that mountain.

a) with                      b) of                      c) from

2. I strongly disapprove  smoking in public places.

a) to                      b) with                      c) of

3. The politician is completely dedicated  his community.

a) towards                      b) for                      c) to

4. Don't be angry  me. I told you I was very sorry.

a) on                      b) with                      c) of

5. When I first met him, I was very suspicious  his behaviour.

a) of                      b) by                      c) towards

6. Even as a grown-up man he was dependent  his father.  
a) from                      b) of                      c) on
7. As a teenager, Amy felt inferior  her classmates.  
a) from                      b) of                      c) to
8. Their son is weak  maths and he needs assistance to catch up.  
a) at                      b) with                      c) on
9. Peggy felt guilty  forgetting to call him on his birthday.  
a) about                      b) of                      c) in
10. Tom is financially independent  his parents and lives on his own.  
a) of                      b) from                      c) on

**ĆWICZENIE 11.** Uzupełnij zdania, używając podanych przymiotników w stopniu wyższym lub najwyższym.

1. My brother, who is much  **old** than me, is still a bachelor.
2. Bob is not as  **tall** as me, but he is a far  **good** basketball player.
3. She might have  **some** money than I have, but she has such bad taste!
4. Kate's hair is slightly  **long** than mine.
5. You are by far  **good** sister in the world.
6. How do you do it? Each time I see you, you look  **beautiful** .
7. Her  **strong** point is knowing her weaknesses.
8. Joe is  **funny** guy I have ever met. He makes me laugh at all the crazy things he does.
9. Debra is one of  **thin** and  **pretty** girls in the class, though she lacks confidence.
10. Who is  **important** person in your life?
11. She is much  **aggressive** than she used to be, but she is not liked by her colleagues.

12. Ted is  **responsible** than you and me, but he is boring.
13. Come meet my brother. He is  **old** one among us.
14. She is  **little** enthusiastic about skiing than me, but she is looking forward to the winter season.
15. Mr Jones is  **bad** teacher I've ever had. He comes to class unprepared and he doesn't know how to teach.

**ĆWICZENIE 12.** Uzupełnij zdania, używając podanych przymiotników w stopniu równym, wyższym lub najwyższym.

These days  **1 many and many** people have gone to such extremes in their worship of beauty that they are ready to pay any price to look  **2 attractive** and  **3 young**. The concept of attractiveness, although highly subjective, is almost universally agreed. Gone are the days when Rubenesque pear-shaped women of alluring curves and overweight men were considered as  **4 beautiful** as today's top models. People become  **5 confident** if they don't live up to the standards of beauty imposed on them by mass media and popular culture. They want ideal faces with harmonious features, not a wrinkle in sight, perfect noses, full lips, beautiful teeth and slim bodies. And this is where contemporary medicine comes in and can do more than is apparent in rebuilding your body. There is nothing wrong with wishing to look  **6 good**, however – when abused – plastic surgery can go horribly wrong. Unfortunately, having plastic surgery is like eating cookies. It hardly ever stops at just one plastic surgery episode as it often leads to a  **7 far** one. One of  **8 famous** people who went overboard with improving his body was Michael Jackson. Michael Jackson started his career as a small boy with an afro, Afro-American features, and medium brown skin. However, over the years his face transformed into one that was unlike any other due to repeated plastic surgery. He had his skin bleached and his hair straightened. His nose was gradually narrowed to look „more white”. His lips got  **9 thin**, his eyebrows got  **10 high** and he had a cleft put into his chin. People joke that he was born a black man and ended up a white woman. While obviously his example is

a threat of what may happen if plastic surgeries go mad, using it as a reason to avoid such surgery at all is neither fair nor sensible.

**ĆWICZENIE 13.** Uzupełnij zdania za pomocą porównania *the + stopień wyższy...* *the + stopień wyższy* oraz *stopień wyższy + and + stopień wyższy*.

- Every day she grew  **thin** and  **pale** .
- Scott worked  **hard** and  **hard** , and never got any rest.
- long** she studied,  **much** progress she made.
- old** you grow,  **wise** you become.
- good** I knew him,  **strong** my feelings for him became.
- She liked him  **little** and  **little** each day.
- much** I work,  **hungry** I become.
- high** you rise,  **hard** you fall.
- rich** he got,  **stingy** he appeared.
- fast** we walk,  **sooner** we will get home.

**ĆWICZENIE 14.** Uzupełnij zdania, używając podanych przysłówków w stopniu wyższym lub najwyższym.

- Susie has a sweet tooth. She eats sweets  than she should. **frequent**
- Jack works  of all, but he has no aptitude for maths. **hard**
- Tony dresses  than other boys I know. **fashionable**
- Yesterday I went to bed  than usual, but I slept  . **early, little**
- Because Sheila is extremely self-absorbed, she won't find a friend  . **easy**
- If you put more thought into it I'm sure you can do  . **good**
- I wish Tony could visit me  , but he lives  away than just around the corner. **often, far**

8. Let's look  into this problem. far
9. His grammar is getting  and he speaks English  now than he did last term. good, fluent
10. Adam expects everyone to be nice to him, but he treats others . bad

**ĆWICZENIE 15.** Uzupełnij poniższe zdania wyrazami z ramek.

nowhere near   far   nothing   the more   the best   definitely  
better   sooner   quite   bit   marginally

1. Speaking to people online is  like speaking to strangers on the street.
2. Although I was  late for class, the teacher told me: „Next time you're late, I won't let you in.”
3. Andy is a tiny  taller than me.
4. I'd  lie on the couch and watch TV than go out for a meal with him.
5. You'd be  off wearing a dress to a wedding than a skirt.
6. It's  easier to destroy a relationship than to make it stronger.
7. Michael is not  as smart as his brothers, but he's nice and funny.
8. No doubt about it, it's surely  thing for the children to stay with their mother.
9. She is  not as interesting as her sister.
10. Ellen is  as good a communicator as Patty.
11. The more you know Ted,  comfortable you are around him.

**ĆWICZENIE 16.** Ułóż przymiotniki w odpowiedniej kolejności.

1. hair   long   curly   jet-black
2. shoes   sports   comfortable   leather
3. a blouse   silk   elegant   evening



4.	a jacket	old-fashioned	British	brown
5.	a student	bright	17-year-old	medical
6.	a teacher	tall	language	young
7.	clothes	child-sized	casual	organic
8.	a sweater	woollen	beige	v-neck
9.	neighbours	young	noisy	Italian
10.	nose	hooked	big	ugly

**ĆWICZENIE 17.** Utwórz przymiotniki złożone charakteryzujące poniższe zdania i wyrażenia.

Wzór: **A boy who uses his left hand for writing → A left-handed boy**

1. A child with bad manners. → \_\_\_\_\_
2. A politician who has a good heart. → \_\_\_\_\_
3. A shirt with short sleeves. → \_\_\_\_\_
4. A woman with an open mind. → \_\_\_\_\_
5. A girl with long legs. → \_\_\_\_\_
6. A man with a foul mouth. → \_\_\_\_\_
7. A girl with blue eyes. → \_\_\_\_\_
8. A person with fair hair. → \_\_\_\_\_
9. A driver who has short sight. → \_\_\_\_\_
10. A lady in middle age. → \_\_\_\_\_

**ĆWICZENIE 18.** Jak nazywają się ludzie opisani w poniższych wyrażeniach?

Wzór: **People who are aged 18 to 34 → The young**

1. People who are out of work. → \_\_\_\_\_
2. People who cannot hear. → \_\_\_\_\_
3. People suffering from a disease. → \_\_\_\_\_
4. People who live from hand to mouth. → \_\_\_\_\_
5. People who suffer from visual impairment. → \_\_\_\_\_
6. People who have no roof to live under. → \_\_\_\_\_
7. People who have physical defects. → \_\_\_\_\_

8. People who are aged 65 and above. → \_\_\_\_\_
9. People who live in luxury. → \_\_\_\_\_
10. People who have at least a bachelor's degree. → \_\_\_\_\_
11. Children and young adults. → \_\_\_\_\_
12. People who show a lack of good judgment. → \_\_\_\_\_

**ĆWICZENIE 19.** Uzupełnij poniższe zdania rzeczownikami grupowymi utworzonych od przymiotników.

1. The building doesn't have any facilities for .
2.  read Braille by feeling letters with their fingertips.
3. What  need is the attention and care of their own families.
4. The mayor intends to build shelters for .
5. Avoid companionship with .
6.  live longer because they have better access to health care.
7.  struggle to make both ends meet.
8.  have always wanted to change the world.
9. In Sweden all TV programmes are broadcast with subtitles for .
10. The organisation helps  to gain new skills and find work.

**ĆWICZENIE 20.** Zapisz słownie podkreślone liczebniki.

1. Jack is in his 40s  now, but shows no signs of slowing down.
2. Chloe is 15  and Bob 16 . They are around the same age.
3. A: Your son is an adult now.  
B: That's right. He is turning 18  on the 11<sup>th</sup> .
4. A: My folks are planning a big surprise birthday  
for my granddad's 80th  birthday.  
B: I didn't know he is 80 . I thought he was much younger.
5. Is she really 30? I thought she was just around her early 20s .
6. Your grandma looks great. I want to look like her when I am 60 .
7. We look forward to seeing you at our 21st  wedding anniversary celebration. It's on September 15 .
8. George is having his 28th  birthday coming up. Have you been invited?

9. A: Why is Wendy in a festive mood?  
B: Oh, you didn't know? It's her 42nd  birthday today.
10. My uncle retired in 2012  before he was 60 .
11. Robert will turn 50  on April 21 , but he won't officially celebrate it until St George's Day on April 23 .
12. Agnes is 35  years old. Peter is 48 . That makes an age difference of 13  years. They will celebrate their 3<sup>rd</sup>  wedding anniversary in June.

**ĆWICZENIE 21.** Połącz zdania z tabelki **A** ze zdaniami z tabelki **B**.

**A**

1. My brother is plain lazy.
2. Nick is a terrible gossip.
3. Scott is career-orientated.
4. Franc is hot-headed.
5. My boss is a grouch.
6. Tom is unreliable.
7. Mr Morgan is a busybody.
8. He is a finger pointer.
9. Her boyfriend is self-absorbed.
10. Owen is absent-minded.

**B**

- a) He is always poking his nose into other people's business.
- b) He is always letting me down.
- c) He is always complaining about something.
- d) He is constantly talking about himself.
- e) He is always blaming others for his own mistakes.
- f) He is always getting lost in his own thoughts.
- g) He is continually putting things off until the very last minute.
- h) He is continually talking about people behind their back.
- i) He is always losing his temper about nothing.
- j) He is constantly thinking about his job.

## Focus on matura

### ZADANIE 1.

Egzaminujący: Let's start with Task 1. Read the task.

You have about half a minute for that. Then we will start.

*After about 30 seconds*

Egzaminujący: Can we start now?

Dostałeś się na studia w dużym mieście z dala od miejsca zamieszkania.

Wynajmujesz pokój wspólnie z osobą w Twoim wieku. W czasie wizyty w domu rozmawiasz o tym ze swoją siostrą.

- opowiedz, jak Wam się wspólnie mieszka,
- opisz, jak wygląda,
- powiedz, jaki ma styl ubierania,
- jakie ma cechy charakteru.

Rozmowę rozpoczyna egzaminujący.

Egzaminujący: Thank you. Let's move on to Task 2.

## ZADANIE 2.

Egzaminujący:

Describe the picture.

*After about 10 seconds.*

Egzaminujący: Thank you.

I will now ask you three questions.

*Uwaga: na egzaminie maturalnym pytania do ilustracji znajdują się wyłącznie w zestawie egzaminującego.*

Egzaminujący: Thank you.

Let's move on to Task 3.



Przykładowe pytania

1. How is the girl feeling now and how do you know?
2. What do you think has happened?
3. Have you ever felt like that?