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Grammar Section
Speaking Bank
Writing Bank
MODULE 1 People

Vocabulary Personal identification

1 Ask your partner questions and fill in the form below with information about him/her.

Personal Details

1) __________________________ 2) __________________________
FIRST NAME SURNAME

3) Female Male
GENDER

4) __________________________
DATE OF BIRTH

5) __________________________
NATIONALITY

6) __________________________
ADDRESS

7) __________________________
TELEPHONE NUMBER

8) __________________________
EMAIL

9) Married Single
MARRITAL STATUS

10) __________________________
OCCUPATION

11) __________________________
PERSONAL INTERESTS

Appearance

2 Write the words under the correct headings in your notebooks. Then write sentences describing yourself and your classmates.

- short • glasses • fair • mid-thirties • well-built • ugly
- green • dark • expressive • late/early teens • freckles • fat
- of medium height • curly • slim • blue • wrinkles • tall
- good-looking • bald • middle-aged • teenager • plump
- shoulder-length • completely white • handsome • elegant
- skinny • beard • straight • moustache • of medium build

<table>
<thead>
<tr>
<th>Age</th>
<th>Height</th>
<th>Build</th>
<th>Hair</th>
<th>Eyes</th>
<th>Special Features</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>mid-thirties</td>
<td>short</td>
<td>well-built</td>
<td>fair</td>
<td>green</td>
<td>glasses</td>
<td>ugly</td>
</tr>
</tbody>
</table>

I am in my early teens. I'm tall and slim. I've got straight, dark hair and green eyes. I've got glasses and my friends say I'm quite elegant.

Mark is ... He's got ... /Jennifer is ... She's got ...

3 Listen to a person reporting a burglary to the police. Which of the people in the pictures matches the description?

4 a) Match the words in the list to the clothes and accessories in the pictures.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>hat</td>
<td>9</td>
<td>shoes</td>
<td>15</td>
<td>jumper</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>jeans</td>
<td>10</td>
<td>dress</td>
<td>14</td>
<td>gloves</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>sunglasses</td>
<td>11</td>
<td>jacket</td>
<td>13</td>
<td>coat</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>skirt</td>
<td>12</td>
<td>scarf</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>shirt</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>tie</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>belt</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>suit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Now choose a classmate and describe him/her to your class.

Jane is tall and thin. He's got dark hair and brown eyes. He's wearing blue jeans, a white shirt and a red jacket.
Collocations

5 a) Look at the pictures. Fill in: denim, cotton, woollen, tailored, dark, thick, patterned.

b) Find a picture from a magazine and describe the person/people’s clothes.

Personality

6 a) Match the adjectives in A with their opposites in B.

b) Now choose words from Ex. 6a to fill in the gaps.

1 ........................................ people always see the bright side of things.

2 ........................................ people think they are more important or more talented than others.

3 ........................................ people always tell the truth.

4 ........................................ people like to chat a lot.

5 ........................................ people always want to start fights.

6 ........................................ people have very good manners.

7 ........................................ people don’t mind waiting for things.

8 ........................................ people can’t keep things in order.

9 ........................................ people don’t like to work.

10 ....................................... people don’t like talking about their achievements.

c) Fill in the gaps with and, but, nevertheless, not only ... but also, however.

1 Terry is ........................................ hard-working, ........................................ well-organised.

2 Emma is patient with her friends. ........................................, she can get impatient with her little brother.

3 He is a talkative boy, ........................................ he can be quiet at times.

4 Sam is usually polite to other people. He was, ........................................ rude to me yesterday.

5 Sue is both honest ........................................ generous.

6 He is ........................................ a gentle boy, ........................................ a very modest one.

7 a) Put the adjectives in the right column.

· easygoing · bad-tempered
· enthusiastic · caring · spoilt
· friendly · loving · energetic
· popular · selfish · helpful
· calm · indifferent · creative
· bossy · outgoing · ambitious
· responsible · cheerful · chatty
· immature · reserved

b) In pairs describe members of your family using adjectives from Exs. 6a and 7a and the following words: and, but, however, not only ... but also, nevertheless.

A: My mum is honest and loving but she can be a bit pessimistic at times.

B: My elder brother is not only spoilt but he’s also bossy. However, he is caring when he sees me sad.
1. **Czytanie**

   Read the rubric. What is the text about?

2. **Dobieranie**

   Underline the key words/phrases in the headings. In pairs, think of synonymous or related words/phrases.

   **Heading A:** action: energetic, active, on the go etc

3. **Read Silvio’s website profile which matches heading A. Look at the underlined words. They are synonymous phrases to the key words in heading A.**

4. **Study Skills**

   Przeczytaj polecenie, aby zapoznać się z zadaniem. Następnie przeczytaj nagłówki i podkreśl w nich słowa kluczowe, a potem przeczytaj tekst pobieżnie, aby poznać jego ogólną myśl. Na koniec przeczytaj uważnie każdy akapit i podkreśl w nim synonimy słów kluczowych. Pamiętaj, że jeden akapit nie pasuje do żadnego nagłówka.

   **a)** Now do the reading task. Underline words/phrases synonymous/similar to the words you underlined in the headings in Ex. 2. Check your answers with your partner.

   **b)** Explain the words in bold.

---

**Profiles:**

1. **Cathy**
   - I'm a 16-year-old from New York and I'm new in London. I'd love to chat with other Americans to share experiences and tips for good places to eat here. Has anyone found anywhere that serves a good American-style steak?!

2. **Michael**
   - I'm a 19-year-old Brit who's interested in talking to people from other countries to broaden my social circle. I enjoy nights out at the theatre and the cinema.

3. **Abdul**
   - I'm 18, I'm from Turkey and I came to Britain to study English. Is there anyone else out there who can help me practise my written English? I find Web chats are a great way to improve.

4. **Abbey**
   - I'm a Scottish 17-year-old who has relocated to London for work. I haven't made any friends here yet, so I'd love to chat with some Londoners and maybe do some socialising because I have nobody to go out with.

5. **Silvio**
   - I'm an energetic Italian looking for adventure in England. I'm 18 and I'll be spending my gap year in the UK. I love the outdoors, so if you're a cyclist, a mountain climber or a hiker, please get in touch.

6. **Maria**
   - I'm a 17-year-old from Barcelona who is looking for work in London. Does anyone know of an office looking for a Spanish-speaking secretary? I would also consider waitress jobs, if anyone can help.

7. **George**
   - I'm a 19-year-old Dutchman looking for a flat to share in London. I live quietly and enjoy the small things in life – home-cooked food, a good book and walks in the park. I'll be in London from September. Please drop me a line if you have a room.

8. **Anastasia**
   - I'm 18 and I've been studying in London since my family moved here from Moscow three years ago. I'm planning to set up a friendship group for young Russian expats and I wondered if there were any on this site.
Dear Jean,

Hi from Poland! How’s life with you? Good, I hope. I wanted to drop you a line to tell you about a friend I’ve made in my new town. I met Petra at the school running club. She’s in her early 20s and is very fit and athletic-looking – tall and slim, with a nice tan. Petra’s a great person too. She’s very energetic and she’s always on the go. She’s chatty and has a great sense of humour. She always cheers me up when I feel down. Petra is very special and we get on so well. She makes me feel like I’ve known her for a long time. It’s a pleasure to be with her and I’m sure we’ll always be friends.

Hi from London.

Got to go now. I’m going out with Petra. Email me with all your news soon!

Take care,

Helena
Vocabulary | Parts of the body

1 Label the body parts: head, cheek, leg, nose, arm, knee, teeth, waist, shoulder, chest, stomach, ear, hand, finger, chin, foot, elbow, neck, forehead, eyebrow, eye, lip.

2 a) Match the adjectives to the people they describe.

<table>
<thead>
<tr>
<th>Personality</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 adventurous</td>
<td>1 someone who likes playing sports</td>
</tr>
<tr>
<td>2 conservative</td>
<td>2 someone who can’t make up their mind easily</td>
</tr>
<tr>
<td>3 hard-working</td>
<td>3 someone who doesn’t like changes or new ideas</td>
</tr>
<tr>
<td>4 sporty</td>
<td>4 someone who works a lot</td>
</tr>
<tr>
<td>5 sociable</td>
<td>5 someone who loves taking risks and having new experiences</td>
</tr>
<tr>
<td>6 self-confident</td>
<td>6 someone who is friendly and enjoys making new friends</td>
</tr>
<tr>
<td>7 indecisive</td>
<td>7 someone who feels sure about their abilities</td>
</tr>
</tbody>
</table>

b) Write your own message to find an e-pal. Describe yourself and your personality.

My brother is adventurous. He loves extreme sports and isn’t scared of taking risks.

b) Think of people you know and describe their personality. Justify your opinion with an example.

A: My friend Jessica is really polite. She never interrupts me when I’m talking. She’s also really punctual as she is always on time. Nevertheless, she can be a bit indecisive as it takes her hours to make up her mind.

3 a) Read the messages posted on an international e-pal agency’s website. Fill in: span, attention, humour, fanatic, personality, vitality, confidence.

Hi! I’m Artur! I’m looking for an e-pal from England, so I can improve my English. I’m 17 years old and I’m from Warsaw, Poland. People say I’ve got a great sense of 1) .................. . I always make my friends laugh. To be honest, I love being the centre of 2) .................. .

Artur, 17, Warsaw.

Hello! I’m Peter from Belgium! I’d like an English e-pal. I’m a really sporty person and I’m a fitness 3) .................. . I admire people who share my energy and 4) .................. . I’m not really interested in reading books or watching films. – It’s only sports for me!

Peter, 16, Brussels.

Hey! This is Monica from Italy! Is anyone interested in becoming my e-pal? I’ve got a strong 5) .................. , though I can suffer from a lack of 6) .................. at times. I’m a good listener – I have a fantastic attention 7) .................. , which means I can listen to people all day. I’m definitely a reliable friend and most of the time I’m good fun, too.

Monica, 16, Milan.

4 Tell your partner about your best friend. Mention positive and negative personality traits. Justify your opinion.

A: My friend Jessica is really polite. She never interrupts me when I’m talking. She’s also really punctual as she is always on time. Nevertheless, she can be a bit indecisive as it takes her hours to make up her mind.
5 a) How do the people feel? Read the sentences and match them to the adjectives below.

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I couldn’t believe it when he won the best actor award.</td>
<td>a) angry</td>
</tr>
<tr>
<td>b) I feel terrible for being so rude to Linda earlier.</td>
<td>b) guilty</td>
</tr>
<tr>
<td>c) I’m sure we’re going to win the game tomorrow.</td>
<td>c) homesick</td>
</tr>
<tr>
<td>d) I really miss my family back in Australia.</td>
<td>d) excited</td>
</tr>
<tr>
<td>e) I won’t give up on passing my driving test.</td>
<td>e) surprised</td>
</tr>
<tr>
<td>f) My sister’s always borrowing my things – it’s so annoying!</td>
<td>f) nervous</td>
</tr>
<tr>
<td>g) I can’t wait for John’s birthday party next week.</td>
<td>g) determined</td>
</tr>
<tr>
<td>h) I can’t relax as I’ve got a big exam tomorrow.</td>
<td>h) confident</td>
</tr>
</tbody>
</table>

b) Have you ever felt like the people in Ex. 5a? When? Tell the class.

I was very nervous the night before my maths exam and I didn’t sleep well at all.

6 Choose the correct adjectives in each pair of sentences.

Present participles describe what sth is like.
E.g. a terrifying film

Past participles describe how sb feels.
E.g. a terrified woman

1 a) I couldn’t sleep last night, I was really horrified/ horrifying by that film.
   b) The night of the car crash was the most horrifying/horrified experience of my life.

2 a) I went completely red, I have never been quite so embarrassed/embarrassing in all my life.
   b) I tripped and fell straight in the swimming pool. How embarrassing/embarrassing!

3 a) Going bungee jumping was the most scared/scary experience in my life.
   b) Linda feels so scared/scary when she’s at home alone late at night.

4 a) It was pretty disappointing/disappointed to fail my exam again.
   b) My parents were not angry with me, but they were disappointed/disappointing by my behaviour.

7 Circle the correct preposition.

1 A good teacher has to be in control of / from their class at all times.
2 I used to be jealous of / about my brother for being so good at sports.
3 The children are really excited with / about going to the zoo.
4 I felt really sorry of / for Jane when she injured her knee.
5 Ned is interested in / at nature and loves wildlife documentaries.
6 James couldn’t sleep as he was nervous with / about the test.
7 I am keen on / off meeting Sophie again soon.
8 Ellen is mad about / of romantic comedies.
9 I like comfortable clothes – I don’t care of / about designer labels.
10 You shouldn’t take advantage of / with her generosity.

8 a) Read the following post from a student forum and fill in: relieved, delighted, kind, stressful, satisfactory, proud, angry, worried.

Hi everyone! I finally sat my maths exam today. The last two weeks of studying were really 1) ________________ for me. I’m just 2) ________________ that it’s over now. I hope that all my hard work pays off and that my grade will be 3) ________________ .

Lynn, London.

Lynn! You should be 4) ________________ of yourself. No matter what grade you get, you’ve done your best. That’s all anyone can ask for! Anyway, you shouldn’t be too 5) ________________ about the grades. You’ve got the right attitude.

Dariusz, Poznan.

Thanks, Dariusz! It’s so 6) ________________ of you to say that. To be honest, I’d be 7) ________________ with any pass mark for this exam. Maths isn’t my strongest subject, so I don’t expect to get As easily. However, I’ll get 8) ________________ with myself if I fail after all that studying.

Lynn, London.

b) Post your comment on the forum.
Read the questions. What vocabulary areas/grammar structures do you need to answer them?

1. What are your best and worst qualities?
2. Who do you admire and why?
3. What makes a good friend?
4. How would you describe your appearance? Is there anything you would like to change? If yes, what is it and why?

Think of vocabulary related to each question and write it down. Compare with your partner.

Question 1 – vocabulary describing character – superlatives

Good character qualities: helpful, patient, easygoing, kind, etc
Bad character qualities: arrogant, selfish, lazy, indifferent, etc

Do the task.

Listen to two people answering question 1. Who uses:
1. correct pronunciation?
2. vocabulary related to the topic?
3. appropriate intonation?
4. grammatically correct sentences?
1 Read the rubric. Who are you writing to? What is the purpose of your message?

- Nie możesz odebrać brata z dworca. Napisz wiadomość do przyjaciela/przyjaciółki z Oksfordu.
  - Wyjaśni sytuację.
  - Poproś go/ją o odbiór brata.
  - Poinformuj, o której godzinie przyjeżdża pociąg.
  - Poproś o kontakt w razie problemów.

2 Read the model answer below and find examples of:

- informal greetings/endings
- omitted personal pronouns
- omitted articles
- omitted auxiliaries
- imperatives
- participles
- informal linkers
- abbreviations

John,
Got a phone call from work. Going to the office as sb in office went home sick. Must finish project before deadline. Won’t be home until 7. Dan’s arriving today from Gatwick. Please pick him up from Victoria Station. Train arrives 5:30. Call me if you have problems.
Thanks!
Jenny

3 Read sentences 1-8 and make them shorter.

1 Can you meet me at 10:00 am? **Meet me at 10 am.**
2 I will see you soon.
3 John is not here; he has gone to the cinema.
4 I am coming to the party. However, I’ll be arriving late.
5 We haven’t got any eggs. Can you please buy some?
6 Will somebody please walk the dog?
7 Could you pick up the children from school on your way back home?
8 Can you help Jack with his homework?
9 Will you wash the dishes, in addition to taking out the rubbish?
10 Why don’t you call Ryan back on his mobile?
11 Could you please wake Sandy up at 8:00 am? The alarm clock is broken.
12 I have been working all day; therefore I am very tired.

4 Read the messages below and make them shorter.

**Dear Claudia,**
I’m having a fancy dress party for my birthday. I hope you can come. You must wear a costume! The theme is the 1980s; therefore please wear something from that era. Could you bring some CDs as well? The party will be next Saturday at my flat at 9:00 pm. Can you please call me to confirm? I will talk to you soon!
Joan

**Dear Kevin,**
The dog groomer is coming at around 3:00 pm. I won’t be home until 4:00 pm. Could you please let her into the garden? The groomer is named Leslie Harris; she’s a tall woman who has got long fair hair. Could you please ask her to cut Max’s hair as well as clip his nails? Can you please pay her £40? I have put the money in the blue jar on the bookshelf. I will see you later.
Chloe

5 Read the rubric. Then write your message. Make sure it is short and accurate.

Przyjeżdża do Ciebie w odwiedziny kuzyn, ale nie możesz go odebrać z lotniska. Napisz wiadomość do przyjaciela/przyjaciółki z Londynu.
- Wyjaśnij, dlaczego nie możesz pojechać na lotnisko.
- Poproś go/ją o podwiezienie kuzyna do domu.
- Opisz pokrójte wygląd kuzyna.
- Poproś o kontakt telefoniczny w razie problemów.
1 a) Read the rubric, the statements and the options. Underline the key words in the statements and options. What is the script about?

b) Now read the first statement and the three options then read the extract from the tapescript. Which is the correct answer? Why aren’t the other two correct?

2 Look at the photograph and make notes under the headings in the Study Skills box.

place: college, university

time of year: spring or summer

weather: sunny, etc

3 Look at the photograph and complete the description. 

Listen and check.

The photograph shows two 1) ................. outside a 2) ................. . It’s a sunny spring day. I think they are reading a text message or looking at a photograph on one girl’s mobile phone. The teenager on the left has got shoulder-length dark 3) ................. hair. She’s wearing a long-sleeved striped 4) ................. and she’s holding some 5) ................. . The other girl has got long straight 6) ................. hair. She’s wearing a white 7) ................. and a pair of white 8) ................. . She’s holding her 9) ................. and a book. There’s a black 10) ................. on her shoulder. They both look very happy.
Which of these adjectives best describe Laurie, Jo & Amy:
unhappy, helpful, calm, caring, selfish (only thinking about yourself), tired, afraid.

Find evidence in the text.

Imagine you are Laurie, and write your diary entry for the day of the incident in the extract. Write: where you were, who with, what you were doing, what happened, how you felt. Read your entry to the class.

Describe the people in the picture.

Look at question 1 and the underlined words in the text. Which is the correct answer?

Study Skills

Przeczytaj tekst. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D.

Which of these adjectives best describe Laurie, Jo & Amy: unhappy, helpful, calm, caring, selfish (only thinking about yourself), tired, afraid. Find evidence in the text.

Imagine you are Laurie, and write your diary entry for the day of the incident in the extract. Write: where you were, who with, what you were doing, what happened, how you felt. Read your entry to the class.

Describe the people in the picture.
Body language is the way people reveal their thoughts and emotions simply by moving their body in certain ways. More often than not, they don't even realise they are doing it. It could be the gestures a person makes with their hands, the way they move their head or even how they use their eyes or mouth. In other words, people can give unspoken signals which communicate meaning just as much as words do.

Psychologist Dr Kevin Lacey stresses the importance of body language. “In order to make a good impression, just saying the right thing isn’t enough,” he says. “How we say it, and the body language we use, can be just as important.”

So what does Dr Lacey suggest we do to improve the sort of message our body language is sending? “Firstly, when you sit opposite someone, don’t cross your arms or legs,” he advises, “and if you are wearing a jacket, open it. Otherwise, your position looks ‘closed’ and people may easily think you have something to hide. An open posture, on the other hand, makes people think that you are being honest. If you want to show you are interested in what someone is saying, you should lean forward with your head slightly to one side. This suggests that you are paying attention to them. Making direct eye contact is usually a good idea too, although in some cultures, such as in some parts of Asia, it can be a sign of disrespect.”

But it’s not just a question of giving out the right signals ourselves. It can also be very useful to understand someone else’s body language. If, for example, you want to know whether someone is telling the truth or not, there are a number of simple signs to look out for. “If someone’s eyes keep moving quickly around the room and they keep on touching their face,” Dr Lacey explains, “there is a good chance the person is not being completely honest.”

So the next time you meet someone new, why not follow Dr Lacey’s advice? Hopefully, body language will help you to trust and be trusted!
Which speaker
A thinks age plays a role in how we choose to look?
B wants to create a tidy impression?
C says their mood influences their appearance?
D admits they always follow fashion?
E sometimes starts their day feeling unattractive?
F says their appearance affects their social life?

1 Do you hang out with friends?
2 What kind of friends do you look for?
3 What do you like most about your best friend?
4 What behaviour of others hurts you most?
5 What do you think are your good and bad qualities?

1 How important to you is it to follow fashion?
2 Do you think your clothes reflect your character?
3 What does your best friend look like?
4 How would you describe their personality?
5 What sort of things make you feel angry?

1 Opisz zdjęcia. Następnie odpowiedz na pytania.
2 Obiecałeś/łaś sąsiadowi, że zaopiekujesz się jego dzieckiem, ale nie możesz wywiązać się z obietnicy. Napisz wiadomość do współlokatorki z Anglii.
   • Wytłumacz, dlaczego nie możesz zająć się dzieckiem.
   • Poproś współlokatorkę, żeby Cię zastąpiła.
   • Opisz zainteresowania dziecka.
   • Poinformuj, że zastąpisz ją o godzinie 20.

1 Uczęszczasz na kurs języka angielskiego w Wielkiej Brytanii. Zredaguj list do przyjaciela/przyjaciółki (120–150 słów).
   • Napisz, gdzie przebywasz i w jakim celu.
   • Opisz pokrótce uczestników kursu i miejsce zakwaterowania.
   • Wspomnij o dwóch rzeczach, za którymi najbardziej tęsknisz.
   • Podaj termin powrotu do kraju i zapytaj, kiedy zamierza Cię odwiedzić.
### Personal Identification
- **date of birth**
- **divorced**
- **first name**
- **gender**
- **home town**
- **male/female**
- **marital status**
- **nationality**
- **occupation**
- **personal interests**
- **physical appearance**
- **surname**

### Appearance/Age
- **early/late teens**
- **mid-thirties**
- **teenager**
- **middle-aged**
- **elderly**

### Height
- **of medium height**
- **short**
- **tall**

### Build
- **of medium build**
- **overweight**
- **plump**
- **skinny**
- **slim**
- **well-built**

### Special features
- **Hair**
  - curly
  - dark
  - fair
  - ponytail
  - shoulder-length
  - wavy
  - Expressive: wąsy
  - Expressive: pełen wyrazu
- **Eyes**
  - deep-coloured
  - expressive
- **Body**
  - arm
  - chest
  - elbow
  - finger
  - leg
  - neck
  - shoulder
  - stomach
  - toe
  - waist
- **Clothes & Accessories**
  - belt
  - blouse
  - boots
  - coat
  - gloves
  - hat
  - jacket
  - jeans
  - pantyhose
  - suit
  - sunglasses
  - tracksuit
  - undergarments

### Adjectives (people)
- **adventurous**
- **aggressive**
- **ambitious**
- **arrogant**
- **bad-tempered**
- **bossy**
- **boring**
- **caring**
- **cheeky**
- **cheerful**
- **creative**
- **dishonest**
- **disorganised**
- **easy-going**
- **energetic**
- **enthusiastic**
- **generous**
- **gentle**
- **hard-working**
- **helpful**

### Adjectives (clothes)
- **bright-coloured**
- **casual**
- **cotton**
- **denim**
- **floral**
- **leather**
- **patterned**
- **thick**
- **woollen**

### Verbs
- **fit**
- **match**
- **match**
- **suit**
- **put on**
- **take off**

### Personality
- **adventurous**
- **aggressive**
- **ambitious**
- **arrogant**
- **bad-tempered**
- **bossy**
- **boring**
- **caring**
- **cheerful**
- **creative**
- **dishonest**
- **disorganised**
- **easy-going**
- **energetic**
- **enthusiastic**
- **generous**
- **gentle**
- **hard-working**
- **helpful**
honest  uczciwy, prawdomówny
immature  niedojrzały
impatient  niecierpliwy
indecisive  niezdecydowany
indifferent  obojętny
kind  miły, zycyliwy
lazy  leniwy
loving  kochający, czuły
loyal  lojalny
mean  podły , nikczemny;
modest  skromny
optimistic  optymistyczny
organised  zorganizowany
outgoing  otwarty , towarzyski
patient  cierpliwy
pessimistic  pesymistyczny
polite  grzeczny , uprzejmy
popular  popularny
punctual  punktualny
relaxed  zrelaksowany
reserved  powściągliwy
responsible  odpowiedzialny
rude  niegrzeczny
self-confident  pewny siebie
selfish  samolubny, egoistyczny
sensitive  wrażliwy
shy  nieśmiały
sociable  towarzyski
spoilt  zepsuty
sporty  wysportowany
talkative  rozmowny, gadatliwy
trustworthy/untrustworthy  godny zaufania/niegodny zaufania

Useful Phrases
be a (fitness) fanatic  mieć
bzikę na punkcie (fitnessu)
be a bit of a moaner  być
nieco zrzędliwym
be afraid of  bać się (czegoś)
be fed up with sth  mieć
czegoś dość
be fond of  lubić (coś)
be in a good/bad mood  mieć
dobry/zły nastrój
be in control of  mieć
kontrolę (nad)

look after sb  opiekować się
kimś, troszczyć się o kogoś
look for sth/sb  szukać
czegoś/kogoś
lose one's temper  stracić
panowanie nad sobą
make sb laugh  rozmieszcz
kogoś
make up one's mind  podjąć
decyzję
prefer sth over sth else  woleć coś od czegoś
start a fight  wdać się w bójkę
stay calm  zachować spokój
suffer from sth cierpieć na
coś
take advantage of  wykorzystać (coś/kogoś)
tell the truth  powiedzieć
prawdę

angry with  zły na (coś/kogoś)
anxious  zaniepokojony
bored  znudzony
confident  pewny siebie
delighted  zachwycony

Feelings

17
• Collocations

1 Fill in: fashion, appearance, expressions, sense, interests, attitude, personality, body, status, friendly.
Then use the collocations to fill in the sentences.

1 language 6 marital conscious 10 strong
2 facial 7 personal 2
3 of humour 8 physical 3
4 face 9 consciousness 4
5 right

1 You can often tell how people are feeling by reading their....................
2 Ricky has a great ....................; his jokes always make us laugh.
3 Kate is very ....................; she often reads magazines to find out the latest trends.
4 What is his ....................; is he married or single?

2 Find the odd word out.

1 narrow – pretty – small - energetic 4 clear – clean – pale- tanned
2 thin – full – generous - gorgeous 5 large – thin – small - friendly
3 bushy – high – thin - thick 6 clear – clean – pale- tanned
4 long 7 physical
5 hair
6 curly – plump – fair - wavy

• Useful phrases

3 Fill in: makes, sees, shares, broaden, changes, does, loses, takes, stays, pay.

1 Lisa always ................... a good impression on people she meets.
2 Phil’s very impatient and often ................... his temper when we are late.
3 John’s an optimistic man who always ................... the bright side of things.
4 Claire’s friends always ................... her compliments about the stylish clothes she wears.
5 Tim’s a bit indecisive; he often ................... his mind about things.
6 Helen always ................... calm when there is an emergency.
7 Lisa ................... her best at school.
8 Bill’s grandfather sometimes ................... his experiences of life during the war.
9 Helen tried to ................... her social circle by joining some after-school clubs.
10 Gloria is very adventurous. She ................... lots of risks and has tried many extreme sports.

• Prepositions

4 Choose the correct preposition

1 Katy is fond of/wearing scarves in the winter.
2 Paul is very energetic, he’s always at/on the go!
3 Sarah is afraid for/of spiders.
4 Students should treat their teachers with/in respect.
5 Fiona is a friendly person, she’s kind to/in everyone.
6 Peter always complains about/of his problems.
7 Anna always finds time to get in/on touch with her friends.
8 Mary gets angry of/with people who lie to her.
9 Sarah is really interested in/on fashion.

• Words often confused

5 Fill in: fit, match, suit, put on, take off.

1 That skirt and blouse ................. . They have a similar colour.
2 You should ................. your jacket. It’s cold outside.
3 Those jeans really ................. you – you look really stylish in them!
4 Why don’t you ................. your coat, Brian? It’s very warm today.
5 This jumper doesn’t ................. . It’s too small.

6 Look at the photograph and complete the description with: sportswear, ponytail, wavy, slim, pale, sleeveless, married, energetic, baggy, height.

This photograph shows two adults jogging in a park. They might be friends or they could be a(n)
1) ................... couple. The man is of medium 2) ................... and has got 3) ................... hair and a(n) 4) ................... complexion. He is wearing a pair of 5) ................... tracksuit bottoms and a T-shirt under a 6) ................... blue top. The woman is also wearing 7) ................... including a red top and a black pair of tracksuit bottoms. She is quite 8) ................... and has got long dark hair in a 9) ................... . I think they are very 10) ................... and sporty people who exercise a lot.
Contents

1 Present Tenses (present simple, present continuous, stative verbs, adverbs of frequency, present perfect, present perfect continuous)
2 Past Tenses (past simple, used to/would, past continuous, stative verbs, past perfect, past perfect continuous)
3 Future Tenses (future simple, be going to, future continuous, present continuous/present simple, adverbs of frequency, future perfect, future perfect continuous, will/won’t shall)
4 Infinitive/-ing form/Participle (to-infinitive/bare infinitive, -ing form, tenses of the infinitive/-ing form, verbs taking the to-infinitive or the -ing form with a change in meaning, too – enough, participles)
5 Modals (can/could – may/might – shall – will/would – should/ought to – must/have to – need/needn’t/didn’t need to/needn’t have done – mustn’t/can’t, continuous and simple forms with modals)
6 Adjectives (adjectives/compound adjectives/adjectives with the definite article/order of adjectives) – Adverbs (adverbs/formation/order of adverbs/adverbs with two forms and differences in meaning) – Comparisons (comparisons/types of comparisons)
7 Clauses (clauses of time, clauses of purpose, clauses of result, clauses of reason, clauses of contrast, clauses of place, exclamations, relative clauses, clauses of manner) – Linking Words (conjunctions, positive addition, contrast, alternative, cause/reason, manner, condition, purpose, effect/result, time, place, relative)
8 Passive voice (present simple, present continuous, past simple, past continuous, future simple, present perfect, past perfect, modals, infinitive, -ing form – personal/impersonal constructions)
9 Causative form (get sth done, have sb do sth, get sb to do sth)
10 Reported speech (statements questions, Yes/No short answers/question tags, subjunctive)
11 Conditionals (types 0, 1, 2, 3 – will/would after if – omission of if – mixed conditionals)
12 Wishes (present, past future) – had better/would rather/prefer – Unreal Past (I’d rather/sooner, suppose, It’s (about/high) time)
13 Nouns (the plural of nouns, compound nouns, regular/irregular plurals, countable/uncountable nouns, plural nouns used in singular and plural with a different meaning)
14 Articles (a/an, the)
15 Emphasis/Inversion
16 Pronouns/Quantifiers/Demonstratives (personal pronouns, possessive adjectives/pronouns, possessive case, reflexive/emphatic pronouns, these/this, those/this, some/more/no/every + compounds, both/all, neither/nor, either, every, each, whole, one/ones, both … and, Neither … nor/Either … or, much/many/a lot of, other and its forms)
17 Prepositions (place, movement, time)
18 Questions/Short answers (Yes/No questions, question words, subject/object questions, indirect questions, question tags, short answers, so – Neither/nor)

Phrasal verbs
Prepositions used with verbs and nouns
Czas present simple i present continuous

Czasu present simple używamy, mówiąc o:
- faktach i stanach trwałych. Jane works as a dentist.
- prawdach uniwersalnych i prawach przyrody. The sun rises in the east.
- codziennych czynnościach. She usually goes to work by bus.
- czynnościach odbywających się zgodnie z harmonogramem. His train leaves at eight o’clock tomorrow.
- przebiegu meczu. John Terry wins the ball. passes to Lampard and scores for Chelsea.
- uczuciach i emocjach. I love Chopin. His music is wonderful.

W czasie present simple często pojawiają się przysłówki częstotliwości oraz następujące określenia czasu: usually, often, always, every day/week/month/year itd., in the morning/afternoon/evening, at night/the weekend, on Fridays itd.

Czasu present continuous używamy, mówiąc o:
- czynnościach odbywających się w chwili obecnej. Sylvia is doing her homework at the moment.
- czynnościach tymczasowych. We are decorating our house this week.
- planach na najbliższą przyszłość. I’m going out with Peter tonight.
- stanach podlegających zmianie. My daughter is doing better and better at school.
- rzeczach, które nas irtytują lub denerwują. He is always playing loud music late at night.

W czasie present continuous często pojawiają się następujące określenia czasu: now, at the moment, at present, these days, nowadays, still, today, tonight itd.

Czasowniki nie posiadające formy czasu
- czasowniki opisujące upodobania (like, love, hate, enjoy, prefer, detest, desire, want itd.). Jim enjoys rock music.
- inne czasowniki (be, contain, include, belong, fit, need, matter, cost, own, want, owe, weigh, wish, have, keep itd.). This car belongs to my dad.

Niekotóry z powyższych czasowników można użyć w czasie present continuous, ale powoduje to zmianę znaczenia.

<table>
<thead>
<tr>
<th>Present Simple</th>
<th>Present Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>THINK</td>
<td>They are thinking of visiting Japan.</td>
</tr>
<tr>
<td>HAVE</td>
<td>I am having a fantastic time.</td>
</tr>
<tr>
<td>SEE</td>
<td>I’m seeing my lawyer tomorrow morning.</td>
</tr>
<tr>
<td>TASTE</td>
<td>Jenny is tasting the soup to see if it needs more pepper.</td>
</tr>
<tr>
<td>SMELL</td>
<td>She is smelling the flowers.</td>
</tr>
<tr>
<td>APPEAR</td>
<td>He is appearing in a film with Jennifer Lopez.</td>
</tr>
<tr>
<td>FIT</td>
<td>My dad is fitting a new lock on the door.</td>
</tr>
<tr>
<td>LOOK</td>
<td>Diana is looking at some magazines.</td>
</tr>
</tbody>
</table>

Remember!
- Czasownika enjoy można użyć zarówno w czasie present simple, jak i continuous. My sister really enjoys playing volleyball.
- Czasownika feel (= czuć) i hurt można użyć zarówno w czasie present simple, jak i continuous bez zmiany znaczenia. I feel very happy. = I am feeling very happy.
- Czasowniki listen, look i watch wyrażają celowe działanie i można ich użyć w czasie present continuous. They are watching the box.
Zastosowanie
Przysłówki częstotliwości określają, jak często dana czynność się odbywa. Przysłówki odpowiadają na pytanie How often ...? Przysłówków częstotliwości używa się zazwyczaj w czasie present simple.

"How often does Tina go to the cinema?"
"She rarely goes to the cinema."

Przysłówków częstotliwości używa się:
- przed czasownikiem głównym.
  Nathan often goes out with his friends.
- po czasownikach posiłkowych (be, have, do) i modalnych (can, will, must itd.).
  Laura doesn't usually go to bed late.
  Sophie is never late for school.
  We must always brush our teeth before we go to bed.

Uwaga: Przysłówki rarely, seldom i never mają znaczenie negatywne i nigdy nie są używane z partykułą not.
  Claire never leaves work before 5 pm. (NIE: Claire doesn't never leave ...)
  Robert seldom goes to fast food restaurants. (NIE: Robert doesn't seldom go ...)

Czas present perfect
Czasu present perfect (have + imiesłów str. biernej) używamy:
- opisując czynności które miały miejsce w blizniej nieokreślonym momencie w przeszłości. Dokładny czas nie został sprecyzowany, ponieważ nie jest to ważne. Istotniejszy jest sam fakt, że dana czynność się wydarzyła, a także jej związek z teraźniejszością.
  I have ironed the clothes. Cathy has been to Bangkok once.
- opisując stany lub czynności, które rozpoczęły się w przeszłości i trwają w teraźniejszości (często z użyciem czasowników: be, have, like, know itd.).
  I have known Harry for two years.
- opisując czynności, które zakończyły się niedawno, a których skutki widzimy obecnie.
  I have just washed the car.
- odnosząc się do doświadczenia lub życiowych zmian.
  She has acted in a film with Julia Roberts.
- z określeniami czasowymi, o którymi mowa, trwa nadal.
  We have watched three films this week. (= Tydzień się jeszcze nie skończył i możliwe, że obejrzymy więcej filmów.)

W czasie present perfect często pojawiają się następujące określenia czasu: for, since, how long, all day/morning/month itd., lately, recently.

W czasie present perfect często pojawiają się następujące określenia czasu: for, since, how long, all day/morning/month itd., lately, recently.

Remember!
She has gone to the bank. (Zmierza do banku lub już tam jest. Jeszcze stamtąd nie wróciła.)
She has been to Los Angeles. (Przebywała w Los Angeles. Już stamtąd wróciła.)
She has been in Milan. (Mieszka w Mediolanie.)
Present Tenses

1 ★ Identify the tenses, then match them to their correct descriptions.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>The Earth revolves around the Sun.</td>
<td>Is she visiting the zoo tomorrow?</td>
<td>He is staying at a hotel until his house is ready.</td>
<td>The bus to Glasgow leaves at 7 pm.</td>
<td>They don’t eat breakfast every morning.</td>
<td>Ann’s driving is improving every week.</td>
</tr>
</tbody>
</table>

A a fixed arrangement in the near future  
B a habit/routine  
C a temporary situation  
D a general truth/law of nature  
E a changing/developing situation  
F a timetable/programme

2 ★ Put the verbs in brackets into the present simple or the present continuous.

1 A: I see (see) the circus is here again. Would you like to come tonight?  
B: Sorry, but I …………………….. (see) my grandmother tonight.

2 A: …………………….. (Mary/enjoy) her visit to Paris.  
B: Yes, she …………………….. (enjoy) visiting the museums there and going sightseeing.

3 A: I …………………….. (think) of selling my car.  
B: I …………………….. (think) that’s a great idea.

4 A: Ann Smith …………………….. (appear) in a new TV show tonight.  
B: Yes, she …………………….. (appear) to feel better after her leg injury.

5 A: Why …………………….. (you/taste) the soup?  
B: To see if it …………………….. (taste) too salty.

6 A: Is Ben OK? He …………………….. (not/look) well.  
B: Yes, I know. I …………………….. (look) for the doctor’s phone number now.

7 A: …………………….. (the oven/fit) next to the fridge?  
B: Yes, the electrician …………………….. (fit) it in right now.

8 A: She …………………….. (have) a great reputation as a TV presenter.  
B: That’s true, but she …………………….. (have) problems with her career at the moment.

3 ★ Underline the correct item.

1 Alan visits/is visiting his grandparents every weekend.  
2 These days, it becomes/is becoming more expensive to go abroad on holiday.  
3 Helen and her friends go/are going to a rock concert this evening.  
4 Angelia Jolie successfully plays/is playing the part of Christine Collins in Changeling.  
5 Brian paints/is painting the kitchen walls at the moment.  
6 Do the leaves fall/Are the leaves falling from the trees in autumn?

4 ★ Underline the correct time expression.

1 Helen is listening to music at the moment/in the afternoon.  
2 Peter is having a party on Fridays/tomorrow.  
3 He catches the bus to school every morning/tonight.  
4 The ferry leaves the port at 8 am tomorrow morning/at the moment.  
5 Lisa’s mum does the laundry on Sundays/now.  
6 Paul is meeting his girlfriend this evening/every week.

5 ★ Read the texts and fill in the gaps with the present simple or the present continuous of the verbs in brackets.

The MOOMBA festival 1) takes (take) place in Melbourne, Australia every March. The word Moomba 2) …………………….. (come) from an Aboriginal word meaning ‘let’s get together and have fun’. The festival 3) …………………….. (last) for several days and 4) …………………….. (include) many competitions, music and parades. The activities on the waterfront 5) …………………….. (attract) thousands of visitors. At the moment, I 6) …………………….. (watch) the ‘Birdman’ competition. People 7) …………………….. (try) to fly their homemade flying machines and it’s very funny! The wind 8) …………………….. (blow) hard and the teams 9) …………………….. (have) a difficult time.
Dear Readers,

Our teen magazine wants to thank you for your support. More and more young people want to read our magazine these days. As you know, most of our fashion ideas come from teens on the streets. So, we thought, ‘New Trendsetters’. We want our readers to send us pictures of what they think is stylish or trendy today. You or your friends are fashion trendsetters? Send us a photo and see what we think. Make sure you don’t miss to get permission to take someone’s photo!

We are giving away:
- 20 Nick Jonas CDs
- 50 iPhone cases
- 100 Beauty surprise bags!!!

Cash prizes worth £5,000

6 ★ Complete the advert with the verbs in brackets.
Use the present simple or the present continuous.

Every year huge crowds of people (gather) at the Glastonbury festival. It is a celebration of art and music that (unite) fans from all over the world for a few days every year in June. There are many live performances and theatricals by famous artists and even circus acts. Right now, we (begin) in two hours but people (lie) on the grass waiting for Kylie Minogue. Her show (arrive) to get good spots. I (not/believe) I (sit) here waiting to see my favourite pop star!

7 ★ Circle the correct item.

1 A: My mum …… the taste of curry at all.
   A likes C like
   B doesn’t like D don’t like

2 A: …… how late we are?
   B: Yes. And we are only half way there.
   A Are you realising C Do you realise
   B You realise D You are realising

3 A: Summers …… longer and longer.
   B: A lot warmer, too!
   A get C gets
   B is getting D are getting

4 A: Jim is …… late for class.
   B: Yes, he’s on time for most things.
   A usually C always
   B never D often

5 A: It rains quite …… in London.
   B: Mmm, at least three times a week.
   A often C always
   B usually D rarely

6 Water …… at 100° C.
   A boil C is boiling
   B boils D boiling

7 A: Sue …… of moving to Rome to study Art.
   B: Sounds exciting!
   A thinks C is thinking
   B think D thinking

8 A: What time ……?
   B: At 3 o’clock. We need to hurry.
   A the plane leave C is the plane leaving
   B does the plane leave D do the plane leave

9 A: I just …… spring showers!
   B: So do I. They are so refreshing.
   A loving C am loving
   B love D loves

10 A: Do you like the party, Steven?
    B: It’s a bit boring. I …… myself much.
    A don’t enjoy C enjoys
    B am not enjoying D enjoy

11 Ronaldo …… the penalty and Real Madrid lose 1-0.
    A miss C don’t miss
    B is missing D misses

12 A: Laura …… comes to the gym on Thursdays.
    B: Where is she?
    A rarely C never
    B usually D seldom

13 Dad …… his dentist tonight. He has a toothache.
    A is seeing B sees C seeing D see

14 A: …… a test today?
    B: No, tomorrow morning.
    A You writing C You write
    B Do you write D Are you writing

15 Most people have mobile phones ……
    A still C nowadays
    B at the moment D tonight

16 A: It …… to me like no one is home.
    B: You’re right. There are no lights anywhere in the house.
    A is seeming B seems
    C are seeming D seem
1 Present Tenses

8 ★ Identify the tenses in bold and then match the sentences (1-7) with the correct tense descriptions (A-G).

1  Frank has read three comic books this morning.  
   present perfect  

2  Anthea has just made some cakes.  

3  Have you been eating my dinner again?  

4  He has been fixing his car since 11 o'clock this morning.  

5  She has been busy all week.  

6  Sam's parents have bought a new TV.  

7  Rita is very tired. She has been studying all afternoon.  

A to put emphasis on the duration of an action which started in the past and continues up to the present.  
B to express anger, irritation or annoyance.  
C to describe an action which happened at an unstated time in the past.  
D to describe an action which started in the past and lasted for some time. The action may still be continuing or may have already finished, but has a visible result in the present.  
E to describe an action which happened within a specific period of time which is not over at the moment of speaking.  
F to express an action that has recently finished and whose result is visible in the present.  
G to talk about a state that started in the past and continues up to the present.

9 ★ Fill in the gaps with have/has been to/in or have/has gone to.

1  A: Have you ever been to the Eiffel Tower?  
   B: Yes, and the view from there is wonderful.

2  A: I ........................................ not ........................................ the new Italian restaurant in Bent Street. Would you like to go?  
   B: Yes, I ........................................ already ........................................ there and it's really great.

3  A: Is Jo coming to the cinema tonight?  
   B: No, he ........................................... his grandparents' house for the weekend.

4  A: How long ........................................ Greg ........................................ New York?  
   B: Two years, but he is coming home soon.

5  A: Can we watch a film at your house this weekend?  
   B: Yes, my parents ........................................ Madrid.

6  A: I need some information about the tropics. Can you help me?  
   B: Why don’t you ask Janet? She ........................................ Kenya and Nigeria several times.

10 ★ For each situation, use the words in brackets to ask a question or to make a statement, as in the example.

1  You see your friend's house is a different colour. You ask: (paint/house?) Have you painted your house?

2  Your friend takes you to a shop you have never been to. You ask: (be here/before?) ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ ........................................ 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11 ★ Complete the exchanges using the present perfect or the present perfect continuous.

A: 1) Have you heard (you/hear) the weather forecast yet?
B: No, but I 2) ……………………………… (watch) the news for the last hour and all they 3) … ……………………………… (talk) about are the floods.
A: Oh dear! Those poor people. It 4) ……………………………… (be) an awful week so far with all those storms.
B: Yes, especially in the north where it 5) … ……………………………… (not/stop) raining for over a week now.

A: Tom, it’s already five o’clock. 1) ……………………………… (you/finish) with the report?
B: Not yet. I 2) ……………………………… (go) over the numbers all afternoon and something seems wrong.
A: 3) ……………………………… (Mary/check) that?
B: I 4) ……………………………… (leave) several notes on her desk so far, but I think she 5) … ……………………………… (not/return) from her meeting yet.

A: 1) ……………………………… (you/see) Jane? She looks great. 2) ……………………………… (she/diet) lately?
B: No. She 3) ……………………………… (work) out at the gym for the last six months.
A: It seems that it 4) ……………………………… (do) wonders. She 5) … ……………………………… (never/look) so healthy!
B: Well, you and I 6) … ……………………………… (talk) about joining a gym for ages. How about going for it?
A: I think you 7) ……………………………… (just/read) my mind!

A: I 1) ……………………………… (not/see) Laura for a while. 2) ……………………………… (you/speak) to her lately?
B: No, I 3) ……………………………… (be) be busy with my exams but I think she helps her mum with chores every day after school.
A: 4) ……………………………… (her mum/be) ill lately?
B: Not exactly. She 5) ……………………………… (have) two surgeries on her knee so far and she 6) … ……………………………… (not/be able) to walk yet.

12 ★ Ask and answer questions as in the example.

1 Your bag looks heavy.
2 Your clothes are dirty.
3 You are wet.
4 You look happy.
5 You look upset.

A: Your bag looks heavy.
B: I’ve just been to the library.

13 ★ Complete the text with the present perfect or the present perfect continuous of the verbs in brackets.

Who 1) hasn’t heard (not/hear) of Jamie Oliver? The famous chef’s hands-on style and love for healthy food 2) ……………………………… (inspire) many to go back into the kitchen.

Jamie became famous with his first television show The Naked Chef back in 1997. Since then, he 3) ……………………………… (come) out with series after series which 4) ……………………………… (have) high ratings and most 5) … ……………………………… (lead) to best selling books. Jamie also launched a campaign for healthier school meals which 6) ……………………………… (result) in the award-winning series Jamie’s School Dinners. Recently, he 7) ……………………………… (work) together with a major supermarket to improve the quality of goods available to customers. His talented hands 8) … ……………………………… (cook) for Prime Minister, Tony Blair, and other world leaders. He 9) … ……………………………… (receive) many awards and special recognition for his battle against poor eating habits.

Jamie 10) … ……………………………… (live) on his farmhouse in Essex with his wife and their four children for over ten years, growing their own fruit and vegetables.
### Asking for and giving personal information

#### Asking for personal information
- Have you got any brothers or sisters?
- Where do you live?
- Do you work or are you still at school?
- What do you do in your spare time?

#### Giving personal information
- Yes, I've got ... bothers/sisters. / No, I'm an only child.
- I live in a house/flat in the suburbs/on the outskirts/near the city centre/in a small town etc.
- Actually, I'm a Year ... school student. / I finished school ... years ago and now I ....
- When I have some time off, I usually ... ./ In my spare time I really like to ....

### Asking about experiences

#### Asking about experiences
- Have you ever (been to) ...?
- How long have you ...?
- When did you last ...? What was it like? How was?

#### Responding
- Yes, I have. I ... . / No, I've never ... .
- I've been ... since/for ... .
- The last time I ... was ... .
- It was great/fun/disappointing etc.

#### Expressing dislikes
- I just hate/can't stand ...
- To be honest, it's not really my thing.
- It's not my cup of tea.
- I find ... really boring/awful etc.
- I don't like ... at all.

#### Expressing likes
- I think it's amazing/fantastic/really cool!
- I really like/love ... (-ing)
- I'm crazy about it.

#### Being neutral
- It's OK, I suppose.
- I don't mind.
- I'm not too sure.
- Well, I don't know, really.

### Talking about others

#### Asking about someone
- Who's your best friend?
- What's your brother/sister/best friend etc like?
- Tell me about your brother/sister/best friend etc.
- What sort of person is ...?
- How well do you get on with ...?

#### Responding
- My best friend is ... . We've grown up together. We've been friends forever! We've known each other for ... .
- He/She is really great/cool/amazing etc. We get on very well together.
- He/She is really great, but can be a bit difficult/mean/grumpy/stubborn etc at times.
- Not very well/at all.

### Giving and reacting to news

#### Giving good news
- Guess what! I've (passed my driving test) etc.
- I've got some great news.
- You won't believe this! I ....

#### Reacting to good news
- That's fantastic/great! Well done!
- Wow! Really?
- Wow! That's brilliant!
- Congratulations! I'm really happy for you!

#### Giving bad news
- I'm afraid I've got some bad news. I've (been robbed) etc.
- Something terrible has happened. I ....
- It's bad news, I'm afraid.

#### Reacting to bad news
- Oh, no! How awful/terrible/sad!
- Oh dear! How did it happen?
- That's a shame/a pity/too bad.
- Poor you! I can't believe it!
1. Choose the correct response.

1 A: Where do you live?
   B: a I don’t like the city at all.
       b In a flat in the suburbs.

2 A: How do you feel about Lady GaGa’s new CD?
   B: a It’s OK, I suppose.
       b I’m sorry, I feel terrible.

3 A: It’s bad news, I’m afraid. I failed my driving test, again.
   B: a Wow! That’s brilliant!
       b Poor you! That’s too bad!

4 A: What do you do in your spare time?
   B: a Actually, I’m a Year 10 school student.
       b When I have some time off, I like to go skateboarding.

5 A: You should have told me you’d have to leave earlier.
   B: a I completely forgot that I had to go.
       b Why didn’t you tell me that you didn’t want to come?

6 A: I don’t like waiting in queues at all.
   B: a Poor you!
       b I don’t mind.

7 A: Guess what! I won a bike race last weekend!
   B: a Wow! Really?
       b I’m really into cycling.

8 A: Who’s your best friend?
   B: a That would be Tony. I’ve known him since I was 5.
       b He’s really great, but can be a bit annoying at times.

9 A: Have you ever been on holiday to Thailand?
   B: a The last time I went on holiday was this June. It was amazing!
       b No, I’ve never been to Asia. I’m hoping I will someday.

10 A: How long have you been playing the guitar?
    B: a I’ve always wanted to learn to play.
        b I’ve been playing since I was 10 years old.

11 A: Do you work or are you still at school?
    B: a I finished school 2 years ago and now I’m at university.
        b I really like working for this company.

12 A: How well do you get on with Martin?
    B: a I don’t mind.
        b Not very well.

2. Replace what Speaker B says with a phrase that expresses the same idea.

1 A: Guess what! I’ve been elected class president!
   B: That’s fantastic! Well done!

2 A: Are you interested in travelling, at all?
   B: I’m crazy about visiting new places.

3 A: How do you feel about pop music?
   B: I just hate it.

4 A: Something terrible has happened. George’s lost his job.
   B: That’s a pity.

5 A: Tell me about your best friend.
   B: My best friend is Sue. I’ve known her since we were little children.

6 A: I know I should have called you, but I didn’t have any phone credit.
   B: Don’t worry about it.

7 A: I’m afraid I’ve got some bad news. Angelina’s new bike got stolen.
   B: Oh no, how terrible!

8 A: I wish you had told me the tickets would be so expensive.
   B: I can’t tell you how sorry I am.

9 A: What do you think of wearing a uniform to school?
   B: I don’t mind.

10 A: Have you heard the good news? I got the job at the music shop!
    B: Congratulations!

11 A: You should have reminded me about today’s meeting.
    B: I completely forgot that it was today.

12 A: Do you enjoy windsurfing?
    B: I think it’s awesome!

13 A: I just didn’t have the time to finish the project.
    B: Why didn’t you tell me last week?

14 A: Tell me about your friend Stephen.
    B: I’ve known him for a long, long time.

15 A: What do you think of the new school rule?
    B: I’m not too sure about it.
List prywatny

List prywatny piszemy do osoby, którą dobrze znamy. Zazwyczaj rozpoczyna się go od słów Dear i imienia adresata. W pierwszym akapicie pozdrawiamy adresata (np. Hi! How are you?) i podajemy powód napisania listu. W kolejnych akapitach rozwijamy list, a w ostatnim go kończymy, żegnając się i podpisujemy (np. Have to go now. Yours, Rebecca).

W liście prywatnym używamy stylu nieoficjalnego:
- słownictwa stosowanego w życiu codziennym. (I'm having a great time.)
- potocznych wyrażeń/idiomów. (Drop me a line.)
- krótkich spójników. (so, and itd.)
- ściągniętych form czasowników. (I can't, I'll be ...)

PRZYDATNE ZWROTY

Zwrot rozpoczynający
- Dear Mum/Dad, Dear Aunt Claire,
- Dear Grandpa, Dear Tom/Lucy itd.

Rozpoczynanie listu
- Hope you’re OK.
- How are you doing?
- Hi from Moscow/Rome/Cracow itd.
- Thanks for your email.
- Sorry I didn’t write earlier, but I ...
- Sorry for not writing for so long.
- Hi! How are you?
- It was good to hear from you.
- I haven’t heard from you for a while.

Powód napisania listu
- I wanted to drop you a line to tell you my news/to tell you about ...
- I just wanted to ask/remind/thank itd. you ... 
- Just a quick email to tell you ... 
- I wondered if you’d like ... 
- This is just to let you know ...
- I’m sorry to hear about ...
- I was a bit worried and wanted to see if you’re OK.

Prośba o utrzymanie kontaktu
- Drop me a line sometime.
- I hope to hear from you soon.
- Give me a call later.
- Let me know if you can make it or not.
- I was glad to hear about ...
- Let me know as soon as possible.

Kończenie listu
- Email me soon.
- I’d better get going/Bye for now.
- I must go now./Got to go now.

Zwrot kończący
Yours/Best wishes/Love/Take care itd. + your first name

Practice

1. Napisz na nowo pierwszy akapit, używając wyrażeń z listy obok.
2. Przeformułuj zakończenie listu.
**Wiadomość**

Wiadomość to krótki tekst, którego celem jest udzielenie adresatowi informacji, poproszenie go o przysługę, zaplanowanie spotkania itd. Wiadomość cechuje udzielenie wszystkich istotnych informacji bez użycia zbędnych słów. Pisząc wiadomość, przeważnie pomijamy takie kategorie słów jak zaimki osobowe (I, you, itd.), przedimki (a/an, the), czasowniki posiłkowe (am, have, itd.) oraz zwroty powitalne i pożegnalne (Dear, Yours, itd.). Można natomiast używać trybu rozkazującego, spójników typowych dla stylu nieformalnego, imiesłowów i ściągniętych form czasowników, na ogół nieużywanych w języku pisanym. Wiadomość zazwyczaj nie jest podzielona na akapity.

**Przydatne zwroty**

**Początek wiadomości**

(person's first name) Tony/Mark,

**Powód napisania wiadomości**

• Need to work late.
• Had to go shopping.
• Got phone call from Peter.
• Paul just called and ...
• Couldn’t wait for you.
• Had to go to the (supermarket).

**Planowane działania**

• Be back in ...(an hour)
• I won’t be late. • Call you later.
• See you at (the cinema)
• Call me if you have any problems.

**Sugestie**

• How about ...? • We could (meet) ...

**Prośba o przysługę**

• Can/Could you ...?
• Please, (... take it to ...)

**Zakończenie wiadomości**

• Thanks. • Cheers. • See you.

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**Practice**

1 Przeczytaj przykładową wiadomość poniżej. Dlaczego nie jest ona dobrze napisana? Zastanów się nad:

• układem graficznym,
• zwięzłością,
• pominięciem zaimków, przedimków i czasowników posiłkowych.

**Matura**

Musisz wyjść. Napisz wiadomość adresowaną do Twojej współlokatorki z Walii, w której:

• poinformujesz, że czekales/łaś na przyjście kolegi, który jednak się spóźni – napisz, dlaczego.
• poproszisz o odebranie prania z pralni i podasz powód.
• wyjaśnisz, gdzie poszedłeś/poszłaś i kiedy wrócić.
• poinformujesz współlokatorkę, gdzie jest jedzenie i że w razie potrzeby może do Ciebie zadzwonić.

**Dear Anna,**

Sandra called earlier. She wanted to tell us that she would be late because she missed her bus. She said she had to wait for the 7:05 bus. Can you please pick up the laundry? Shop wasn’t open when I went. Going to the supermarket. Be back at 8:00. Dinner’s in the oven. Call me if you need anything.

See you. Sandy

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**Practice**

1 Przeczytaj przykładową wiadomość poniżej. Dlaczego nie jest ona dobrze napisana? Zastanów się nad:

• układem graficznym,
• zwięzłością,
• pominięciem zaimków, przedimków i czasowników posiłkowych.

**Dear Anna,**

Sandra called earlier. She wanted to tell us that she would be late because she missed her bus. She said she had to wait for the 7:05 bus. Can you please pick up the laundry? I went to the shop earlier but it was closed so I couldn’t pick it up. I’m going to the supermarket as I need to buy some things. I’ll be back at 8.

I cooked pasta. It’s in the oven so help yourself if you are hungry. If you need anything, call me.

See you soon.

Yours,

Sandy
Matura Repetytorium. Poziom podstawowy

Matura Repetytorium. Poziom podstawowy to najnowsza propozycja dla uczniów przygotowujących się do egzaminu maturalnego na poziomie podstawowym, a także innych egzaminów na tym samym poziomie. Prezentuje zintegrowane podejście do rozwoju wszystkich sprawności językowych u uczniów na poziomach od podstawowego do średniozaawansowanego.

Zalety kursu:

■ zgodność tematów oraz materiału leksykalno-gramatycznego ze standardami wymagań egzaminacyjnych
■ różnorodne teksty o ciekawej tematyce
■ systematyczny rozwój poszczególnych sprawności: słuchania, czytania, mówienia i pisania
■ sekcja Grammar Bank z obszernymi wyjaśnieniami zagadnień gramatycznych i bogatym materiałem ćwiczeniowym
■ wskazówki zwiększające niezależność uczniów
■ sekcje międzykulturowe
■ sekcja Vocabulary Bank pozwalająca na poszerzenie słownictwa
■ starannie opracowane zadania zgodne z nową formułą egzaminu maturalnego
■ sekcja Speaking Bank, umożliwiająca powtórkę funkcji językowych
■ sekcja Writing Bank, zawierająca omówienie form pisemnych, przykładowe wypowiedzi i listy zwrotów przydatnych przy tworzeniu wypowiedzi pisemnych, stanowi unikalny przewodnik ułatwiający opanowanie umiejętności tworzenia wypowiedzi pisemnych zgodnie z wymaganiami egzaminu maturalnego