

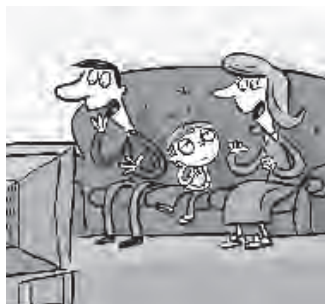
Adjectives ending in *-ing* and *-ed*

1 Jak się czują osoby na obrazkach? Dopasuj do nich wyrazy z ramki.

bored confused disappointed embarrassed
frightened interested relaxed surprised tired



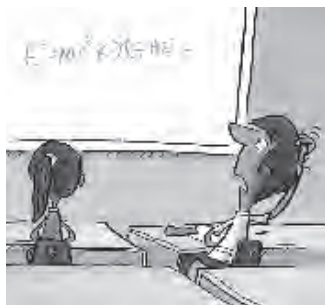
1 *disappointed*



2



3



4



5



6



7



8



9

2 Uzupełnij zdania na temat ludzi z ćwiczenia 1. Użyj przymiotników z końcówkami *-ed* i *-ing*.

- The student *is disappointed* because her exam mark *is disappointing*
- He because the programme
- She because the ghost train
- He because he thinks maths
- They because the music
- She because the situation
- He because the class
- She because the news in the letter
- He because the race

Vocabulary extension

3 Połącz przymiotniki z końcówką *-ing* z ich synonimami lub definicjami. Jeśli potrzebujesz, użyj słownika.

- | | |
|--------------|--|
| 1 depressing | a very tiring |
| 2 disgusting | b horrible, very bad |
| 3 exhausting | c very sad |
| 4 worrying | d very good or surprising |
| 5 terrifying | e making you unhappy because you think of problems or bad things |
| 6 amazing | f very frightening |

4 Od przymiotników z ćwiczenia 3 utwórz przymiotniki z końcówką *-ed*. Jeśli potrzebujesz, użyj słownika.

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

* 5 Uzupełnij zdania przymiotnikami z końcówkami *-ing* i *-ed* z ćwiczeń 3 i 4.

- Yuck! I think eating insects is
- I haven't slept for two nights. I'm
- This programme is very It's all about the terrible problems in the world.
- She hasn't studied. Now she's thinking about her exams and she's very about them.
- Wow! Look up there! It's the Spiderman!
- I'm really afraid of high places so the idea of going up that mountain is for me.

Less ... than, (not) as ... as

1 Przeczytaj zdania i obok każdego z nich wstaw odpowiedni symbol (> = więcej niż; < = mniej niż).

- 1 Wood is less heavy than metal.<....
- 2 TV is more popular than the cinema.
- 3 Europe isn't as hot as Africa.
- 4 Learning Japanese is harder than learning English.
- 5 Eating chocolate is not as healthy as eating fruit.

2 Porównaj pary wyrazów. Użyj podanych przymiotników i zwrotów *less ... than* i *(not) as ... as*.

- 1 Italy → big → Russia.
.....
- 2 Hamsters → dangerous → snakes.
.....
- 3 The River Thames → long → the Amazon.
.....
- 4 A kilo of gold → heavy → a kilo of rice.
.....
- 5 Chocolate → expensive → caviar.
.....

Too and (not) enough

3 Uzupełnij zdania odpowiednimi wyrazami.

- 1 He's 50. He's old to be a professional football player.
- 2 When you're 15, you aren't old to drive.
- 3 I can't buy that computer. It's £600 and I've only got £450. It's expensive.
- 4 She plays the guitar really well. She's good to become a professional musician.
- 5 Those shoes are size 10 and your feet are size 8. The shoes are big for you.

4 Przepisz zdania, tak aby zachować ich znaczenie. Użyj *too* lub *not ... enough*.

- 1 He's too young to vote.
He
- 2 I'm not rich enough to buy that.
I
- 3 Megan isn't tall enough to close the top window.
Megan
- 4 Her car is too slow to win the race.
Her car
- 5 That documentary is too boring to watch twice.
That documentary

5 Przepisz odpowiedzi do pytań. Użyj *too* lub *not ... enough* w odpowiednim miejscu w zdaniach.

- 1 Why don't you go to school now?
Because it's early. →
Because it's too early.
- 2 Why can't you carry that big bag?
Because it's heavy. →
.....
- 3 Why isn't she a professional pianist?
Because she isn't good. →
.....
- 4 Why can't you ride a motorbike?
Because I'm 15 – I'm not old. →
.....
- 5 Why can't you finish reading that book?
Because it's got 800 pages – it's long. →
.....
- 6 Why don't people swim in the Arctic Ocean?
Because the water isn't warm. →
.....
- 7 Why can't you go to New Zealand?
Because the flight is expensive. →
.....
- 8 Why isn't he in the school football team?
Because he isn't fit. →
.....

Grammar extension

*6 Ułóż zdania z poniższych rozsypanek wyrazowych. Następnie napisz, czy zdania są prawdziwe (T – true), czy – nie (F – false).

- 1 I not vote old am enough to.
.....
- 2 Bicycles expensive are motorbikes than less.
.....
- 3 The in leopard fastest world the is the animal.
.....
- 4 as tigers Dolphins dangerous are as.
.....
- 5 I to too to school old am go.
.....
- 6 important in Latin language the the now world is most.
.....
- 7 high K2 not as as Everest is.
.....
- 8 hot polar the Sahara It bears for is too in live to.
.....

Negotiating

1 Wybierz poprawne uzupełnienie poniższych zdań.

- 1 How about to watch/watch/watching a film at the cinema?
- 2 Shall we to go/go/going out this afternoon?
- 3 Why don't we to see/see/seeing that?
- 4 Let's to go/go/going for a walk in the park.

2 Wstaw zdania z ćwiczenia 1 w odpowiednie miejsca w dialogu.

BOY: (a)

GIRL: OK. Where could we go?

BOY: (b)

GIRL: Hmm. I'm not sure. I'm a bit tired of walking.

BOY: Yeah, we walked a lot this morning, didn't we?

(c)

GIRL: That's a good idea. What's on?

BOY: There's a new comedy about Robin Hood.

(d)

GIRL: No, I prefer a drama.

BOY: OK. How about that new film with Charlize Theron?

GIRL: Great! I love Charlize Theron!

3a Przeczytaj ponownie dialog w ćwiczeniu 2, znajdź w nim różne sposoby reagowania na propozycje i wpisz je w tabelę.

Yes	No	Maybe
OK.		

3b Uzupełnij tabelę innymi wyrażeniami, jakie znasz.

*4 Napisz dialog, wykorzystując poniższe wskazówki.

Nick:

Suggest doing something tonight.

1
.....

Cathy:

Say yes. But what?

2
.....

Suggest going to the cinema.

3
.....

Say no. Nothing good on the moment.

4
.....

Suggest eating out.

5
.....

Say yes. What type of restaurant?

6
.....

Suggest Italian.

7
.....

Say no. Prefer Chinese.

8
.....

Say yes to Chinese.

9
.....

Describing photos

5 Popatrz na zdjęcie i odpowiedz na poniższe pytania.

Jeśli nie jesteś czegoś pewien/pewna, użyj zwrotów: *I think ...* lub *I imagine ...*



1 Who can you see in the photo?

.....
.....

2 Where are they?

.....
.....

3 What are they doing?

.....
.....

4 How do you think the people are feeling? Why?

.....
.....

*6 Pomyśl, jak opisać poniższe zdjęcie, używając pytań z ćwiczenia 5 jako odpowiedzi. Zrób notatki, a następnie przećwicz opis zdjęcia ustnie.



A description of a TV programme

- 1 Przeczytaj e-mail od Adama. Do każdego akapitu (Paragraph 1– Paragraph 3) dopasuj tytuł (1–8).

Paragraph 1
Paragraph 2
Paragraph 3

- 1 General news
- 2 His opinion about watching too much television
- 3 A description of his favourite programme
- 4 A description of a recent programme he hated
- 5 Reason for writing
- 6 His suggestion for making TV better
- 7 His general opinion of TV at the moment
- 8 The good and bad things about adverts

Hi Liz,

1 How are things? I'm writing about that new series which was on TV last night. Did you see it? I saw the adverts for it all week and it looked really cool so I decided to watch it. But I was really disappointed!

2 Personally, I don't like soaps but the adverts said that this one was different. It wasn't! As far as I'm concerned, it was as boring as every other soap I've seen. The actors were awful and the story just wasn't interesting. And another thing - they stopped for adverts every five or six minutes.

3 In my opinion, television in general is getting worse and worse. I think the new series aren't as good or original as the old ones. The only thing I watch are old films. But a 90-minute film takes two hours because of all the adverts! Is it just me or is that really annoying?

Let me know what you think.

Adam

- 2 Przeczytaj e-mail ponownie i podkreśl w nim wszystkie opinie, jakie możesz znaleźć.

- 3 Znajdź opinię Adama na temat programu, jaki obejrzał poprzedniego wieczoru, oraz telewizji w ogóle. Jakie przytacza argumenty na poparcie swoich sądów?

- 1 He liked/didn't like the programme he saw last night because
.....
.....
.....
.....
.....
- 2 He likes/doesn't like TV in general now because
.....
.....
.....
.....
.....

- 4 Czy poniższe zdania opisują dobre cechy reklam czy złe?

- 1 Adverts can be funny. Good
- 2 Adverts can be stereotypical.
- 3 Adverts can be informative.
- 4 Adverts interrupt programmes you want to watch.
- 5 Adverts can show lots of creativity.
- 6 Adverts give you time to get something to eat or drink.
- 7 Adverts can be very expensive.
- 8 Adverts can be boring.
- 9 Adverts are repeated too often.
- 10 Adverts can make you think.

- *5 Napisz e-mail do przyjaciela według poniższego planu. Napisz, jakie masz zdanie na ten temat – i uargumentuj swoją opinię.

Paragraph 1: Reason for writing – you saw an advert last night that was really good/bad

Paragraph 2: The good things about adverts

Paragraph 3: The bad things about adverts

1 W poniższych parach zdań jeden wyraz stanowi o różnicy znaczenia całych zdań. Znajdź te wyrazy w każdym zdaniu B i zamień je na takie, które sprawiają, że te zdania będą miały takie samo znaczenie.

- A. *Lost* isn't as surprising as *Game of Thrones*.
 B. *Lost* is more surprising than *Game of Thrones*.
- A. He was too lazy to write the essay on contemporary TV series yesterday.
 B. He wasn't working hard yet so he didn't write the essay on contemporary TV series yesterday.
- A. This documentary shows the life of a person I know and it's interesting.
 B. This documentary shows the life of a person I know, who is interesting.

2 Przeczytaj zdania 1–4 i zdecyduj, które odpowiedzi A–C mają takie samo znaczenie. Więcej niż jedna odpowiedź może być poprawna.



- Joan doesn't have enough money for the parachuting course.
 A. Joan needs more money for the parachuting course.
 B. Joan hasn't saved enough money for the parachuting course.
 C. Joan has less money than she needs for the parachuting course.
- Mary never agrees with her boyfriend about what to watch on TV on Friday evening.
 A. Mary sometimes likes the same films as her boyfriend.
 B. Mary's boyfriend usually disagrees with her about the films to watch on Friday evening.
 C. Mary and her boyfriend always want to watch different films on Friday evening.
- Shall we watch the chat show tonight?
 A. I want you to watch the chat show when you get home tonight.
 B. Let's watch the chat show tonight.
 C. Why don't we watch the chat show tonight?
- I knew it was a horror story so I wasn't as frightened as you were.
 A. I knew it was a horror story and it was frightening for me.
 B. I knew it was a horror story so I was less frightened than you.
 C. I knew it was a horror story but you were less frightened.

3 Uzupełnij drugie zdanie z każdej pary, tak aby miało znaczenie jak najbardziej zbliżone do pierwszego.

- I found the story of her childhood very moving.
 I felt the story of her childhood.
- She's too young to go abroad on her own.
 She isn't to go abroad on her own.
- In my opinion, no cartoon is funnier than *Garfield*.
 In my opinion, *Garfield* cartoon.
- The internet news is more informative than the radio news.
 The radio news informative as the internet news.
- Your last essay was slightly better than this one.
 This essay is a than your last one.

► Zadanie maturalne

4 Przeczytaj pary wypowiedzi (4.1.–4.5.). Uzupełnij drugie zdanie z każdej pary brakującym fragmentem (A–C) w taki sposób, aby jego znaczenie było jak najbardziej zbliżone do zdania pierwszego.

- I'm scared when I watch old horror movies.
 I think that old horror movies
 A. are frightened.
 B. are too scared.
 C. are scary.
- Tom Hanks is much more popular than Martin Freeman.
 Martin Freeman is Tom Hanks.
 A. a bit less popular than
 B. far less popular than
 C. as popular as
- He felt really disappointed by the result of the game.
 In his opinion, the result of the game
 A. was a bit disappointing.
 B. was really disappointed.
 C. was very disappointing.
- Yoga is the most relaxing thing I can imagine.
 I can imagine yoga.
 A. nothing as relaxing as
 B. something more relaxing than
 C. anything as relaxing as
- What's your favourite kind of TV programme?
 What kind of TV programme
 A. do you like very much?
 B. do you like the most?
 C. do you like?

