

# Człowiek

## ZAWARTOŚĆ ROZDZIAŁU

**Słownictwo:** Clothes and fashion, Body language – ways of looking, Body language – ways of speaking, Body language – posture and gestures, Personality, Feelings, Feelings – idioms, Attitudes and beliefs, The mind

**Słuchanie:** Test wielokrotnego wyboru (trzy teksty)

**Czytanie:** *You can't judge a book by its cover* (opowiadanie), *You are what you wear...* *Or are you?* (artykuł), Test wielokrotnego wyboru, Trening – co dwa teksty mają ze sobą wspólnego?

**Środki językowe:** Słowotwórstwo

- Gramatyka – Przedrostki, przyrostki

**Pisanie:** Opisywanie osoby (artykuł)

- Gramatyka – Czasy przeszłe

**Mówienie:** Rozmowa z odgrywaniem roli

## DODATKOWE MATERIAŁY

**Materiały do kopiowania:**

- *Tableaux*
- Zapis nagrań z lukami (Test Master)
- Zdania do tłumaczenia (Test Master)

## TESTY (TEST MASTER)

**Kartkówka do Banku słów**

**Kartkówki gramatyczne**

**Testy maturalne**

### SŁOWNICTWO >>>>> Zapis nagrań, strona 261

- Students' own answers
- 1 floral 2 vintage 3 faded 4 creased 5 tight-fitting 6 floaty
- Students' own answers
- 1c 2b 3e 4a 5d
- a2 b4 c1 d5 e6 f3
- Students' own answers
- From left to right: V, N, C, S, B, A
- 1e 2d 3a 4b 5c
- 1f 2e 3a 4d 5b 6c
- 1 He's not very polite. 2 She's not very flexible. 3 He's not very generous. 4 She's not very modest. 5 He's not very broad-minded.
- Students' own answers
- 1 disorganised 2 unreasonable 3 impatient 4 unreliable 5 immature 6 irresponsible 7 dishonest 8 insensitive
- 1 Excited? They were absolutely thrilled. 2 Unhappy? He was absolutely devastated. 3 Angry? She was/got absolutely furious. 4 Frightened? I was absolutely terrified. 5 Confused? I was/felt absolutely bewildered. 6 Surprised? They were absolutely astonished.
- 1 over the moon, d 2 down in the dumps, a 3 butterflies in your stomach, b 4 in a cold sweat, c
- Students' own answers
- 1 in 2 with 3 to 4 about 5 on 6 in 7 of 8 on 9 on 10 as
- 1 realise 2 distract 3 perceive 4 imagine 5 recall
- 1 mind 2 head 3 head 4 mind 5 head 6 mind 7 mind 8 head
- Students' own answers

### SŁUCHANIE 1 >>>>> Zapis nagrań, strona 262

- Students' own answers
- 1C 2C 3B
- 

	THEN	NOW
<b>Julie</b>		
Build	not slim	slim
Hair	short, dark and curly	long, blond
<b>Terry</b>		
Clothes	baggy trousers, scruffy jumpers	elegant
Build	not thin	thinner
Behaviour	gloomy	self-assured

- Students' own answers

### CZYTANIE

- 1 Both texts are on the same topic – body language. 2 Text 1 is a story, text 2 is an excerpt from an article or a popular psychology book.
- A
- 1C 2B 3C 4D 5B
- Mrs Granton was wearing a dressing gown and slippers. The young man was wearing a sleeveless sweatshirt, an ancient jersey with holes in the elbows, motorcycle boots, and ripped jeans. There was a large metal spike protruding from his lower lip and he had several other piercings, too.
- 1 express 2 blend 3 conform 4 switching

## ŚRODKI JEZYKOWE

- 1 1 underestimate 2 artistic 3 disapprove 4 weaken  
5 immoral 6 entertaining
- 2 a5 b3 c1 d2 e6 f4
- 3 1 unintelligent 2 disloyal 3 unpunctual 4 disrespectful  
5 immodest 6 intolerant 7 illogical 8 irrational  
9 irresponsible 10 indecisive
- 4 Students' own answers
- 5 1 incapable 2 insecure 3 unfamiliar 4 disagree  
5 impossible 6 uncreative
- 6 1 ex-boyfriend 2 postgraduate 3 bilingual 4 overreaction  
5 anti-social
- 7 1,2,3 -ous (adventurous, courageous, mysterious);  
4,5,6 -ive (creative, competitive, supportive)
- 8 Suggested answers: an action film hero – adventurous,  
courageous, mysterious; a teacher – creative, supportive
- 9 1 predictable 2 energetic 3 practical 4 nervous 5 bossy  
6 talkative
- 10 Students' own answers
- 11 1 soften 2 clarify 3 broaden 4 justify
- 12 1 trustful/trusting 2 imperfect 3 overwork 4 brighten
- 13 Students' own answers

## PISANIE

- 1 A2 B3 C5 D4 E1
- 2 1C 2E 3B 4A 5D
- 3 A3 B1,4 C2,4 D5
- 4 1 know 2 wondered 3 would 4 future 5 plans 6 hope
- 5 1B 2A 3C; A decided B was staying C had discovered
- 6 1 was trekking 2 suffered 3 found 4 spoke 5 decided  
6 had probably saved 7 contacted 8 led
- 7 Students' own answers

## MÓWIENIE &gt;&gt;&gt;&gt;&gt; Zapis nagrań, strona 289

- 1–2 Students' own answers

## ZAPAMIĘTAJ WIĘCEJ

- 1–2 Students' own answers
- 3 1b 2a 3a 4 head 5 on 6 lose
  - 4 1 citizenship 2 untie the shoes 3 purse your lips  
4 trustworthy 5 approve of something 6 ethical dilemma

## DODATKOWE INFORMACJE

## WARM-UP

This exercise works best directly before the Personality section (Vocabulary) or at a later point in the unit.

Ask everybody to think of a person they like and write three qualities this person has (they may be adjectives or nouns, eg. *intelligent / a sense of humour*). In turns, students read the traits they have listed aloud. After the first person has read his/her list, he/she has to count how many more people will mention the same traits. The next person has to do the same with the ones he/she added.

Continue round the room in this way, so that for every trait mentioned there is a record how many people listed it. At the end students compare how many times each quality was mentioned. Create a 'ranking list' on the board. Ask: *Are the results surprising? Do they really reflect your views on which qualities are the most important?*

## REVISION ACTIVITY

- 1 Tell students you would like them to guess some words. Give the following clues:
  - It's the opposite of 'mature'. (Answer: *immature* or *childish*).
  - It means 'surprised', but it's stronger. (Answer: *amazed*, *astonished*).
  - It is an adjective formed from the verb 'to rely' (Answer: *reliable*).
- 2 Each student has to choose 9 words from the unit and prepare similar clues, based on antonyms, near synonyms or word formation.
- 3 In pairs or small groups, students give their clues and guess the words.

## ADDITIONAL READING

- 1 To make the lesson on describing people more interesting, and to illustrate how physical and spiritual characteristics can be linked in a description, consider reading some character descriptions from literary prose, eg.:
  - Ernest Hemingway, *The Old Man and the Sea*: the description of the old man on page 1;
  - F. Scott Fitzgerald, *The Great Gatsby*: for example, the description of Tom Buchanan in Chapter 1;
  - Tony Parsons, *Man and Boy*: the description of Cyd as Harry first sees her in the café.  
If these are too serious for your students' taste, there are plenty of attractively written character descriptions in all the *Harry Potter* books.
- 2 To discuss the concept of humanity more generally, the poem *Human Beings* by Adrian Mitchell is relevant (and very accessible).

## NOTATKI

.....

.....

.....

.....

.....