Reading step by step Unit 1

Uzupełnianie luk w tekście

Wskazówka 1

Zwróć uwagę na wyrazy i zwroty w zacytowanych zdaniach. Nawiązują one do tekstu przed luką lub po niej. Mogą być to zaimki osobowe (np.: *he*, *she*, *they*), dzierżawcze (*mine*, *yours*) oraz wskazujące (*that*, *these*), odnoszące się do osób i rzeczy wspomnianych wcześniej, lub określenia, takie jak: *there*, *then*, które nawiązują do miejsc i okresów czasu wymienionych w zdaniach poprzedzających.

Read texts 1–3 below. Which words in sentences a–c refer to the words in bold?

1 In ancient Greece and ancient Rome **women** did not apply too much make-up because it wasn't socially acceptable. It usually consisted of **cheek rouge and lipstick.**

a In many cases they did not even have those to use.

2 In the **Middle Ages** the philosophy was *less is more*. The **reason was** to do with religion – changing your looks was seen as sinful.

b That's why in those days women wore almost no make-up. Fresh looks were in fashion.

3 In the 16th century **a wealthy woman** would want to look pale, so she would **apply lead powder, water and vinegar to whiten her complexion**.

c This process was very dangerous as the mixture was highly toxic and often damaged her skin.

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Wskazówka 2

Pamiętaj, że zdanie, które uzupełnia lukę, musi logicznie pasować do zdania przed luką i po niej. Zwróć uwagę na spójniki, które łączą następujące po sobie zdania. Po wstawieniu zdania przeczytaj cały tekst, aby upewnić się, czy jest on spójny i logiczny oraz poprawny gramatycznie.

Match the sentences 1–5 with the sentences a–e.

1 ☐ I don't usually wear much make-up.
2 ☐ The lesson was about the history of make-up, and I found it quite interesting.
3 ☐ I remember getting my first make-up set when I was a teenager.
4 ☐ Some experts say that wearing even light make-up damages your skin.
5 ☐ Last time I was going out. I put too much perfume on and you could smell me a mile off.

a It was full of fascinating facts about lipstick and eye shadows.
b Therefore, I never wear any.
c I haven't repeated that mistake ever again.
d However, it changes when I go to a party.
e It was a gift from my grandmother which I have kept since then.

Wskazówka 3

Zwróć uwagę na związki logiczne między zdaniami w tekście. Czasami drugie zdanie uzupełnia o dodatkowe szczegóły informację wymienioną w zdaniu poprzedzającym lub zawiera przykłady ilustrujące wcześniej wspomniane treści.

Complete gaps 1–3 with sentences a–c.

1 I hate wearing make-up. ☐ So, what's the point?
2 Lots of my family were at the party. ☐ We had a really interesting conversation.
3 I can't imagine leaving home without any make-up on. ☐ I guess, I'd just feel ugly.

a I would think that everyone was looking at me.
b It simply irritates my skin.
c I met some cousins who I didn't know existed.

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TASK 1 Przeczytaj poniższy tekst, z którego usunięto cztery zdania. Wstaw zdania oznaczone literami (A–E) w luki (1–4), tak aby powstał spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.

The history of make-up is probably as old as that of humankind. People, both men and women, have been applying make-up for thousands of years. [1] ____ What we learn from historians is that at first, make-up was used for religious ceremonies, in wars or to show that you were part of a certain tribe.

One of the first civilisations to put make-up on were the Egyptians. They used mixtures of natural substances and animal or vegetable fat to create cosmetics for women and men. [2] ____ For example, kohl, a black paint, was used to make the eyes appear larger, while red ochre was applied to the lips to make them look fuller. Other popular lipstick colours were red, orange, magenta, and blue-black. [3] ____ What's more, they used more sophisticated tools to put the make-up on and stored their make-up sets in beautifully decorated boxes made of ivory and precious stones.

[4] ____ They practised painting their nails and used to wear perfume. For their nail care, this ancient society took advantage of henna and painted their nails in any shade of yellow, orange or brown. As for perfume, Egyptians loved wearing fragrances which smelt of flowers such as lilies and irises. Anything to be attractive!

How much has changed since then? Very little it seems. We still wear similar make-up or perfume, still for similar reasons. There are those who can afford to buy top brands, and those who can't.

A It also seems that the rich people wore more make-up than the poor.
B There have been periods in history when it was in fashion, and others when it was less welcome.
C Apart from facial improvements, Egyptians cared about the other parts of their bodies too.
D However, only women used to comb their hair or decorate it in any way.
E Both used to wear heavy eye make-up, lipstick and cheek rouge to improve their looks and to imitate gods.

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TASK 2 Przeczytaj tekst, z którego usunięto trzy fragmenty. Wpisz w luki 1–3 litery, którymi oznaczono brakujące fragmenty (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga: dwa fragmenty zostały podane dodatkowo i nie pasują do żadnej luki.

IMAGE MAKERS AND TRENDSETTERS

Have you ever wondered why one year home design is all about glass and steel and the next it's bare bricks and vintage sofas? [1]_____ And why was bottle green in last winter but this season everything from hats to pants is dark burgundy? Oh, and what's with the funny looking glasses, everyone? In other words, how much of what we and our homes look like is actually dictated by our personal taste?

At first glance – not much. The baby industry seems to believe in gender colour-coding and, as a result, armies of poor little boys and girls end up dressed alike in their blue and pink gender betraying uniforms. Yet there are mothers who campaign against it and others who boycott shops and hand-sew brightly coloured clothes themselves. [2]_____ They are defined months in advance by institutions such as Pantone's Color Institute and all clothing companies fall in line. But do you have to follow them as well?

True, magazines such as *Vogue*, *Elle*, *GQ*, or *Men's Health* promote these set trends. However, the Internet offers an alternative source of inspiration for fashion rebels and dreamers: fashion bloggers. [3]_____ Such bloggers, some in their teens or early twenties, offer pointers on how to mix and match chain store clothing with cool accessories or treasures found in second-hand shops. Of course, some traditionalists will take a whole article to tell you about 10 ways to wear a turtleneck with style. Yet there are also visionaries of both sexes (because fashion is not only for girls anymore) who present outfits pairing colours, patterns and clothes of different styles that shouldn't work together and yet somehow they do. So if you're still looking for your own style, click away: get inspired and start experimenting!

A These clothes often resemble those from the designer brands we see in fashion magazines and on websites but are much cheaper.

B The colour schemes for over-five-year-olds, on the other hand, are uniform regardless of sex, but they change on an annual basis.

C Those with the most unique and innovative ideas have thousands of followers who get inspired by them – earning them the name 'trendestters'.

D So the question is, how do you create your own unique style in this pre-programmed world?

E Then there's the concept of 'blue for the boys and pink for the girls' which, though familiar to us all, no one can really explain.

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