

# 01 CZŁOWIEK



## GET READY

How many words and phrases can you list in one minute for 1) appearance 2) features of character 3) feelings and emotions?

## Dane personalne

1 **CD 1.01** Complete the phone conversation with the correct words. The first letters have been given. Then listen and check.

- A: Hi Mark. Thanks for volunteering for the research project. I need a few more details, please. So, your full name is ...
- B: No worries. My (1) *surname* is Clarke – that's with an 'e' at the end, my (2) *first* name is Mark and my (3) *middle* name is Barry – that's with double 'r'.
- A: Thanks – and next, (4) *gender*?
- B: Male, and before you ask, my (5) *marital* status is single. I'm not married, (6) *divorced* or widowed.
- A: Great. Your (7) *occupation*?
- B: I'm a builder.
- A: That's it! Thanks a lot, and we look forward to seeing you.

## Wygląd zewnętrzny

3 Put the words into the correct columns.

plump wrinkles good-looking freckles dyed ugly  
tanned wavy plait tattoo obese straight  
shoulder-length plain ginger scar spotty  
pierced ears skinny handsome slim muscular  
overweight curly pretty

| hair                                                                    | opinions about appearance                           | distinguishing features                                                    | build                                                      |
|-------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------|
| dyed<br>wavy<br>plait<br>straight<br>shoulder-length<br>ginger<br>curly | good-looking<br>ugly<br>plain<br>handsome<br>pretty | wrinkles<br>freckles<br>tanned<br>tattoo<br>scar<br>spotty<br>pierced ears | plump<br>obese<br>skinny<br>slim<br>muscular<br>overweight |

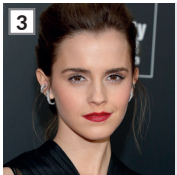
## EXTENDED

2 Complete the voicemail with the correct words.

Hi Mark. Sorry to trouble you again, but there are just one or two more things the department needs. Firstly, could you confirm your country of (1) *residence*? I also have to fill in your next of (2) *kin*. It can be your mother, father, brother or sister. And finally, your (3) *ethnic* origin, please. If you could let me have those details, I'd be grateful. Oh yes, and could you fill in the form on our website about your (4) *distinguishing* features, please?

Thank you.  
Anna Reeves

4 Work in pairs. Take turns to describe one of the people in the photos.

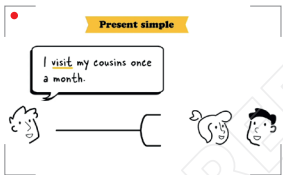


## SŁOWNICTWO



Vocabulary Playout Can computers understand and display feelings?

## ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH



Grammar Playout Mówienie o teraźniejszości



VIDEO 01  
VIDEO 02

- 5 **COLLOCATIONS** Choose the correct words to complete the sentences.
- 1 My grandma has put / taken on some weight and she needs to buy new trousers.
  - 2 Sheila can't colour / paint her nails on schooldays.
  - 3 My dad is making / going grey, and he doesn't like it.
  - 4 You should choose / go for darker colours because they look best on people with blonde hair.
  - 5 My hair goes curly in the rain so I sometimes straighten / flatten it when it's dry.
- 6 Find the words that are under the wrong heading and put them in the correct column. Then add two more words to each column.

| clothes    | accessories | patterns and materials |
|------------|-------------|------------------------|
| jacket     | bracelet    | wool                   |
| blouse     | scarf       | waistcoat              |
| skirt      | handbag     | cotton                 |
| linen      | pyjamas     | silk                   |
| suit       | button      | checked                |
| hoodie     | gloves      | necklace               |
| belt       | ring        | fur                    |
| underwear  | denim       | leather                |
| tracksuit  | tie         | spotted                |
| sweatshirt | earrings    | striped                |
| pyjamas    | necklace    | denim                  |
| waistcoat  | belt        | linen                  |

- 7 Discuss the questions with a partner.
- 1 What clothes do you usually wear 1) on a winter walk in a forest 2) on the beach 3) at school 4) at home?
  - 2 What item of clothing have you 1) bought recently 2) not worn much and will give away 3) often borrowed from a family member or friend?

EXTENDED

- 8 Complete the notice with the correct words in the box. There is one extra word.
- late cheekbones goatee receding loose early parting piercing high spiky stocky brace

The police are still looking for a couple who robbed a bank early in the morning. The man has a (1) stocky build and (2) spiky red hair with a (3) receding hairline. He has a small, red birthmark on his cheek. A distinguishing feature is his (4) piercing blue eyes. His female partner is in her (5) late thirties or (6) early forties. She is tall and very slim with thick dark hair that she wears (7) loose or up in a ponytail. She has a centre (8) parting and a long fringe that covers a (9) high forehead. She has dimples in her cheeks and high (10) cheekbones. She also wears a dental (11) brace. Any information should be sent to ...

EXTENDED

- 9 Unscramble the words to complete the advertisement.

Not sure what to choose for a summer garden party: a (1) SLEPASST strapless top with a (2) LAYC lacy cardigan or a (3) GOLNVELESDE long-sleeved V-neck jumper in this year's top royal blue? Our stylists will help you look fashionable on every occasion. For the guys who need smart business clothes, we can pick stylish shirts with varying (4) LOCRA collar sizes and styles of (5) SUFCE cuffs. For casual evenings at home - everything you need from (6) GRINSESD dressing gowns to fluffy (7) PRESSPIL slippers. If you are looking for good quality designer (8) LEWSIEL wellies or an impressive (9) BOWNLGAL ballgown for a special occasion, visit our website and ask our stylist for advice.

ROZMOWA NA PODSTAWIE ILUSTRACJI



- 10 Work in pairs. Take turns to describe the picture and then answer the questions.



- 1 Why are they wearing uniforms?
- 2 What type of formal clothes appeal to you? Why?
- 3 Tell us about the last time you wore formal clothes.

CULTURE

The King's/Queen's and King's/Queen's Life  
Guards are the soldiers that guard the official royal residences in the United Kingdom.

Lead-in

Ask students to do GET READY exercise. After one minute find a winner and ask them to share their list of words.

Lesson materials

- Audioscript, Student's Book page 304; Teacher's Resource Centre



## Cechy charakteru

- 11 Complete the sentences with the correct words in the box. Then write the negatives of the words using *un-*, *dis-*, *im-* and *in-*.

honest tidy patient imaginative  
tolerant polite

- Jake is very *imaginative*. He's the one with all the creative ideas when we're doing a project. (*unimaginative*)
- I'm quite *tidy*, but my sister isn't. Her room is usually in a mess. (*untidy*)
- In today's world people have to be *tolerant* and learn to accept different views and opinions. (*intolerant*)
- You need to become more *patient* and not expect things to happen immediately! (*impatient*)
- Kate was always taught to be *honest* when she was a child and now she also rarely tells lies. (*dishonest*)
- I think it's important to be *polite* to waiters and shop assistants. Their jobs can sometimes be really difficult. (*impolite*)

- 12 Take turns to choose one of the adjectives below. Tell your partner something people with this feature of character usually do. Can they guess the adjective?

unreliable narrow-minded sensitive  
outgoing careless unsociable  
selfish helpful

## EXTENDED

- 13 Match the comments with the adjectives in the box that describe the speakers. There is one extra adjective.

straightforward cowardly sympathetic  
materialistic conceited  
humble eccentric

- I'm so sorry to hear that you broke up with Danny. That's terrible news! *sympathetic*
- I'm quite direct. I usually say what I mean. *straightforward*
- It's not a big thing. I was really just very lucky. *humble*
- I just love buying new things – the more the better. *materialistic*
- I think I'm definitely the best in our class. *conceited*
- There's no way I'm going to tell my mum that! She'd ground me! *cowardly*

## Uczucia i emocje



- 14 Complete the sentences with the correct words in the box.

worried scared embarrassed bad mood  
stressed exhausted upset

- I feel *scared* whenever I'm on my own in the house at night.
- I'm *embarrassed* when I say something stupid in class.
- I get *exhausted* if I study too late at night.
- I feel *worried* if I hear some bad news.
- I get *upset* every time my little brother messes up my room.
- I feel *stressed* if I have too much homework to do.
- I'm in a *bad mood* if the weather's not very good.

## EXTENDED

- 15 Replace the underlined words with the adjectives in the box.

stunned over the moon feeling blue frustrated worn out petrified

- I was very tired *worn out* after the marathon.
- I was surprised *stunned* by the beauty of the view.
- I was very happy *over the moon* when I got excellent exam results.
- I was upset *frustrated* when my laptop didn't start this morning.
- I was very scared *petrified* when I saw a huge spider on my bed.
- I was very sad *feeling blue*, but my best friend called me and cheered me up.

## Umiejętności i zainteresowania

- 16 Complete the survey questions with the correct words in the box. There are two extra words. Discuss the questions with a partner.

into mad keen hopeless taken fan stand work

## ABOUT YOU

- What hobbies have you recently *taken* up?
- What do you love doing and what can't you *stand* doing?
- What were you *into* when you were a child?
- Are you a *fan* of any particular sports team?
- Are you *keen* on reality TV shows?
- Is there anything that you're really *hopeless* at?



## Further practice

- Video worksheet: Vocabulary
- Playout 01 *Can computers understand and display feelings?*
- Teacher's Book page 389, Teacher's Resource Centre

- On-the-Go Practice: Vocabulary 01, Macmillan Education Everywhere (MEE) App

## Lesson materials

- Videoscript, Teacher's Resource Centre

## Testing

- Vocabulary Short Test 1

Osobisty i społeczny system wartości

- 17 Choose the correct words to complete the sentences. Do you agree with them? Why (not)? Discuss with a partner.
- I believe it is extremely important to show **value** / **kindness** to strangers.
  - In my opinion, older people have **wisdom** / **pride** that they have learned through experience and that's why we should respect them.
  - I'm not sure whether wearing a school uniform is a good thing. I've already changed my **brain** / **mind** about it twice.
  - I am convinced that **freedom** / **respect** of speech is vital in every society.
  - People's **beliefs** / **attitudes** towards different things are often the same as their friends.

EXTENDED

- 18 Complete the online forum post with the words A–G. There are two extra words.

A **solidarity** B **compassion** C **prosperity**  
D **diversity** E **morality** F **virtue** G **loyalty**



Sometimes I feel that people today value (1) **C** above nearly everything else. Of course, it is important to earn enough to live well, but we should also have (2) **B** for those who are in need and less able than ourselves. In addition, I question the (3) **E** of allowing homelessness to increase in society and not appreciating and welcoming (4) **D** into every aspect of our lives. Maintaining (5) **A** with those who argue for a fairer and more just society is important to me and, I hope, to everyone who is reading this.

- 19 Work in pairs. Tell your partner how far you agree with the post in exercise 18.

Autorytety

- 20 Complete the questions with the correct words. The first letters have been given. Discuss the questions with a partner.
- Which celebrity is a **role** model for you and your friends today? Why?
  - Which famous Poles do you **admire** most? Why?
  - What could you do to help if your friend's **self-esteem** went down?
  - Who do you **look** up to in your family? Why?

EXTENDED

- 21 Complete the topics for a presentation with the correct words. Some letters have been given. Choose one topic. What things could you talk about?
- Reasons why people sometimes **imitate** behaviour that they see on TV and in films.
  - A famous person my friends are **in awe** of.
  - Authority figures that young people currently **challenge**.
  - A family member whose authority you **recognise**.

Poczucie tożsamości

EXTENDED

- 22 Complete the text with the translations of the words and phrases in brackets.

Sense of identity

Identity is quite a broad idea and includes many aspects of our nature. Both the process of upbringing and life experiences help us develop our (1) **individuality** (*indywidualność*) and form our own (2) **moral code** (*kodeks moralny*) (a set of rules accepted by a person). During life we learn to value ourselves and others. We should all be proud of who we are and who we have become. Every young person needs to be encouraged to have a positive (3) **self-image** (*obraz siebie*) and to (4) **recognise their strengths** (*rozpoznawać swoje mocne strony*), like creativity or determination. That is how we form our identity which can for instance help us to adapt to changes. What is more, having a strong (5) **cultural identity** (*tożsamość kulturowa*) makes us feel a part of a bigger group, which contributes to our mental well-being.

Vocabulary Playback

Work in pairs and discuss the questions.

Some computers can recognise people's feelings. How could they do this, in your opinion? Name three things that might help them.



▶ VIDEO 01





## Zoom in

1 Work in pairs. Do the creative tasks below. Which was the easiest and the hardest for you to do?

- Write five questions for which the answer is 'seven'.
- Add four words to complete the association chain below. Each word must be connected to the previous and the next word.

COMPUTER → → → → → SANDWICH

- Write your name from the top to bottom of the page. Think of an adjective which describes you for each of the letters of your name. Write them down.

## Practise

## GET SMARTER

W zadaniach wielokrotnego wyboru niektóre pytania mogą wymagać m.in.: określenia głównej myśli tekstu lub wyciągnięcia wniosków z treści wypowiedzi.

Główna myśl to temat, któremu osoba mówiąca poświęca najwięcej uwagi. Poszukując jej, nie daj się zwieść wątkom pobocznym. Wyciąganie wniosków wymaga analizy treści nagrania, często w oparciu o informacje niewyrażone bezpośrednio. Pytania sprawdzające umiejętność wyciągania wniosków to np.: *Co osoba mówiąca miała na myśli? Co zamierza zrobić? Kim jest? Jakie są jej odczucia?*

2 **CD 1.02** Listen to the recording and choose the correct answer A, B or C. Explain your choice.

Which title reflects the speaker's main point?

- A Leave creativity to artists
- ☒ B There's more to it than you think
- C Teach yourself to be creative

3 **CD 1.03** Listen to the dialogue and choose the correct answer A, B or C.

Based on the conversation, we may speculate that

- A Liz does not believe in her creative abilities.
- B Liz does not like talking to Max.
- ☒ C Liz would like to create a work of art.

## WYBÓR WIELOKROTNY



4 **CD 1.04** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

- 1 Probably, the speaker is
- ☒ A a university professor.
  - B a secondary school teacher.
  - C a company owner's assistant.

Tekst 2.

2 Which aspect of the creative personality is mentioned first?

- A being curious about the world
- ☒ B being focused on something
- C being enthusiastic about a task

3 How many aspects of the creative personality does the speaker claim to have?

- ☒ A One.
- B Two.
- C None.

Tekst 3.

4 What was Walt Disney's main motivation for inventing the Three Chairs technique?

- ☒ A He wished to become a more successful businessman.
- B He needed to develop his imagination and creativity.
- C He wanted his cartoons to be as imaginative as possible.

5 Which chair can help you create a plan of action?

- A the dreamer's chair
- ☒ B the realist's chair
- C the critic's chair

6 The purpose of the interview is to

- A suggest potential uses of the Three Chairs technique.
- B present the advantages and disadvantages of the Three Chairs technique.
- ☒ C describe the Three Chairs technique.

## Fish for words

5 Match the words in the box with the verbs below to make the correct expressions. How good are you at these activities?

ideas outside the box alternatives a problem  
creatively from different perspectives  
in the right direction a dilemma

- generate/come up with *ideas, alternatives*
- think *outside the box, creatively, from different perspectives, in the right direction*
- solve/work out *a problem, a dilemma*

## Wrap it up

6 Work in pairs. Think of an idea you would like to implement in the future. Use the Three Chairs technique to evaluate it.

## Exercise 2

B is correct because the speaker underlines that creativity needs to be understood in a much broader sense – as the quality of being imaginative and resourceful in all areas of life.

A is wrong because the speaker emphasises the exact opposite – that creativity is not only about art.

C is wrong because the speaker mentions the idea of developing one's creativity as additional information which develops the main idea of the monologue.

## Lesson materials

- Audioscript, Student's Book page 304; Teacher's Resource Centre
- Fish for verbs, Student's Book pages 302–303

## EXTENDED

## DOBIERANIE

- 3 CD 1.06** Usłyszysz dwukrotnie cztery wypowiedzi na temat współpracy i rywalizacji. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

## The speaker

- A** admits to being surprised when learning some facts.  
**B** warns against the possible negative social consequences of a certain attitude.  
**C** changed his/her perspective on an issue.  
**D** explains why he/she disagrees with a scientific theory.  
**E** understands the reasons behind culture clashes.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| B | E | A | C |

## Fish for words

- 4** Work in pairs. Explain the expressions in bold and discuss the questions.

- Why do some people want to **stand out from the crowd**?
- What may cause **communication breakdowns**?
- What are your **core values**? What matters the most to you in life?
- What helps young people **gain self-esteem**?
- How can schools **foster cooperation**?

## CULTURE

With their emphasis on personal achievement, independence, self-determination and mistrust of authority, the English-speaking countries, and especially the United States, are widely regarded as the most individualist societies of all. Asian countries on the other hand, are usually classified as more collectivist. According to latest research, Poland is an individualist society in which individuals usually take care of themselves and their immediate families only.

## Wrap it up

- 5** Work in pairs. Make a list of benefits that cooperation between school students may bring. Compare with the others in class and make a class poster.



## Exercise 4

- 1 stand out from the crowd** – to be unusual in a positive way  
**2 communication breakdown** – a failure to exchange information  
**3 core values** – the fundamental beliefs of a person or an organisation  
**4 gain self-esteem** – acquire a positive sense of one's worth  
**5 foster cooperation** – to promote, improve cooperation

## Zoom in

- 1** Work in pairs and discuss the questions.

- Do you thrive on collaboration or competition? What makes you say that?
- Would the world be a better place without competition?
- Is cooperation always a good thing?
- Some researchers claim that the culture of a society or a nation can be either 'collectivist' or 'individualist'. What do you think these terms mean?
- How do you understand the idea of 'culture clash'?

## Practise

## GET SMARTER

Zadania polegające na dobieraniu zdań do wypowiedzi mogą sprawdzać umiejętność wyszukiwania określonych informacji. Taki typ zadania wymaga dużego skupienia i wychwycenia kluczowych słów lub wyrażeń, które pomogą dopasować zdanie do konkretnej wypowiedzi. Pamiętaj, że w treści zadania będą pojawiały się tzw. dystraktory, czyli informacje, które mają Cię zmylić. Na przykład, słowa użyte w jednym ze zdań mogą pojawić się w którymś z nagrań, ale wcale nie oznaczają to, że właśnie to nagranie będzie pasowało do tego konkretnego zdania.

- 2 CD 1.05** Work in pairs. Read the sentences and try to paraphrase them. Then listen to the recording and compare your answers with what the speaker says.

- The idea of being better than others and winning is a motivating factor for many people.
- People who like rivalry believe that they become successful by competing.
- When you lose, you feel downhearted.

## Lesson materials

- Audioscript, Student's Book page 304; Teacher's Resource Centre
- Fish for verbs, Student's Book pages 302–303



## Zoom in

- 1 Work in pairs. In your opinion, is it better to show or hide your emotions? Why?

## Practise

## GET SMARTER

Rozwiązując zadania polegające na dobieraniu nagłówków do odpowiednich akapitów tekstu, pamiętaj, że nagłówek jest podsumowaniem całego akapitu, a nie tylko jednej z poruszonych w nim kwestii.

## Exercise 2

C is correct because the text develops the idea of how body language is important to autistic students.

A is incorrect because the text claims the opposite – autistic students can understand feelings by observing body language.

B is incorrect because teachers are only mentioned in the end of the text.

- 2 Read the text. Choose the most suitable heading and explain why the other answers are incorrect.

- A Autistic students unable to understand feelings  
 B Teachers to help autistic students interact  
 C Body language useful for students with autism

Most people learn how to express and recognise emotions from a very early age, but it has been thought for a long time that children and adults with autism have difficulty showing their own emotions and identifying the emotions of other people. Recent studies suggest that this might not be completely true. It may be difficult for people with autism to make eye contact and recognise a person's feelings from that source. However, they can more easily understand a person's mood by looking at the whole body, their gestures and way of standing or moving. This information can really help teachers and parents who try to make communication with autistic people easier.

## DOBIERANIE

- 3  Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (1–4). Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A Solve a problem  
 B This is me 2  
 C Useful in many occupations 4  
 D It's natural 1  
 E Hints about an emotional state 3  
 F An unequal ability

- 4 Look at the text in exercise 3 again. Why are the other answers wrong?

*A does not refer to the whole paragraph; F refers to the final few words, not the whole paragraph.*



ABOUT US

ARTICLES

CONTACT

HOME

## You don't need to say a word!

1 D

Sometimes people's appearances and bodies say more than their words, and it is important to understand what they are telling us. The human body is a powerful communication device, and we use it to show how we are feeling and what we are like, as people. We have an inbuilt ability to understand these messages, although some of us may be better at it than others.

2 B

Without saying a word, people give indications about how they see themselves and what is important to them.

- 10 By wearing certain clothes or carrying bags with different logos they are giving information about their identity. We can see how important fashion, comfort, cleanliness and image are to them. Is a person's suit or dress trendy, and their hairstyle immaculate? Are their shoes or boots shiny?  
 15 Do they take pride in their appearance or not?

3 E

The human body itself can also give us many clues about how a person is feeling. The way a person stands or walks can reveal a lot. An anxious person might fidget or an impatient one might roll their eyes. Folding your arms can be a sign of being defensive and crossing your legs indicates relaxation. Someone who is depressed may hang their head and move more slowly than usual, whereas a happy person will usually walk briskly with their head held high.

4 C

- 25 To interact well socially, we need to be able to read these signs. However, it can also be important for people like employers, teachers and even the police. Do a suspect's words match their body language? Or perhaps one of your students is miserable? Reading body language is by no means rocket science, and it is something we should all be doing.

## Lesson materials

- Fish for verbs, Student's Book pages 302–303



Fish for words

- 5 Find synonyms of words and expressions A–E in the text in exercise 3. Then use them to complete sentences 1–5.

- A instinctive, natural (paragraph 1) *inbuilt*  
 B perfect (paragraph 2) *immaculate*  
 C show, uncover (paragraph 3) *reveal*  
 D be unable to sit or stand still (paragraph 3) *fidget*  
 E quickly and brightly (paragraph 3) *briskly*

- 1 Many people have an *inbuilt* fear of heights.  
 2 Walking *briskly* for ten minutes each day is very good for your health.  
 3 My sister's appearance is always *immaculate* in the morning, but with two young children to look after, it doesn't last!  
 4 He pushed up his sleeve to *reveal* a tattoo on his arm.  
 5 Children often *fidget* when they get bored and want to go out to play.

- 6 Work in pairs and discuss the topics in the box.

- if you have an *inbuilt* fear • when was the last time you looked *immaculate* and why was it necessary • when you last walked *briskly* and why • if you *fidget* when anxious or bored • what your clothes might reveal about you today •

- 7 Complete the expressions with the names of parts of the body in the box.

head eyes arms eye legs

- 1 Ann **crossed her** *legs* because she was feeling relaxed.  
 2 Whenever my dad has to wait for people, he **rolls his** *eyes*.  
 3 If my younger brother does something wrong, he refuses to **make** *eye* **contact** with my mother.  
 4 My friend's exam results were so bad that he **hung his** *head* and didn't say anything.  
 5 When my mum got angry, my sister **folded** her *arms* and refused to move.

Wrap it up

- 8 Work in pairs and discuss the questions.

- 1 Give some examples of people's body language you have noticed today.  
 2 What do you look at to get clues about a person's mood or feelings?



EXTENDED

Zoom in

- 1 Work in pairs and discuss the questions.

- 1 What physical or personality characteristics do you share with members of your family?  
 2 What will people look like in a hundred years' time?

Practise

GET SMARTER

Rozwiązując zadania polegające na udzieleniu odpowiedzi na pytania otwarte, pamiętaj, że te pytania mogą dotyczyć konkretnych informacji zawartych w tekście, intencji autora, kontekstu wypowiedzi lub wniosków, które można z danego tekstu wyciągnąć. Odpowiedź na pytanie może zależeć od więcej niż jednego fragmentu tekstu, więc pamiętaj, aby przed udzieleniem odpowiedzi przeczytać uważnie cały tekst.

- 2 Read the text and answer the questions using your own words.

- 1 Who might read this article and why?  
 2 What is the writer's reaction to the book?  
 3 How far is the book a work of fiction?  
 4 Is it a fact that the book is popular or is that just the writer's opinion? Say why.

ABOUT US

ARTICLES

CONTACT

HOME

John Carter's most recent book, *Your perfect child*, has clearly ticked many people's boxes, and had made it to the top of the bestseller list. However, my personal reaction was mixed. Admittedly, it is excellently written, like all Carter's novels, but some of the ideas expressed in the book gave me the shivers. To be able to determine every physical and personality trait of a future child, from whether it will have high cheekbones down to how materialistic it might be, seems both relatively far-fetched and at the same time, unnervingly close to home. I know it is science fiction, but the thought of letting loose those groups of near identical dark-haired, self-assured, ambitious little boys and girls on the planet gave me goosebumps. Those little cherubs will undoubtedly grow into pushy, big-headed whizzkids! However, the amount of research that has clearly gone into the novel is admirable. Much of the technological development is imagined, but obviously has a basis in current science.

Exercise 2

Suggested answers

- 1 People interested in books/genetics.  
 2 He/She found it well-written, but some of the ideas in the book gave him/her the shivers.  
 3 Much of the technological development is imagined, but the idea is based on current science.  
 4 It is true as the writer mentioned that it had made it to the top of the bestseller list.

## Exercise 3

## Suggested answers

- 1 Noticing physical differences between his generation and young people living today.
- 2 The changes in lifestyle, habitat and developments in our ability to use tools and technology.
- 3 A reduction in the size of our jaw bones, teeth overcrowding, lighter bones and increased height.
- 4 Humans are getting taller since childcare and our diet improved over the last century.
- 5 People are much stockier due to the higher fat content in modern fast food.

## EXTENDED

## ODPOWIEDZI NA PYTANIA

- 3  Przeczytaj tekst. Odpowiedz na pytania 1–5. Na pytania należy odpowiedzieć w języku angielskim.
  - 1 What has made the writer think about evolution?
  - 2 What have been the main causes for changes in the human body since our hunting days?
  - 3 What specific examples does he give of long-term evolutionary changes?
  - 4 How does he explain the idea that humans are getting taller?
  - 5 What fact does he mention to illustrate a more recent change?

## Fish for words

- 4  Complete the sentences with the correct alternatives A or B.
  - 1 In some countries children do not always *reach* their full growth potential because of poor diets.  
A make                      **B reach**
  - 2 It is possible that in the future parts of our brains will *reduce* in size to allow other parts to grow larger.  
A cut down                **B reduce**
  - 3 Parents can *pass* on resistance to some diseases to their children.  
A give                      **B pass**
  - 4 Improved diet definitely *increases* our life expectancy.  
**A increases**                B grows
  - 5 We all need to *engage* in physical activity of some description to keep our weight down and bodies in shape.  
A take                      **B engage**
- 5 Work in pairs. Translate the sentences into English. Then compare your translations to the sentences in the text in exercise 3.
  - 1 Obecnie więcej dzieci pokonuje choroby wieku dziecięcego i osiąga pełny potencjał wzrostu.
  - 2 Nasi przodkowie musieli angażować się w polowanie.
  - 3 Z biegiem czasu nasze kości szczęki zmniejszyły się.
  - 4 Rodzice mogą przekazać swoim dzieciom odporność na te choroby.

## Wrap it up

- 6 Work in pairs and discuss the questions.
  - 1 How likely do you think it is that advances in medical science will continue to extend life expectancy?
  - 2 How do you think our lifestyles today will influence changes in our appearance in the future?



## Constant changes

Most people would think that we, as humans, have reached an evolutionary point where our bodies have stopped changing. But I've noticed that people in their early twenties today are much taller than my generation, now in our late sixties, with much larger feet! This begs the question of whether the human body might still be evolving.

According to some scientists the topic is complex but the simple answer is yes, it is. The human body has altered quite significantly over the centuries, and this is down to changes in lifestyle, habitat and developments in our ability to use tools and technology. Our ancestors ate a plant-based diet which involved chewing raw leaves, so their teeth and digestive systems developed to deal with that. But as we incorporated meat to our diet about 2.6 million years ago, our bodies have adapted to that change too. Over time, our jaw bones have reduced in size and we need fewer teeth. That's why we have problems with teeth overcrowding, and some of us need to have dental braces fitted. In fact today many people's wisdom teeth, those at the very back, simply do not come through at all! Our bones are lighter too, because they don't need to support the running and climbing our ancestors used to have to engage in to hunt. But these changes have happened over a very long period of time.

To pick up on height and foot size, humans are, in general, regardless of their ethnic origin, taller than they were a hundred years ago – by up to ten centimetres. Records show that the entrances to many old houses built then were much lower than today's. Scientists believe that this is a result of improved childcare and diet over the last century. And, of course, better medical care. More children are surviving childhood diseases and reaching their full growth potential. Then, they might pass the immunity to those diseases on to their children. There is also evidence that our bodies are adapting to the higher fat content in modern fast food that results in a much stockier build, as well as to our increasing life expectancy. So, humans are generally getting bigger in several ways!

## Lesson materials

- Fish for verbs, Student's Book pages 302–303

## Zoom in

## 1 ROZMOWA WSTĘPNA Work in pairs and discuss the questions.

- 1 What are you into?
- 2 Do you prefer indoor or outdoor activities? Why?

## 2 Work in pairs. Discuss which of the hobbies below would interest you the most. Explain your choices.

- yoga • knitting • learning an Asian language •
- graphic design • game development • writing music •
- sushi making • speed reading •

## Activate

## KNOW YOUR PHRASES

- **What exactly are you looking for? / Could you tell me what you are keen on in particular?**  
Czego konkretnie szukasz? / Czy jest coś, co szczególnie lubisz robić?
- **I'd like to take up a new hobby.**  
Chciałbym/Chciałabym zacząć się nowym hobby.
- **I'd like to sign up for one of your courses.**  
Chciałbym/Chciałabym zapisać się na jeden z waszych kursów.
- **How often do you meet up?**  
Jak często się spotykacie?
- **How many people are there in the group?**  
Ile osób liczy grupa?
- **People who teach on the courses are experienced and enthusiastic professionals.**  
Prowadzący są doświadczonymi i entuzjastycznymi profesjonalistami.
- **I'm not sure what hobby I'd like to follow.**  
Nie jestem pewny/pewna, jakie hobby chciałbym/chciałabym mieć.
- **It should be something creative / sporty / intellectual.**  
To powinno być coś kreatywnego / związanego ze sportem / rozwijającego intelektualnie.
- **I adore / love doing something creative / creative activities.**  
Uwielbiam zajmować się czymś kreatywnym.
- **I am good / brilliant / hopeless at sports.**  
Jestem dobry/dobra / świetny/świetna / beznadziejny/beznadziejna, jeśli chodzi o sport.
- **I'm afraid it isn't really my cup of tea.**  
Obawiam się, że to nie jest moja bajka.
- **What are your expectations concerning the course?**  
Jakie są twoje oczekiwania w stosunku do tego kursu?
- **There is a discount if you pay the whole fee upfront.**  
Mamy zniżkę dla osób, które zapłacą z góry.

## 3 Powiedz, że:

- 1 szukasz hobby związanego ze sztuką.
- 2 chciałbyś/chciałabyś zapisać się na kurs rysunku.
- 3 nie wiesz, co dokładnie chcesz robić.
- 4 jesteś beznadziejny/beznadziejna w sportach drużynowych.
- 5 gra na perkusji to nie twoja bajka.
- 6 osoby, które prowadzą kursy, mają duże doświadczenie.

## Practise

## GET SMARTER

Pamiętaj, że podane tematy należy rozwinąć w co najmniej dwóch pełnych zdaniach. Np. objaśniając ofertę kursu, możesz powiedzieć: *Our courses take place twice a week. They usually start at 5 p.m. and last for two hours. The groups range from beginner to advanced levels and are run by professional instructors.* Jeżeli nie rozumiałeś/zrozumiałaś jakiegoś pytania, poproś o powtórzenie go.

## 4 Read the task and decide what you could say in Polish. Then express your ideas in English.

Podczas wakacji za granicą przebywasz w hotelu, który oferuje gościom ciekawe zajęcia. Dzwonisz do pracownika hotelu, który przyjmuje zapisy. Poniżej podane są cztery kwestie, które należy omówić w rozmowie.

Twoje zainteresowania

grupy wiekowe

terminy zajęć

tematyka zajęć

## ROZMOWA Z ODGRYWANIEM ROLI



## 5 Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A. Wykonując zadanie, korzystajcie z wyrażen z ramki Know your phrases.

## UCZEŃ A

Jesteś studentem/studentką, który/która szuka nowego hobby. Kontaktujesz się z firmą zajmującą się organizacją kursów dla młodych ludzi. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

oferta kursów

osoby prowadzące kurs

Twoje potrzeby

cena i organizacja kursu

## UCZEŃ B

Podczas studiów za granicą odbywasz praktyki w firmie organizującej kursy dla młodych ludzi. Odbierasz telefon od osoby zainteresowanej ofertą firmy i udzielasz jej informacji.

W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze wyjaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał/podać kolejne argumenty lub zaproponować inne rozwiązanie,
- dowiedz się, czego uczeń A spodziewa się po tym kursie,
- zaproponuj zniżkę za kurs w przypadku opłaty z góry.

Speaking Bank ► p. 245

## Wrap it up

## 6 Work in pairs. Suggest a suitable hobby for a sociable person, a senior citizen, your best friend. Explain your choices.

Speaking Set 01 ► p. 231

## Exercise 3

## Suggested answers

- 1 I'd like to do something artistic.
- 2 I'd like to sign up for a drawing course.
- 3 I'm not sure what I'd like to do/what hobby I'd like to follow.
- 4 I'm hopeless at team sports.
- 5 Playing drums is not my cup of tea.
- 6 The people who teach on the courses are very experienced.

## Further practice

- Speaking Bank, Student's Book page 245
- Speaking Set 01, Student's Book page 231

## Testing

Zestawy egzaminacyjne ustne





## Zoom in

- 1 Look at your national ID and/or school ID card. Which of the following information do they include? When do you need to produce your national ID card?

marital status date of birth gender occupation  
date of issue date of expiry place of birth  
contact details distinguishing features  
national identity number the holder's photo

## Practise

## GET SMARTER

Gdy rozwiązujesz zadania wielokrotnego wyboru, przeczytaj tekst i możliwe odpowiedzi, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Przeanalizuj fragment tekstu przed luką i po niej, aby zdecydować, którą z podanych odpowiedzi należy wybrać.

## Exercise 2

- 1 B is correct; A is incorrect because the verb *look* is not used in the present continuous in a stative meaning.  
2 C is correct; A is incorrect because we use the present simple and not *will* after *when* in a time clause.  
3 C is correct.

- 2 Read the text and the answers chosen by another student. Which of the answers are incorrect? Explain why.

In the past, ID cards used to be a paper document. These days they (1) like a credit card and often contain a magnetic chip as well as biometric data to identify the holder. Some experts claim that when they (2) law in all countries, the world will become a safer place. Others say that ID cards carry too much personal information, and may be misused by the authorities. Luckily, most governments don't use them against their citizens, and keep (3) on new solutions to make ID cards as secure as possible.

- 1 ☒ A are looking B look C are looked  
2 ☒ A will become B are becoming C become  
3 A work B to work ☒ C working

## WYBÓR WIELOKROTNY



- 3 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby powstała spójna i logiczna wypowiedź. Zakreśl jedną z liter: A, B albo C.

The Estonian authorities have recently come up with a system called e-Estonia, and (1) to it 99% of public services are available online. Citizens hold an e-ID card which is much more than just proof of identification. Estonians frequently (2) their cards for digital signatures, electronic banking, e-prescriptions, e-voting, e-tickets, or tax purposes. They can also get hold of their medical records and insurance policies using their e-ID. Estonia has also introduced e-residency which is a transnational digital identity programme. It (3) to access public services from all locations. (4) , foreigners can also apply for it and run an EU business online even though they're not Estonian citizens. It seems (5) a very convenient system. Don't you think so?

- 1 A because ☒ B thanks C as a result  
2 A are using B have used ☒ C use  
3 ☒ A helps B is helping C is helped  
4 A However ☒ B What's more C In other words  
5 A as B of ☒ C like

## WYBÓR WIELOKROTNY



- 4 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby powstała spójna i logiczna wypowiedź. Zakreśl jedną z liter: A, B albo C.

I'm on the way to the airport now. My plane (1) in about two hours, and I need to go through passport control. It's only a procedure, but I always feel extremely anxious about it. I am approaching the departure building now, and I (2) more and more nervous. I seem to suffer from some strange phobia every time I have to go through security and produce my documents. I worry that my ID has (3) , or that they have something on me on their records. It's totally irrational, but I (4) help it. Tomorrow, I (5) my best friend and, to be honest, it's the only thing that makes me do it. Keep your fingers crossed. I'm just about to go through!

- 1 ☒ A leaves B may leave C is leaving  
2 ☒ A am getting B get C have got  
3 A finished B taken ☒ C expired  
4 A mustn't ☒ B can't C don't  
5 A see ☒ B am seeing C may see

## Wrap it up

- 5 Work in pairs. What do you think about the system of ID cards introduced in Estonia? Why is it convenient? Can you think of any dangers associated with it? Discuss in pairs.

## Further practice

- Use of English – Extra Practice 01, Student's Book page 295
- Use of English Practice Book for Matura, pages 2-3

- Grammar Reference 01 *Mówienie o teraźniejszości (present simple, present continuous)*, Student's Book page 256
- On-the-Go Practice Grammar 01, MEE App

## Lesson materials

- Videoscript, Teacher's Resource Centre
- Use of English Practice Book for Matura Key, Teacher's Book pages 340-341

## Testing

- Grammar Short Test 1

### Zoom in

- 1 Look at the images which show various biometric technologies. In which situations do you think they may be useful? Have you ever used any of them?



### Practise

#### WYBÓR WIELOKROTNY

- 2 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby powstała spójna i logiczna wypowiedź. Zakreśl jedną z liter: A, B, C albo D.

In the old days when people wanted to apply for a passport, they had to fill in a lengthy form and attach a few photographs. In the application form they were told to state their height and describe their distinguishing (1) such as birthmarks, large moles, scars or tattoos, which could be used to quickly identify them. When they were having their photos taken, they had to reveal their ears, stare (2) the camera and avoid smiling. Nowadays, more and more countries are introducing new passports and ID cards which (3) the holder's biometric data e.g. a scan of your face, of your iris, and of your fingertips. Once most countries (4) biometrics, it will become a standard form of identification across the world.

- |                     |                    |
|---------------------|--------------------|
| 1 A characteristics | B features         |
| C qualities         | D traits           |
| 2 A on              | B to               |
| C at                | D down             |
| 3 A contain         | B involve          |
| C attach            | D consist of       |
| 4 A introduced      | B introduce        |
| C are introducing   | D are to introduce |

#### WYBÓR WIELOKROTNY

- 3 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby powstała spójna i logiczna wypowiedź. Zakreśl jedną z liter: A, B, C albo D.

Do you like asking questions? I do, and my father says that I (1) the most bizarre and tricky questions in the world. He often gets irritated by them as I keep pestering him when he's at his busiest. My dad makes a living as a biometric scientist and as we speak, his team (2) some new solutions for biometric ID cards. Biometric data include both physical and behavioural human traits used for the digital identification of a person. The most common physical identifiers are fingerprints and speech and facial patterns, while the most often employed behavioural ones include typing and mouse navigation patterns, the way you walk and engagement patterns connected with how you interact online. (3), my dad is looking into some behavioural patterns which could help a company distinguish between a human being and a robot. A typing style or finger movements on touch-sensitive screens may be (4) to each individual. Isn't it fascinating? What happens when such sensitive data is leaked or stolen? Even more fascinating!

- |                             |                      |
|-----------------------------|----------------------|
| 1 A am forever asking       | B get used to asking |
| C am on the point of asking | D am to ask          |
| 2 A deals with              | B is dealing with    |
| C has been dealing with     | D will deal with     |
| 3 A Actually                | B This day and age   |
| C Currently                 | D Nowadays           |
| 4 A typical                 | B characteristic     |
| C distinctive               | D unique             |

### Wrap it up

- 4 Work in pairs and compare your fingertips, eyes and ears, the way you walk, your voice. Can you describe them in the most detailed way possible?

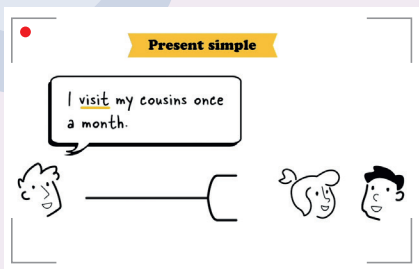
Use of English – Extra Practice 01 ► p. 295

### Grammar Playout

- A**  
Present simple, present continuous,  
We use the present simple to describe:  
– repeated actions and situations,  
– habits and preferences,  
– facts and rules,  
– timetables.  
We use the present continuous to describe:  
– actions planned for the nearest future,  
– temporary actions and situations,  
– actions in progress at the moment of speaking,  
– repeated actions which are irritating for the speaker.
- 1** present simple for timetables  
**2** present continuous for actions in progress at the moment of speaking  
**5** present continuous for actions planned for the nearest future.

### Grammar Playout

#### MÓWIENIE O TERAŹNIEJSZOŚCI



Grammar Reference ► p. 256

- A** Look at exercise 4 on page 16 again. Which present tenses are tested there? When do we use those tenses? Which rules apply to the correct answers in points 1, 2 and 5?
- B** Complete the sentences with the correct form of the verbs in brackets. Which rules apply to the correct answer in each sentence?
- No matter where I go, they *are always asking* (always / ask) me to spell my surname. So annoying!
  - More and more foreigners *are applying* (apply) for a Polish passport.
  - What time *does your train leave* (your train / leave)?
  - Are you doing* (you / do) anything important next week?
  - I *am seeing* (see) my best friend tonight.
  - This office usually *handles* (handle) about a hundred passport applications a day.



► VIDEO 02

### Further practice

- Use of English – Extra Practice 01, Student's Book page 295
- Use of English Practice Book for Matura, page 4

- Grammar Reference 01 *Mówienie o teraźniejszości (present simple, present continuous)*, Student's Book page 256
- On-the-Go Practice Grammar 01, MEE App

### Lesson materials

- Videoscript, Teacher's Resource Centre
- Use of English Practice Book for Matura Key, Teacher's Book page 342

### Testing

- Grammar Short Test 1

## Zoom in

- 1 Draw a simple house in your notebook. Add the values below to the drawing. The more important the value, the higher it should be placed. Use the picture below as a model. Then compare your drawings in pairs. Are your belief systems similar?

- freedom • kindness • security • knowledge •
- friendship • creativity • honesty • success •
- wealth • independence • health • courage •
- trust • adventure • cooperation • truth •
- enjoyment • justice •



## Activate

## KNOW YOUR PHRASES

- *I guess / suppose / think / believe that having values is important / necessary / essential.*  
Sądzę/Myślę/Wierzę, że posiadanie wartości jest ważne/konieczne/niezbędne.
- *The values I identify with / relate to the most are ...*  
Wartości, z którymi najbardziej się identyfikuję / które są mi najbliższe, to...
- *I find / consider kindness and cooperation to be the most important values.*  
Uważam uprzejmość i chęć współpracy za najważniejsze wartości.
- *I was brought up to respect values such as ...*  
Wychowano mnie tak, abym szanował/szanowała wartości takie jak...
- *My parents have always taught me to be kind and sympathetic to other people.*  
Rodzice zawsze uczyli mnie być uprzejmym i współczującym w stosunku do innych ludzi.
- *I look up to my parents / grandparents.*  
Podziwiam moich rodziców/dziadków.
- *My friends and I have a lot / little in common when it comes to our values.*  
Moi przyjaciele i ja mamy wiele/niewiele wspólnego, jeśli chodzi o wartości.
- *I agree / disagree with the statement that young people don't know what their values are.*  
Zgadzam się/Nie zgadzam się z opinią, według której młodzi ludzie nie wiedzą, jakie wartości wyznają.

## 2 Powiedz, że:

- 1 odwaga i sprawiedliwość są dla Ciebie ważne.
- 2 wartość, z którą się najbardziej utożsamiasz, to zaufanie.
- 3 wychowano Cię na osobę szanującą innych ludzi.
- 4 podziwiasz swoją starszą siostrę za jej pozytywne nastawienie do życia.

## Practise

## GET SMARTER

Przed napisaniem pracy przeczytaj uważnie polecenie i podkreśl informacje, które należy przekazać. Pamiętaj, że niektóre podpunkty mogą wymagać rozwinięcia dwóch informacji. Staraj się używać zdań złożonych (z jednym spójnikiem), ale niezbyt długich. Podziel swoją pracę na akapity.

- 3 Read the instructions in the bullet point and the following answer. Divide it into three shorter sentences. Make any necessary changes.

- Wyjaśnij, jaką wartość cenisz w życiu najbardziej, i uzasadnij swój wybór.

In my opinion, the most important value is determination because it helps you achieve things in life such as completing your studies or finding a good job, and because I believe that it makes you stronger mentally and it means you don't give up easily, and you can fulfil your ambitions, and it's necessary in life.

## WPIS NA BLOGU

- 4 Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj co najmniej pięć wyrażen z ramki Know your phrases.

Ostatnio zastanawiałeś się/zastanawiałaś się nad swoim systemem wartości. Na swoim blogu:

- napisz, które wartości są dla Ciebie ważne, i uzasadnij swój wybór,
- wyjaśnij, jak ukształtował się Twój system wartości,
- napisz, czy Twój znajomi dzielą Twój system wartości,
- wyraż swoje zdanie na temat stwierdzenia, że współczesna młodzież ma problem z określeniem swoich wartości.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 100 do 150 wyrazów (nie licząc słów w zdaniach, które są podane). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).



Hello everyone,  
Today I'd like to talk to you about something really important - the values which guide our choices and decisions.

Writing Bank ► p. 250

## Wrap it up

- 5 Work in pairs. What values are the most important for the Polish people? Do an online research. Share the information with the class.

## Exercise 2

## Suggested answers

- 1 I consider courage and justice to be important.
- 2 Trust is the value I relate to the most.
- 3 I was brought up to respect other people.
- 4 I look up to my older sister for her positive attitude to life.

## Exercise 3

## Suggested answers

In my opinion, the most important value is determination as it helps achieve important things in life such as completing studies or finding a good job. I also believe that it makes people stronger mentally, which means they don't give up easily, and are able to fulfil their ambitions. That is why, for me, determination is necessary in life.

## Further practice

- Writing Bank, Student's Book page 250
- Pisanie: bank dodatkowych zadań 01, Teacher's Book page 383

## Testing

- Unit Test 01, Pisanie poziom podstawowy



Zoom in

- 1 Work in pairs. To what extent do you agree with the following quotations?

*The opposite of love is not hate, it's indifference. If you hate someone, you still care.*

– Elie Wiesel

*The most destructive criticism is indifference.*

– E.W. Howe

Activate

KNOW YOUR PHRASES

- *As far as I am concerned / To my mind / From my point of view contemporary societies are to some extent characterised by indifference.*

W moim przekonaniu współczesne społeczeństwa w pewnym stopniu charakteryzuje obojętność.

- *It goes without saying / It must be said / It seems to be the case that people focus more on their own lives than the lives of people around them.*

Z pewnością / Należy przyznać / Wydaje się, że ludzie bardziej koncentrują się na swojej własnej egzystencji niż na życiu ludzi wokół nich.

- *Indifference may come / result / stem from the fact that ...*

Obojętność może być związana z tym / wynikać z tego, że...

- *Indifference may be caused / brought about by ...*

Obojętność może być spowodowana przez...

- *A selfish attitude may lead to / result in indifference towards people in need.*

Egoistyczne nastawienie może prowadzić do obojętności w stosunku do ludzi znajdujących się w potrzebie.

- *One of the solutions / remedies / ways of solving the problem could be ...*

Jednym z rozwiązań / środków zaradczych / sposobów rozwiązania problemu może być...

- *To combat / overcome / confront the problem, we should ...*

Aby przezwyciężyć ten problem, powinniśmy...

- 2 Powiedz, że:

- 1 w Twoim przekonaniu współczesne społeczeństwa w pewnym stopniu charakteryzuje obojętność.
- 2 obojętność wynika z samolubnego sposobu życia współczesnych ludzi.
- 3 brak współczucia i empatii często prowadzi do zobojętnienia na problemy innych.
- 4 lekarstwem na problem zobojętnienia może być lepsza edukacja dzieci i młodzieży.
- 5 aby zwalczyć ten problem, powinniśmy częściej pytać innych, czy nie potrzebują naszej pomocy.

Practise

GET SMARTER

Pamiętaj, że dobrze napisany artykuł powinien mieć przyciągający uwagę tytuł, wstęp zachęcający do dalszej lektury oraz pytania skłaniające czytelnika do dalszych przemyśleń na temat poruszony w tekście.

- 3 Read the possible beginnings of an article about the importance of compassion and match them with the techniques for article openings. Which do you like the most? Why?

- 4 A Do you know that being compassionate can bring you personal pleasure? Do you know that helping others triggers the brain activity associated with reward?
- 1 B Discovering the origins of a word can sometimes help us gain a better understanding of its meaning. 'Compassion' is a case in point. It comes from Latin where it means 'co-suffering'.
- 3 C Anne Frank said that no one has ever become poor by giving. Let us consider what it tells us about the nature of compassion.
- 2 D I'll never forget the time I helped an elderly lady in the street. She dropped her shopping, and I tripped on the carton of milk that had fallen out of her bag. She came to my rescue and then I helped her. It felt so nice. Small tokens of compassion are worth so much!

- 1 definition / origin of a word
- 2 personal story
- 3 quotation
- 4 questions / rhetorical questions

- 4 Imagine you have to write an article about the importance of loyalty in friendship. Use one of the techniques from exercise 3 to write the opening paragraph of your article.

ARTYKUŁ

- 5 Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj przynajmniej pięć wyrażeń z ramki Know your phrases.

Obojętność to, według niektórych, cecha społeczeństw XXI wieku. Napisz artykuł, w którym omówisz możliwe przyczyny zobojętnienia ludzi na los innych i zaproponujesz, w jaki sposób można by zapobiec temu zjawisku.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ► p. 253

Wrap it up

- 6 Work in pairs and discuss the questions. Give some details of what happened.

Have you ever

- helped a stranger in the street?
- stopped to console a person in distress?
- offered to help someone though it wasn't convenient?
- done any voluntary work?

Exercise 2

Suggested answers

- 1 As far as I'm concerned, indifference is one of the main problems of contemporary society.
- 2 Indifference results from the selfish attitude of modern people.
- 3 A lack of compassion and empathy often results in indifference towards other people's problems.
- 4 One of the remedies for indifference might be better education of children and young people.
- 5 To overcome this problem, we should more often ask people if they need our help.

Further practice

- Writing Bank, Student's Book page 253
- Pisanie: bank dodatkowych zadań 01, Teacher's Book page 387

Testing

- Unit Test 01, Pisanie poziom rozszerzony

## SŁOWNICTWO

## MP3 01 Personal data /

## Dane personalne

divorced /di'vɔːst/ rozwiedziony  
 female /'fiːmeɪ/ kobieta  
 first name /'fɜːst neɪm/ imię  
 gender /'dʒendə/ płeć  
 male /meɪ/ mężczyzna  
 marital status /'mærɪtl stetəs/ stan cywilny  
 married /'mærɪd/ żonaty, zamężna  
 middle name /'mɪdl neɪm/ drugie imię  
 occupation /'ɒkjə peɪʃn/ zawód  
 surname /'sɜːneɪm/ nazwisko  
 widowed /'wɪdəʊd/ owdowiasty  
 biometric data /'baɪəʊ'metrik ,deɪtə/ dane biometryczne  
 citizenship /'sɪtɪznɪp/ obywatelstwo  
 country of residence /'kʌntri ɒv 'rezɪdəns/ kraj zamieszkania  
 distinguishing features /dɪ'stɪŋgwɪjɪŋ 'fi:tʃəz/ znaki szczególne  
 ethnic origin /'eθnɪk 'ɒrɪdʒɪn/ pochodzenie etniczne  
 next of kin /'nekst ɒv 'kɪn/ najbliższy krewny

## MP3 02 Appearance /

## Wygląd zewnętrzny

elderly /'eldəli/ starszy, starszawy  
 good-looking /'ɡʊd 'lʊkɪŋ/ przystojny, ładny  
 handsome /'hænsəm/ przystojny  
 plain /pleɪn/ pospolity, nieatrakcyjny  
 pretty /'prɪti/ ładny  
 ugly /'ʌgli/ brzydki  
 in sb's early / middle / late thirties /ɪn 'sʌmbədɪz 'ɜːli, 'mɪdl, leɪt, 'θɜːtiz/ być po trzydziestce/mieć trzydzieści pięć lat/ być pod czterdziestkę  
 of medium height /ɒv 'miːdiəm haɪt/ średniego wzrostu

## Build / Budowa ciała

muscular /'mʌskjələ/ umięśniony  
 obese /ə'beɪs/ otyły  
 overweight / underweight /'əʊvə 'weɪt, 'ʌndə 'weɪt/ z nadwagą/niedowagą  
 plump /plʌmp/ puszysty, pulchny  
 skinny /'skɪni/ chudy  
 slim /slɪm/ szczupły  
 chunky /'tʃʌŋki/ przysadzisty, krępy  
 lanky /'læŋki/ tyczkowaty, wysoki i chudy  
 slim / medium / stocky build /slɪm, 'miːdiəm, 'stɒki bɪld/ szczupła/średnia/krępa budowa

## Hair / Włosy

curly /'kɜːli/ kręcone  
 dyed /daɪd/ farbowane  
 ginger / red /'dʒɪŋdʒə, red/ rude  
 plait /plæt/ warkocz  
 shoulder-length /'ʃəʊldərlɛŋθ/ do ramion  
 straight /streɪt/ proste  
 wavy /'weɪvi/ falujące  
 fringe /frɪndʒ/ grzywka  
 have a centre / side parting /hæv ə ,sentə, 'saɪd 'pɑːtɪŋ/ mieć przedziałek na środku/ z boku  
 ponytail /'pɒniːteɪl/ kitka, koński ogon  
 receding hairline /rɪ'siːdɪŋ 'heəlaɪn/ włosy rzadzące na skroniach  
 spiky /'spaɪki/ nastroszone włosy, postawione na żel  
 wear your hair loose / up /,weə jə ,heə 'luːs, 'ʌp/ nosić włosy rozpuszczone/spięte

## Distinguishing features / Cechy szczególne

beard /biəd/ broda  
 freckles /'freklz/ piegi  
 moustache /mə'staːʃ/ wąsy  
 pale / tanned /,peɪl, ,tænd/ blady/opalony  
 pierced ears /,piəst 'iəz/ przebite uszy  
 scar /skaː/ blizna  
 spotty /'spɒti/ pryszczaty  
 tattoo /tæ'tuː/ tatuaż  
 wrinkles /'rɪŋklz/ zmarszczki  
 birthmark /'bɜːθmɑːk/ znamię  
 dental brace /'dentl breɪs/ aparat na zęby  
 dimple /'dɪmpl/ dołek (w policzku)  
 goatee /,ɡəʊ'tiː/ kozia bródka  
 high cheekbones /,haɪ 'tʃiːkbəʊnz/ wystające kości policzkowe  
 high forehead /,haɪ 'fɔːhed/ wysokie czoło  
 piercing blue eyes /,piəsɪŋ ,bluː 'aɪz/ przenikliwe niebieskie oczy

## Appearance expressions /

## Zwroty związane z wyglądem

go for (darker colours) /'ɡəʊ fə (,dɑːkə 'kʌləz/ wybierać, sięgać po (ciemniejsze kolory)  
 go grey / bald /'ɡəʊ greɪ, bɔːld/ osiwieć / wyłysieć  
 paint your nails /,peɪnt jə 'neɪlz/ malować paznokcie  
 put on / lose weight /,pʊt ɒn, ,luːz 'weɪt/ przybierać/tracić na wadze  
 straighten /'streɪtən/ prostować (włosy)

## Clothes / Ubrania

blouse /blaʊz/ bluzka  
 boots /buːts/ wysokie buty, kozaki  
 fleece /fliːs/ bluza polarowa  
 high heels /,haɪ 'hiːlz/ wysokie obcasy  
 hoodie /'hʊdi/ bluza z kapturem  
 jacket /'dʒækt/ kurtka, marynarka, żakiet  
 jumper /'dʒʌmpə/ sweter  
 pyjamas /pə'dʒɑːməz/ piżama  
 sneakers /'sniːkəz/ trampki  
 shoes /'ʃuːz/ buty  
 skirt /skɜːt/ spódnica  
 smart /smɑːt/ elegancki  
 suit /suːt/ garnitur  
 sweatshirt /'swetʃɜːt/ bluza sportowa  
 tracksuit /'træksuːt/ dres  
 underwear /'ʌndə weə/ bielizna  
 waistcoat /'weɪst,kəʊt/ kamizelka  
 ballgown /'bɔːlgəʊn/ suknia balowa, strój balowy  
 cardigan /'kɑːdɪɡən/ rozpinany sweter  
 collar /'kɒlə/ kołnierzyk  
 creased /kriːst/ pognieciony  
 cuffs /kʌfs/ mankiety  
 dressing gown /'dresɪŋ ɡəʊn/ szlafrok  
 fluffy /'flʌfi/ puchaty  
 long-sleeved / short-sleeved /,lɒŋ 'sliːvd, 'ʃɔːt 'sliːvd/ z krótkim/długim rękawem (koszula)  
 scruffy /'skrʌfi/ niechlujny  
 strapless top /,streɪpləs 'tɒp/ bluzka bez ramiączek  
 shabby /'ʃæbi/ obdarty, zniszczony  
 sleeveless /'sliːvles/ bez rękawów  
 V-neck /'viːnek/ dekolt w szpic (bluzka, sweter)  
 wellies /'welɪz/ kalosze

## Accessories / Dodatki

belt /belt/ pasek  
 bracelet /'breɪslət/ bransoletka  
 button /'bʌtn/ guzik

earrings /'ɪrɪŋz/ kolczyki  
 gloves /glʌvz/ rękawiczki  
 handbag /'hændbæg/ torebka  
 necklace /'nekləs/ naszyjnik  
 ring /rɪŋ/ pierścionek  
 scarf /skaːf/ szalik  
 tie /taɪ/ krawat  
 brooch /brəʊtʃ/ broszka  
 shoe laces /'ʃuː ,leɪsɪz/ sznurówki  
 slippers /'slɪpəz/ kapcie  
 zip-up /'zɪpʌp/ na zamek

## Patterns and materials / Wzory i materiały

checked /tʃekt/ w kratę  
 cotton /'kɒtn/ bawełna  
 denim /'denɪm/ dżinsowy  
 fur /fɜː/ futro; futrzany  
 leather /'leðə/ skóra; skórzany  
 linen /'lɪnɪn/ lniany  
 silk /sɪlk/ jedwab  
 spotted /'spɒtɪd/ w kropki  
 striped /straɪpt/ w paski  
 wool /wʊl/ wełna  
 lacy /'leɪsi/ koronkowy  
 lined /laɪnd/ na podszwewce, ocieplany  
 tartan /'tɑːtn/ w szkocką kratę  
 velvet /'velvɪt/ aksamitny

## MP3 03 Features of character / Cechy charakteru

absent-minded /,æbsənt'maɪndɪd/ roztargniony  
 bad-tempered /,bæd'tempəd/ wybuchowy  
 bossy /'bɒsi/ apodyktyczny  
 careful / careless /'keəfl, 'keələs/ ostrożny/ nieostrożny  
 confident / overconfident /'kɒnfɪdənt, ,əʊvə'kɒnfɪdənt/ pewny siebie/zbyt pewny siebie  
 easygoing /,iːzi'ɡəʊɪŋ/ wyluzowany, opanowany  
 extrovert /'ekstrə,vɜːt/ ekstrawertyk  
 gentle /'dʒentl/ delikatny, łagodny  
 helpful / unhelpful /'helpfəl, ʌn'helpfəl/ uczynny / nieskory do pomocy  
 honest / dishonest /'ɒnɪst, dɪs'ɒnɪst/ uczciwy/ nieuczciwy  
 imaginative / unimaginative /'ɪmædʒɪnətɪv, ,ʌnɪ'mædʒɪnətɪv/ pomysłowy, kreatywny/ bez wyobraźni  
 introvert /'ɪntroʊvɜːt/ introwertyk  
 messy /'mesi/ bałaganiarski  
 modest /'mɒdɪst/ skromny  
 narrow-minded /,næəʊ'maɪndɪd/ ograniczony, o wąskich horyzontach  
 optimistic / pessimistic /,ɒptɪ'mɪstɪk, ,pesɪ'mɪstɪk/ optymistyczny/pesymistyczny  
 outgoing /,aʊt'ɡəʊɪŋ/ otwarty, towarzyski  
 patient / impatient /'peɪjnt, ɪm'peɪjnt/ cierpliwy/niecierpliwy  
 polite / impolite /pə'laɪt, ɪmpə'laɪt/ uprzejmy/ nieuprzejmy  
 reliable / unreliable /rɪ'laɪəbl, ʌnrɪ'laɪəbl/ solidny, niezawodny / niesolidny, zawodny  
 selfish / unselfish /'selfɪʃ, ʌn'selfɪʃ/ samolubny/ bezinteresowny  
 sensitive /'sensətɪv/ wrażliwy  
 sincere /sɪn'sɪə/ szczerzy  
 sociable / unsociable /'səʊʃəbl, ʌn'səʊʃəbl/ towarzyski/nietowarzyski  
 tidy / untidy /'taɪdi, ʌn'taɪdi/ schludny, porządkowy/niechludny  
 tolerant / intolerant /'tɒlərənt, ɪn'tɒlərənt/ tolerancyjny/nietolerancyjny

## Extra practice

- Culture, Teacher's Resource Centre

## Testing

- Unit Test 01 poziom podstawowy
- Unit Test 01 poziom rozszerzony
- Zestawy egzaminacyjne pisemne poziom podstawowy
- Zestawy egzaminacyjne pisemne poziom rozszerzony

**trustworthy** /ˈtrʌs.wɜːði/ godny zaufania  
**vain** /veɪn/ próżny  
**bold** /bəʊld/ odważny, śmiały  
**conceited** /kənˈsiːtɪd/ zarozumiwały, nadęty  
**cowardly** /ˈkaʊədli/ tchórzliwy  
**eccentric** /ɪkˈsentɪk/ ekscentryczny  
**humble** /ˈhʌmbəl/ prosty, skromny  
**materialistic** /məˈtɪəriəlɪstɪk/ materialistyczny  
**moody** /ˈmuːdi/ kapryśny  
**straightforward** /ˌstreɪtˈfɔːwəd/ bezpośredni  
**sympathetic** /ˌsɪmpəˈθetɪk/ pełen współczucia, życzliwy, przychylny  
**timid** /ˈtɪmɪd/ nieśmiały, lękliwy  
**withdrawn** /wɪðˈdrɔːn/ zamknięty w sobie

#### MP3 04 Feelings and emotions / Uczucia i emocje

**annoyed** /əˈnɔɪd/ zirytowany, rozdrażniony  
**anxious** /ˈæŋkʃəs/ zaniepokojony, z troską  
**be in a good / bad mood** /biː ɪn ə ˈɡʊd, ˈbæd  
ˈmuːd/ być w dobrym/złym humorze  
**embarrassed** /ɪmˈbærəst/ zawstydzony  
**exhausted** /ɪɡˈzɔːstɪd/ wyczerpany, zmęczony  
**frightened** /ˈfraɪtənd/ przerażony  
**pleased** /pliːzd/ zadowolony  
**scared** /skeəd/ wystraszony  
**stressed** /strest/ zestresowany  
**surprised** /səˈpraɪzd/ zdziwiony, zaskoczony  
**tired** /ˈtaɪəd/ zmęczony  
**upset** /ʌpˈset/ przygnębiony, zaniepokojony  
**worried** /ˈwʌrɪd/ zmartwiony  
**be / get frustrated with sth** /bi, get  
frʌˈstreɪtɪd wɪθ ˈsʌmθɪŋ/ być sfrustrowanym/  
zirytować się czymś  
**be over the moon** /bi ˈəʊvə ðə muːn/ być  
wniebowzjętym  
**delighted** /dɪˈlaɪtɪd/ zachwycony  
**feel blue** /fiːl bluː/ być przygnębionym  
**get green with envy** /get ɡriːn wɪθ ˈenvi/  
zzielenieć z zazdrości  
**go pale / red** /ɡəʊ peɪl, red/ zblednąć/  
zaczervenieć się  
**hit the roof** /hɪt ðə ruːf/ wściec się  
**petrified** /ˈpetrɪfaɪd/ przerażony  
**stunned** /stʌnd/ oniemiały, osłupiały  
**worn out** /wɔːn ˈaʊt/ wycieńczony,  
wyczerpany

#### MP3 05 Skills and interests / Umiejętności i zainteresowania

**adore** /əˈdɔː/ uwielbiać  
**be a fan of sb / sth** /bi ə ˈfæn əv ˈsʌmbədi,  
ˈsʌmθɪŋ/ być fanem kogoś/czegoś  
**be hopeless at sth** /bi ˈhaʊsples ət ˈsʌmθɪŋ/  
być beznadziejnym (w czymś)  
**be into sth** /bi ˈɪntə ˈsʌmθɪŋ/ zajmować/  
interesować się czymś  
**be keen on sth** /bi ˈkiːn ɒn ˈsʌmθɪŋ/  
interesować się, lubić coś robić  
**be mad about sb / sth** /bi ˈmæd əbaʊt  
ˈsʌmbədi, ˈsʌmθɪŋ/ szaleć za kimś/czymś  
**can't stand** /kɑːnt ˈstænd/ nie znosić  
**cut down on sth** /kʌt ˈdaʊn ɒn ˈsʌmθɪŋ/  
ograniczać (ilość czegoś)  
**indoor / outdoor activities** /ˈɪndɔːr, ˈaʊtɔːr  
ækˈtɪvɪtɪz/ aktywności wykonywane  
wewnątrz/na zewnątrz budynków  
**take up (a hobby / a sport)** /teɪk ˈʌp (ə ˈhɒbi,  
ə ˈspɔːt)/ znaleźć sobie jakieś hobby/zacząć  
uprawiać sport

#### MP3 06 Personal and social value system / Osobisty i społeczny system wartości

**approve / disapprove of sth** /əˈpruːv,  
ˈdɪsəˈpruːv əv ˈsʌmθɪŋ/ pochwalać coś/  
nie pochwalać czegoś  
**attitude towards sth** /ˈætɪ.tjuːd tə ˈwɔːdz ˈsʌmθɪŋ/  
postawa wobec czegoś, stosunek do czegoś  
**change one's mind** /tʃeɪndʒ wʌnz maɪnd/  
zmienić zdanie  
**freedom of speech** /ˈfriːdəm əv spiːtʃ/ wolność  
słowa  
**kindness** /ˈkaɪnənəs/ życzliwość  
**respect** /rɪˈspekt/ szacunek, szanować  
**take pride in sth** /teɪk praɪd ɪn ˈsʌmθɪŋ/  
być z czegoś dumnym, szczycić się czymś  
**value** /ˈvæljuː/ wartość  
**wisdom** /ˈwɪzdəm/ mądrość  
**be indifferent to sth** /bi ɪnˈdɪfrənt tə  
ˈsʌmθɪŋ/ być obojętnym na coś  
**compassion** /kəmˈpæʃn/ współczucie  
**cultural / legal norms** /ˈkʌltʃrəl/ˈliːɡl nɔːmz/  
normy kulturowe / prawne  
**loyalty** /ˈlɔɪəlti/ lojalność  
**morality** /məˈræləti/ moralność  
**prosperity** /prɒˈsperəti/ dobrobyt  
**diversity** /daɪˈvɜːsəti/ różnorodność  
**solidarity** /sɒlɪˈdærəti/ solidarność  
**virtue** /ˈvɜːtjuː/ cnota

#### MP3 07 Authority figures / Autorytety

**admire sb for sth** /ədˈmaɪə ˈsʌmbədi fɔː ˈsʌmθɪŋ/  
podziwiać kogoś za coś  
**be a role model** /bi ə ˈrɒl ˈmɒdl/ być wzorem do  
naśladowania  
**be inspired by sb / sth** /bi ɪnˈspaɪəd baɪ ˈsʌmbədi,  
ˈsʌmθɪŋ/ zainspirować się kimś/czymś  
**look up to sb** /lʊk ˈʌp tə ˈsʌmbədi/ podziwiać  
kogoś  
**self-esteem** /selfiˈstiːm/ samoocena  
**be in awe of sb / sth** /bi ɪn ˈɔː əv  
ˈsʌmbədi, ˈsʌmθɪŋ/ być pod wrażeniem  
kogoś/czegoś  
**challenge authority** /ˈtʃæləndʒɔː ˈθɔːrəti/  
kwestionować autorytet  
**imitate sb / sth** /ɪˈmɪteɪt ˈsʌmbədi, ˈsʌmθɪŋ/  
naśladować kogoś/coś  
**inspirational** /ˌɪnspeɪˈreɪʃnl/ inspirujący  
**recognise one's authority** /ˈrekəɡnaɪz wʌnz  
ˈθɔːrəti/ uznawać czyjś autorytet

#### MP3 08 Sense of identity / Poczucie tożsamości

**cultural identity** /ˈkʌltʃrəl  
aɪˈdentɪti/ tożsamość kulturowa  
**define yourself** /dɪˈfaɪn jəˈself/ zdefiniować  
siebie  
**individuality** /ˌɪndɪˈvɪdʒuˈæləti/ indywidualność  
**integrity** /ɪnˈteɡrəti/ prawość, uczciwość  
**moral code** /ˈmɒrəl kəʊd/ kodeks moralny  
**recognise one's strengths** /ˈrekəɡnaɪz wʌnz  
streŋθz/ rozpoznać swoje mocne strony  
**self-image** /self ɪˈmɪdʒ/ obraz siebie  
**sense of self** /sens əv self/ poczucie siebie

#### SŁUCHANIE

##### MP3 09

**generate an alternative** /ˈdʒenəreɪt ən ɔːlˈtɜːnətv/  
wytworzyć alternatywne rozwiązanie  
**come up with an idea** /kʌm ʌp wɪð ən aɪˈdɪə/  
wpasnąć na pomysł

**think outside the box** /θɪŋk ˈaʊt ðə bɒks/  
myśleć w nieszablonowy sposób  
**think creatively** /θɪŋk kriˈeɪtɪvli/ myśleć  
w twórczy sposób  
**solve a problem** /sɒlv ə ˈprɒbləm/ rozwiązać  
problem  
**work out a dilemma** /wɜːk aʊt ə dɪˈlemə/  
znaleźć rozwiązanie  
**think from different perspectives** /θɪŋk frəm  
ˈdɪfrənt pəˈspektɪvz/ rozpatrywać kwestię  
z różnych punktów widzenia  
**stand out from the crowd** /stænd aʊt frəm  
ðə kraʊd/ wyróżniać się  
**communication breakdown** /kəˌmjʊːnɪˈkeɪʃən  
ˈbreɪkˌdaʊn/ załamanie komunikacji  
**core values** /kɔː ˈvæljuːz/ wartości  
fundamentalne dla danej osoby  
**gain self-esteem** /geɪn selfiˈstiːm/ zyskać  
poczucie własnej wartości  
**foster cooperation** /ˈfɒstə kəʊˌɒpəˈreɪʃən/  
sprzyjać, rozwijać współpracę

#### CZYTANIE

##### MP3 10

**cross one's legs** /krɒs wʌnz legz/ skrzyżować nogi  
**fidget** /ˈfɪdʒɪt/ kręcić się  
**fold one's arms** /fəʊld wʌnz ɑːmz/ złożyć ręce  
**hang one's head** /hæŋ wʌnz hed/ zwiesić  
głowę  
**immaculate** /ɪˈmækjʊlət/ nieskazitelny  
**inbuilt** /ɪnˈbɪlt/ naturalny, wrodzony  
**make eye contact** /meɪk aɪ ˈkɒntækt/ nawiązać  
kontakt wzrokowy  
**move briskly** /muːv brɪskli/ dziarsko się ruszać  
**reveal** /rɪˈviːl/ odsłonić, pokazać  
**roll one's eyes** /rɒl wʌnz aɪz/ przewracać  
oczami  
**engage in sth** /ɪnˈɡeɪdʒ ɪn ˈsʌmθɪŋ/  
zaangażować się w coś  
**increase one's life expectancy** /ɪnˈkriːs wʌnz  
laɪf ɪkˈspektənsi/ zwiększyć oczekiwaną  
długość życia  
**pass on** /pɑːs ɒn/ przekazać  
**reach one's full growth potential** /riːtʃ  
wʌnz ˈfʊl ˈɡrəʊθ pəˈtenʃl/ osiągnąć pełnię  
możliwości rozwoju  
**reduce in size** /rɪˈdjuːs ɪn saɪz/ zmniejszyć  
rozmiar

#### ACTIVATE

1 Find five words or phrases in the wordlist that you have difficulty remembering. Use them to write five sentences about yourself.

2 Translate sentences 1–4 into English.

- 1 Moja siostra jest szczupła, ma długie, rude włosy i piegi.
- 2 Czy kupiłaś już bluzę polarową i kalosze na wyjazd w góry?
- 3 Giny zzieleniała z zazdrości, gdy zobaczyła moją nową broszkę.
- 4 Byłam pod wrażeniem jego lojalności wobec brata.



# 02 MIEJSCE ZAMIESZKANIA



## GET READY

Describe the picture above with as many words connected with houses and housing as possible. You have one minute.

### Exercise 1

- 1 bungalow
- 2 block of flats
- 3 cottage
- 4 detached house
- 5 mansion
- 6 semi-detached house
- 7 terraced house

## Dom i jego okolica

- 1 Match the types of houses in the box with definitions 1–7.

bungalow block of flats mansion cottage  
detached house terraced house semi-detached house

- 1 a house on one level with no rooms upstairs
- 2 a tall building with a lot of different levels
- 3 a small house, usually in the countryside
- 4 a house on its own, not connected to another building
- 5 a very large house with many rooms and usually a big garden
- 6 a house which is joined to another house on one side
- 7 a house which is part of a row of houses joined together along their side walls

- 2 Complete the text messages with the correct words in the box. There are three extra words.

edge rural neighbourhood nursing home suburbs  
residents cabin studio flat overlooks village  
town location estate public commute

1 This afternoon I viewed a (1) *studio flat* – quite small, only one main room, but OK for me, I think. Would be great if you could look round it with me sometime. It's in a central (2) *location*, close to the Old (3) *Town*. Nice (4) *neighbourhood*. Not too noisy!

2 Jon and Sue now live in the (5) *suburbs*, far from the centre of town. They've got a modern house on a new housing (6) *estate*. Great location – with really good (7) *public* transport and shops just down the road. They are organising a party on Saturday. Can you come?

3 My aunt hasn't been well recently, and she needs a lot of care. She's moved into a (8) *nursing home*. She's very happy there. Her room's on the first floor and it (9) *overlooks* the gardens where all the (10) *residents* can walk and sit. It's in a (11) *rural* area with fields and trees all round and it's just outside the small (12) *village* of Lyndhurst. We must visit her soon.

- 3 Work in pairs. Imagine you are going to move to a new house or flat. Talk about the benefits and drawbacks of properties in the box.

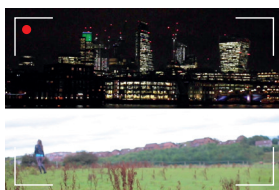
- modern flat in a skyscraper • a mansion in the middle of nowhere • a farmhouse on the edge of a village •
- a house on a new housing estate •
- a tower block close to your family home •

## EXTENDED

- 4 COLLOCATIONS Choose the correct words to complete the adverts.

- 1 Are you studying locally? Why not check out our purpose-built *parts* / (*bedsits*) to rent in Manor Park!
- 2 Ideal for a young family that wants a new house at an (*affordable*) / *economic* price. We are offering two- and three-bedroomed properties in the Johnson *locked* / (*gated*) community. They are selling fast.
- 3 Elderly people can benefit greatly from our *covered* / (*sheltered*) accommodation. They still live independently in their own homes, but know that help is there if needed.
- 4 For many, house prices are too high and out of reach. So, why not choose a cheaper option, but one that has style and comfort? That's what is available at our *movable* / (*mobile*) home parks around the county. Compact, but with all mod *connections* / (*cons*) Check out our website.

## SŁOWNICTWO



Vocabulary Playout Ben's vlog – on London

## ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH



Grammar Playout Mówienie o przeszłości



▶ VIDEO 03  
▶ VIDEO 04

EXTENDED

5 Complete the email with the correct words. First letters have been given.

TO: mary\_roy@email.uk.xyz

Great that you're coming to visit! I'm attaching a map because we're a bit off the beaten (1) **track**. I know you'll love it because it's in the (2) **heart** of the (3) **leafy** countryside and just a (4) **stone's** throw from a beautiful river. It's nothing like the (5) **hustle** and **bustle** of the city centre with all the (6) **amenities** – no local leisure centre here I'm afraid! It's along a very narrow country (7) **lane** that goes on for miles. Call if you get lost!

Pomieszczenia i wyposażenie domu

6 Complete the blog with the translations of the words in brackets.

Read my blog!



My parents and I went to view a house yesterday. It was a bit disappointing. There are lots of problems there. The (1) **drive** (*podjazd*) is pretty overgrown with weeds and the front (2) **gate** (*brama*) is broken. The garden (3) **fence** (*plot*) has fallen down and the grass and flowers have grown wild – it's a bit of a jungle! There are some (4) **steps** (*schodki*) going up to the (5) **porch** (*ganek*) outside the front door, and they're very steep. Inside it's quite dark and all the main rooms (6) **downstairs** (*na dole*) are badly-decorated. However, they have nice, high (7) **ceilings** (*sufity*) and there is a(n) (8) **attic** (*poddasze*) that you get to with a small ladder. There is a lovely (9) **fireplace** (*kominek*) in the dining room, but the (10) **chimney** (*komin*) is blocked and needs cleaning! There's a(n) (11) **carport** (*wiata na samochód*), but no garage and its (12) **roof** (*dach*) is leaking. Dad likes the (13) **shed** (*szopa*) at the end of the garden. But I don't think it's for us – the work would cost too much! Another viewing tomorrow – maybe that will be the one ...



7 Choose the correct adjectives to complete the sentences.

- The living room in our new house was **spacious** / **eco-friendly** and definitely big enough for a party!
- As many young people don't have a lot of money, they often buy **luxurious** / **second-hand** furniture.
- An open fire makes a room feel very **old-fashioned** / **cosy** when it's cold outside.
- My friends and I often sit and chat on the small **stone** / **steel** wall outside our garden.
- Renting a(n) **dusty** / **unfurnished** flat means that you must bring your own furniture.
- My dad never tidies his study and it's very **airy** / **cluttered** at the moment.
- I like apartments which are **homely** / **untidy** and look as though someone lives there, not like a hotel!
- In our old house we had a **wooden** / **open-plan** floor which was very easy to clean.

8 Put the words into the correct columns. Some words match more than one column.

oven bath mat blanket double bed dishwasher  
duvet microwave sheet cooker toilet  
chest of drawers bedside table alarm clock  
washbasin pillow coffee maker towel rail

Suggested answers

| bedroom                                                                                 | kitchen                                                       | bathroom                                |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------|
| blanket, double bed, duvet, sheet, chest of drawers, bedside table, alarm clock, pillow | oven, dishwasher, microwave, cooker, coffee maker, towel rail | bath mat, toilet, washbasin, towel rail |

EXTENDED

9 Complete the sentences with the correct words. First letters have been given.

- In winter my room gets very **stuffy** because it's too cold to open the windows.
- The real estate agent said the house had been in need of **renovation** but in fact, it was nearly falling into pieces!
- Sue, can you see my red T-shirt in the **wardrobe**?
- I can't find the vacuum cleaner in the **utility room**. Perhaps it's still in the laundry room.
- This house should not be too difficult to sell as it has always been **well-maintained**.
- There are a lot of houses under **construction** close to us and the noise is sometimes terrible.
- When I used to share the room with my sister, it was very **cramped** with two beds and two chests of drawers in the small space.
- My gran's **larder** is full of home-made jams and raspberry juice.
- Mia's bedroom is starting to look **dingy** – it really needs a coat of paint to make it look fresher and brighter again.

Lead-in

Ask students to do GET READY exercise. After one minute ask two volunteers to describe the picture. You may note down the key words connected with the topic of the unit on the board.



## EXTENDED

**10**  **COLLOCATIONS** Complete the sentences with the translations of the words in brackets.

- I have bare floorboards in my bedroom, which look stylish but make the room really cold for my feet. I don't want a *fitted carpet* (wykładzina dywanowa), but I think I'll get some brightly coloured rugs to make it feel a bit warmer.
- There are *double-glazed windows* (okna z podwójną szybą) in the house in order to stop the noise from the traffic and keep the warmth in.
- Like a lot of buildings today we have a *burglar alarm* (alarm antywłamaniowy) with a punch-in code, which makes us feel a lot safer. Also, there's a *smoke alarm* (alarm przeciwpożarowy), in case of fire, but we have to remember to replace the old batteries!
- We need a *stair rail* (poręcz przy schodach) by the steps to the garden. They're steep and my mum slipped down them recently.
- Solar panels* (Panele słoneczne) on the roof are good for the environment and more houses should have them.
- Kate spends a lot of time in her garden. There are flowerbeds all round her back lawn and Mark built in a small *fish pond* (oczko wodne) and a rockery by the patio about a year ago. She loves them.

**11**  Complete the email with the correct words in the box. There is one extra word.

frames rack oak shutters utensils ornaments  
mantelpiece antique bowls office countertop

TO: dave\_black@mail.uk.xyz

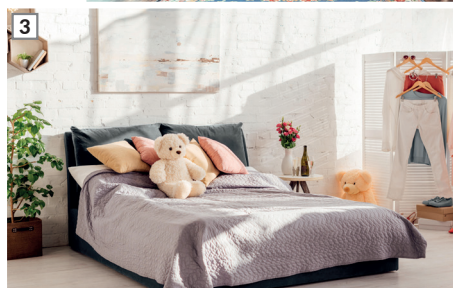
Hi Dave! Hope you're settling into your first house! Just thought I'd let you know - we're having a garage sale to get rid of lots of things we don't need anymore. There's everything from old kitchen (1) *utensils* to some new things that never even got unpacked, like a lovely wooden (2) *rack* for all your tools. We'll be selling off various (3) *ornaments* that just used to sit on the (4) *mantelpiece* and get dusty. Mum's getting rid of three fruit (5) *bowls* and a(n) (6) *antique* clock - might be worth something, I suppose. And dad's selling a set of old (7) *shutters* that we used to have outside the windows. Oh, and a brand new (8) *office* chair that we've never used. A small bookcase from my room is going too - you know, the little (9) *oak* one that I kept all my children's storybooks in. If we make a decent amount of money, mum's promised to buy me new silver (10) *frames* for my favourite photos. Everything will be going very cheap - so there might be some things you could use. It'll be great fun anyway, and it would be good to see you. It starts around ten on Saturday. See you there! Love, Mia

**Exercise 13**

- change the sheets
- do the gardening /the housework
- do the housework /the gardening
- dust the furniture
- empty the dishwasher
- hoover the carpet / the floor
- iron the clothes
- make the bed
- mow the lawn
- sweep the floor

**ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO****12** Work in pairs. Take turns to answer the questions.

- Look at the rooms below. Which one would you prefer to live in and why?
- Why have you rejected the other rooms?

**Prace domowe****13**  Match the verbs in box A with nouns in box B to make collocations.

| A      | B              |
|--------|----------------|
| change | the bed        |
| do     | the carpet     |
| do     | the clothes    |
| dust   | the dishwasher |
| empty  | the floor      |
| hoover | the furniture  |
| iron   | the gardening  |
| make   | the housework  |
| mow    | the lawn       |
| sweep  | the sheets     |

**14** Work in pairs. Tell your partner

- when you last did three jobs in exercise 13,
- when you intend to do them again,
- if there are any jobs you never do and why.

**Further practice**

- Video worksheet: Vocabulary Playout 02 Ben's vlog - on London, Teacher's Book page 390, Teacher's Resource Centre
- On-the-Go Practice: Vocabulary 02, MEE App

**Lesson materials**

- Audioscript, Student's Book page 305; Teacher's Resource Centre
- Videoscript, Teacher's Resource Centre

**Testing**

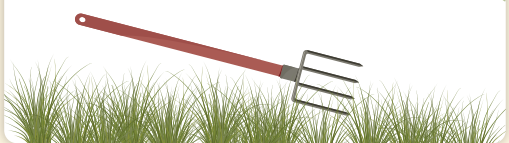
Vocabulary Short Test 2



EXTENDED

- 15 Complete the words in the website advert with the correct words. The consonants have been given.

Need anything for working round the house or garden? Check out our sale – with up to 50% off. We have (1) **brooms** for both indoors and outside, (2) **dusters** for all those surfaces, (3) **spades** for the vegetable patch and (4) **trowels** for the smaller planting jobs. Our top seller this month is a reliable, electric (5) **lawnmower** – no excuse for long grass now! And every garden needs a (6) **rake** for the fallen leaves this autumn. Get shopping!



Wynajmowanie, kupno i sprzedaż mieszkań; Przeprowadzka

- 16 Complete the text messages with the correct words in the box. There are three extra words.

adverts let rent deposit flatmates  
landlord advance accommodation  
bills share notice



Lena

Help! My (1) **landlord** is selling the house where I have a room, and I really need to find some (2) **accommodation** close to campus before the end of this month. I can't afford to pay the (3) **rent** each month for a whole flat by myself. I've answered a few (4) **adverts** for people to (5) **share** a flat with, but the places were too far away from the town centre.

I think I can help. One of my friends, Bill, has just bought a big house in Horsham Road. He's looking for some people to help pay the (6) **bills** like electricity and gas. He's got five rooms to (7) **let** and I think he's only found two people so far. Are you interested? It's a lovely house and he doesn't want people to pay in (8) **advance**. Let me know and I can put you in touch.



Mark

EXTENDED

- 17 CD 1.07 Complete the voicemail messages with the correct words. First letters have been given. Listen and check.

- Mark? It's Lena. You're a star! Sounds perfect. Bill must earn a lot to (1) **take** out a mortgage on a house on Horsham Road! Tell him that I'd love to come round and see the room. Do you know how much he wants (2) **per** week?
- Lena. Hi! Glad to be able to help. Sorry, I don't know what he's (3) **charging**, but it won't be outside your budget. He just needs to keep on top of the monthly (4) **instalments**. Anyway, I'll email you the details and tell him what a wonderful (5) **tenant** you would be. Of course, as long as I can come to the (6) **housewarming** party!

Architektura

EXTENDED

- 18 Complete the post with the correct words in the box.

multi-storey iconic skyline demolished  
feature exterior eyesore pulled

Anna's blog



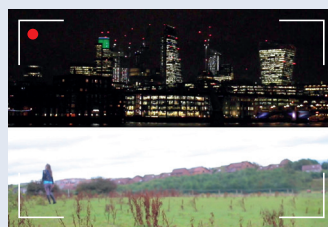
It is quite unbelievable! The beautiful old railway terminal building in the dockland area of our town is going to be (1) **demolished** in the next few months! This cannot be allowed to happen! This (2) **iconic** building dates back over a hundred years and is a fine example of the art deco architecture and design of that time. The (3) **exterior** is in need of repair, but the building remains a (4) **feature** of our town's (5) **skyline**. That is why it should not be (6) **pulled** down to make way for some (7) **multi-storey** car park! The terminal is not a(n) (8) **eyesore**, it is a building to be proud of. Please sign the online petition to ensure the renovation of the building, not its demolition. Here's the link: ....



Vocabulary Playout

Work in pairs and discuss the questions.

What might be exciting or difficult for someone moving from the countryside to live in a city? Make a list of three exciting and three difficult things.



▶ VIDEO 03

## Exercise 3

- 1 D The speaker says he/ she is brilliant at cleaning and is able to make his/ her flat perfectly tidy.
- 2 A The speaker talks about a cleaning product whose mysterious ingredients make it surprisingly effective.
- 3 E The speaker warns that failing to discuss attitudes to cleaning might lead to serious conflict among flat- or housemates.
- 4 C The speaker says that he/she eventually ended a relationship due to conflicting attitudes to cleaning.



## Zoom in

- 1 Work in pairs. Look at the pictures. You have two minutes to write down:
  - as many household objects as you can, e.g. an iron
  - as many household duties as you can, e.g. do the ironing
- 2 Compare your answers with another pair. Work together. Take turns to mime a chore or show an object. Guess each other's ideas.

## Practise

## GET SMARTER

Zadania polegające na dobieraniu wypowiedzi do odpowiedniego zdania sprawdzają umiejętność określenia głównej myśli tekstu lub intencji osoby, która się wypowiada. Pamiętaj, że podane zdania odnoszą się do całości wypowiedzi, a nie tylko do wybranego jej fragmentu. Nie zawsze osoba mówiąca podaje wprost cel swojej wypowiedzi; często trzeba wywnioskować, jaką intencją się kierowała. W zadaniu mogą pojawić się czasowniki, które określają cel/ intencję wypowiedzi, np. *praise* (chwalić), *criticise* (krytykować), *explain* (wyjaśniać), *describe* (opisywać), *advertise* (reklamować), *complain* (skarżyć się/narzekać na coś) czy *boast* (chwalić się).

- 3 **CD 1.08** Listen to four short texts about cleaning and decide which title (A–F) is the best summary of each text. There are two extra titles. Explain your choice.
  - A Magic equipment 2
  - B Keeping my bedroom neat and tidy
  - C Messy break-up 4
  - D Talented cleaner 1
  - E Don't mess up your relationship 3
  - F Leaving a mess

- 4 **CD 1.08** Listen to the texts in exercise 3 again. What is each speaker's intention? Write it down using the verbs from the Get Smarter box.

## DOBIERANIE



- 5 **CD 1.09** Usłyszysz dwukrotnie pięć wypowiedzi na temat prac w domu. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.
  - A The speaker admits to learning how to do something in a new way.
  - B The speaker expresses his/her gratitude for somebody's initiative.
  - C The speaker gives family advice.
  - D The speaker explains what makes him/her different from most people his/her age.
  - E The speaker complains about his/her weekly household duties.
  - F The speaker talks about the most hated household duties.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| A | F | B | C | D |

## Fish for words

- 6 Replace the words in bold with their synonyms in the box. Then answer the questions.

throw away full of things cleanliness  
perfectly clean chores

- 1 Do you know anyone who likes doing **household duties** / *chores*?
- 2 How important is **tidiness** / *cleanliness* to you?
- 3 Is your desk often **cluttered** / *full of things*?
- 4 What does a **spotless** / *perfectly clean* house say about its owner?
- 5 Is it easy for you to **get rid of** / *throw away* things?
- 7 Translate the following sentences into Polish. Which are true about you?
  - 1 I hardly ever **put things off** until later.
  - 2 I wouldn't be able to **put up with** a messy flatmate.
  - 3 My parents taught me to **put things away** when I was a small child.
  - 4 The first thing I do when I come back home is **put the kettle on**.
  - 5 I'd like to **put some money aside** every month, but it's impossible.
- 8 Work in pairs. When was the last time you had a good clear-out in your room? What did you get rid of? What did you decide to keep? Why? Compare your answers.

## Wrap it up

## Lesson materials

- Audioscript, Student's Book page 305; Teacher's Resource Centre
- Fish for verbs, Student's Book pages 302–303

## EXTENDED

## WYBÓR WIELOKROTNY



- 3 **CD 1.11** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.

## Tekst 1.

- 1 From what we hear, we may speculate that Mr Wilson is

A a historian.  
☒ B an architect.  
 C an expert in ethnography.  
 D a writer.

## Tekst 2.

- 2 What is the conversation about?

A Inventive house designs  
☒ B The workings of a floating house  
 C Flood-proof building materials  
 D The pros and cons of a can-float house

- 3 Which information is true about a 'can-float' building?

☒ A It's got extra storage space.  
 B It may not always remain steady.  
 C It is mainly built out of wood.  
 D It usually looks similar to a boat.

## Tekst 3.

- 4 In his podcasts, the author

A talks about his dream holiday destinations.  
 B shares his wide professional knowledge of architecture.  
 C reveals he is mostly fascinated by monumental structures.  
☒ D tends to talk about his actual trips.

- 5 How many of the described places does the author consider to be a real architectural achievement?

☒ A All of them  
 B One of them  
 C Two of them  
 D None of them

- 6 Which of these statements is expressed as a fact, not an opinion?

A Gardens by the Bay are the most famous place in Singapore.  
☒ B Gardens by the Bay's design reflects Singapore's cultural heritage.  
 C The 'supertrees' are the Gardens' main feature.  
 D Gardens by the Bay are a perfect destination for people who care about the environment.

## Zoom in

- 1 Which of these can you find in the area where you live?

- brick houses • concrete blocks of flats •
- derelict buildings • building sites •
- traditional farmhouses • skyscrapers •
- gated housing estates • modernist office buildings •
- historic buildings • real eyesores • commercial buildings •

## Practise

## GET SMARTER

Pamiętaj, że informacje podane w treści zadania są zazwyczaj sformułowane inaczej niż w nagraniu, np.: informacja wyrażona przymiotnikiem może być sparafrazowana za pomocą rzeczownika: *single-storey residential building* = a *bungalow*. Identyczna treść może być wyrażona za pomocą różnych struktur gramatycznych: *We were allowed to have our house built.* = *We got the planning permission.*

- 2 **CD 1.10** Work in pairs. Read the sentences and try to paraphrase them. Then listen to the recording and compare your answers with what the speaker says.

- Brutalism emerged in the 1950s and grew out of modernist architecture.
- Brutalist structures come across as unwelcoming.
- The style became popular in the 50s and 60s.
- A lot of brutalist constructions were pulled down.
- Habitat 67 was put up to celebrate Canada's centennial as an independent nation.

## Fish for words

- 4 Put the words from exercise 3 into the correct columns. Can you explain their meaning?

walkway dome landmark chamber staircase edifice  
 temple post gate monument arch

| building/place                      | parts of a building                                 |
|-------------------------------------|-----------------------------------------------------|
| landmark, edifice, temple, monument | walkway, dome, chamber, staircase, post, gate, arch |

## Wrap it up

- 5 Find some interesting information about a man-made wonder and prepare a short podcast about it. Share your podcasts, and vote for the most interesting one.

## Exercise 2

- Brutalism came into being in the 1950s, and was an offshoot of the early 20th century modernist movements.
- Brutalist buildings have an air of being austere and inhospitable.
- The style took off in the 50s and the 60s.
- Many brutalist structures were demolished.
- Habitat 67 was erected to mark Canada's 100 years of independence.

## Lesson materials

- Audioscript, Student's Book page 305; Teacher's Resource Centre
- Fish for verbs, Student's Book pages 302–303





## Zoom in

- 1 Work in pairs. Where do you think the best place to grow up is – the city or the country? Why?

## Practise

## GET SMARTER

W zadaniach wielokrotnego wyboru niektóre pytania mogą odnosić się do chronologii wydarzeń, dlatego należy zwrócić szczególną uwagę na: • podane daty lub wiek osoby w czasie określonego zdarzenia (*in 2009, at the age of ten, when she was five*) • przysłówki czasu (*afterwards, earlier on, a few days later*) • wyrażenia określające czas (*after, before, while*) • zdania z użyciem czasu *past perfect*, które sugerują, że coś wydarzyło się przed innym zdarzeniem w przeszłości.

- 2 Put the words in the box into the correct column. Then add one more expression to each column.

previously beforehand afterwards while  
as a result earlier on as later subsequently  
as a consequence during

| after                               | before                                 | at the same time      | because of                      |
|-------------------------------------|----------------------------------------|-----------------------|---------------------------------|
| afterwards<br>later<br>subsequently | previously<br>beforehand<br>earlier on | while<br>as<br>during | as a result<br>as a consequence |

## WYBÓR WIELOKROTNY



- 3 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.
- 1 While driving, Danny was concerned because  
 A the snow was creating dangerous driving conditions.  
 B the sun had already set.  
 C he might be late for his meeting.  
 D he couldn't see the road very well.
- 2 How had Danny felt about moving house when he was young?  
 A He was happy to have a much larger room.  
 B He was angry with his parents for moving to an urban area.  
 C He was astonished by how quickly things changed.  
 D He was excited by the hustle and bustle of the city.
- 3 Which of the following happened first chronologically?  
 A Danny realised somebody lived in the cottage.  
 B Danny and Gracie met at the gate of the cottage.  
 C Danny and Gracie moved to the new house in the city.  
 D Gracie explained to Danny why she needed a room with a balcony.
- 4 From the last section of the extract we learn that  
 A Gracie arrived just after Danny.  
 B Gracie wanted to frighten Danny.  
 C Gracie had lied to Danny about the cottage being vacant.  
 D Gracie had already been inside the cottage.
- 5 Which is the best title for the story?  
 A A dangerous journey  
 B Memories and mysteries  
 C A move to the city  
 D Secret fears

## Fish for words

- 4 Complete the sentences with the correct adjectives from the text.
- 1 The *overhead* lighting in our classroom is so good that no one gets eye strain.
- 2 My dad likes the *garden* to be neat and tidy, but my mum prefers it a bit *overgrown*.
- 3 I love the *underfloor* heating in the new house because I don't need to wear slippers!
- 4 Some modern houses have *chrome* door handles, but I think I prefer wood.
- 5 The *stairs* in our house are a bit *creaky* and when I'm in bed, I know when someone is coming upstairs.

## Wrap it up

- 5 Work in pairs. What do you think might happen next in the story? Discuss your ideas.

## Lesson materials

- Fish for verbs, Student's Book pages 302–303

It was not the best time of the year for travelling, and certainly not the best time of day. The winter sun was low in the sky and the bright silver light was in Danny's eyes as he drove west. He had nearly decided not to come. Snow was forecast and that would make the return journey much more dangerous. However, he had promised, and he didn't like breaking a promise. His sister, Gracie, who he had not seen for over five years, had asked him to meet her outside their childhood home, for reasons she had not revealed.

Her request was unexpected. As far as Danny knew, neither he nor Gracie had been to the property since their parents had moved to the city. They had left the old cottage to live in a modern block of flats in the city. Although he had only been about six years old, he remembered the speed and surprise of the move. In one day, the surroundings had changed dramatically. Danny's old, small room, with its football posters and second-hand lamp shade, had overlooked an overgrown garden.

This new, spacious modern bedroom had chrome door handles, overhead lighting and underfloor heating, and a view over busy roads. To begin with, the noise had bothered him. The cottage had been so silent with its creaky stairs and autumn wind occasionally howling in the attic. The city flat seemed to shake with the constant passing of the traffic.

'I'd be really grateful, Dan,' she had said on the phone. 'I'll explain everything when I see you.'

'It will be good to see you too, Gracie,' he had replied. He was not sure when and why they had lost touch, but he had missed her.

'Absolutely!' he could hear the smile in her voice. 'So, six o'clock at the gate.'

So, here he was, outside his old home, with the evening closing around him. Danny got out and stood at the rickety gate, looking at the old building. It was almost hidden behind tall hedges, but he could see the balcony outside a first-floor window. He remembered how much he had envied Gracie for having that room.

'It's because I'm the oldest,' she had explained, at the age of seven. 'When you're the oldest, you'll have a balcony room.' At five, that explanation had seemed reasonable. Now, Danny smiled at the memory.

As he looked at the cottage. A car had stopped behind him and the headlights lit up the front of the house. Suddenly his heart jumped. Was that a movement at the balcony room window? Instinctively he moved back and bumped into someone behind him.

'Hey, careful!' Gracie laughed. 'That's not the way to greet your sister!'

'Ssh!' Danny whispered. 'Look.' He pointed at the roof. A thin breath of white smoke was coming from the chimney. 'I thought you said it was empty?'

'I did,' Gracie said. 'It was.'

### Zoom in

- 1 Work in pairs. House renovation programmes are becoming popular nowadays. Why do you think this is? Do you have a favourite one?

### Practise

#### GET SMARTER

Gdy rozwiązujesz zadanie polegające na dobieraniu zdań do luk w tekście, pamiętaj, że zdanie wyjęte z tekstu może rozwijać myśl wyrażoną w zdaniu poprzedzającym lukę lub zawierać przykłady, które ilustrują coś, o czym wspomniano ogólnie.

- 2 Read the text and choose which sentence (A or B) is most suitable for each gap. Explain your choice.

#### ARTICLE

Are you looking to rent or buy a property and feel intimidated by the time you will need to spend viewing places that may not meet your expectations?

(1) It is a shift away from being physically shown around by an estate agent, to going virtual. And this is a move that will be relevant to everyone involved, from students looking to share a flat to the prospective buyers of a substantial house.

(2) Do the bedroom dimensions feel right for you? Is there enough storage space in the kitchen? 360 degree 3D tours of a property can also highlight any defects in structure - cracked plaster, ill-fitting shutters and so on. (3) So, if you are seriously considering putting in an offer on a house, or a deposit for rent, a physical visit is always advised. A virtual tour will not tell you about the incessant noise of a busy street or whether there is rising damp hidden behind the wardrobe!

- 1 A Then the most recent trend in checking out possible new homes will be of interest.  
B As a result, a new activity is becoming fashionable.
- 2 A Some people, in spite of this, will not be happy using technology to look round a property.  
B Virtual viewings are now becoming commonplace, and it is possible to 'walk through' places on your short list at your own pace, and see how suitable they are.
- 3 A You can also go round the property with an estate agent and see for yourself, when you have the time.  
B However, it must be pointed out that such tours should serve mainly to eliminate possible choices, saving everyone precious time.

## EXTENDED

## DOBIERANIE



- 3 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E) tak, aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

- A The first one is that much of this is down to people's basic curiosity about looking inside other people's homes.  
 B However, it has also given me a chance to catch up on what types of programme people are watching these days.  
 C The kitchen wall could definitely be taken down, creating an open-plan dining area, and an extension across the patio (with planning permission, of course) could give me a bigger study.  
 D In spite of my initial reservations I have come to admire and respect what has been achieved.  
 E In addition to this, many of the shows offer a certain amount of drama when there are unexpected hitches in the plans like leaky pipes or blocked drains.

## Fish for words

- 4 Choose the correct words to complete the sentences.
- If you have a problem with **lifting** / **rising** **damp**, you need to call in a professional.
  - Heating a room can be costly when there are **ill** / **bad**- **fitting** shutters or window frames.
  - The bottom of our garden flooded because of **running** / **leaky** **pipes** quite deep underground.
  - We double-checked the **bedroom** **dimensions** / **extents** and found that we had not measured correctly the first time.
  - People who take on **large**-**scale** / **degree** **projects** often move into temporary accommodation while the building is happening.
  - Today, having enough **packing** / **storage** **space** is a top priority when it comes to installing a new kitchen.
  - On its own, **broken** / **cracked** **plaster** is not a big problem, but it might be a sign of some more fundamental structural damage.
  - The **drain** is **blocked** / **connected** again – you need to call the plumber!

## Wrap it up

- 5 Work in pairs. Plan your ideal house. Write notes about location, house type, rooms and decoration and present to the class.

## Home

## Articles

## Contact



## Reporter Sally Thatcher writes from her sofa

The recent enforced immobilisation has seen me imprisoned in front of the television for what feels like an eternity. (1) **B** It has been a revelation. Who knew that we were so obsessed by

- 5 programmes on building renovations? And, indeed, who knew that so many people out there are actively involved in large-scale projects? It appears that the passion for giving accommodation a facelift is sweeping our nation.  
 10 Having little else to occupy my mind, I set out to think about just why these programmes have become so popular, and I have come to a few conclusions. (2) **A** I have a friend who regularly checks out local houses for sale online just because  
 15 he wants to look beyond the exteriors to see what people have done to improve their homes.

- Secondly, I believe people are interested in what these programmes can teach them about what is and what is not possible as far as renovation  
 20 is concerned. (3) **E** Thirdly, there are also some interesting life stories. You might have seen a series about volunteers helping to transform houses for people with disabilities or other special needs. The final reveal scenes of the  
 25 transformations can be quite tear-jerking.

- So, after an initial exasperation over the number of these shows, I have to admit that I have been studying my own surroundings and taking notes about what I could change here. (4) **C** And as for  
 30 the garden – well, there is so much scope ...

## Lesson materials

- Fish for verbs, Student's Book pages 302–303



## Zoom in

## 1 ROZMOWA WSTĘPNA Work in pairs and discuss the questions.

- 1 Can you describe your favourite room in your house or flat?
- 2 What would you like to change in your house or flat?

## 2 Work in pairs. Look at the poster and say what your preferences are when you have to study for school. Add extra options if you want to.

## Studying for school

- tidy bedroom / messy bedroom
- lie on the bed / sit at the desk
- bright lights on / just the desk lamp on
- no post-it notes / lots of post-it notes
- music on / music off
- social media on / social media off

## Activate

## KNOW YOUR PHRASES

- *In the photograph, I can see / The photograph shows a teenage girl lying on the floor.*  
Na zdjęciu widzę / Zdjęcie przedstawia nastolatkę leżącą na podłodze.
- *She's holding a book in her hands.*  
(Ona) trzyma w rękach książkę.
- *It looks like she's studying something.*  
Wygląda na to, że (ona) się czegoś uczy.
- *She seems / appears to be listening to music at the same time.*  
Wydaje się, że (ona) słucha muzyki w tym samym czasie.
- *She is wearing a T-shirt and jogging bottoms.*  
(Ona) ma na sobie koszulkę z krótkim rękawem i spodnie od dresu.
- *I guess / I believe she feels tired / exhausted.*  
Myślę, że (ona) jest zmęczona/wyczerpana.
- *The room seems / appears to be cluttered and badly-decorated.*  
To pomieszczenie wydaje się zagracone i źle urządzone.
- *I think that / In my opinion, the room looks bright and spacious.*  
Myślę, że / Moim zdaniem ten pokój jest jasny i przestronny.

## 3 Powiedz, że:

- 1 na zdjęciu widzisz dwoje nastolatków robiących notatki.
- 2 nastolatka na zdjęciu siedzi w fotelu w swoim pokoju.
- 3 nastolatek na zdjęciu wydaje się wyczerpany.
- 4 zdjęcie pokazuje posprzątane biurko.
- 5 Twoim zdaniem osoby na zdjęciu wyglądają na bardzo skoncentrowane.
- 6 wygląda na to, że dziewczyna na zdjęciu patrzy przez okno zamiast się uczyć.

## Practise

## GET SMARTER

Opisując zdjęcie, pamiętaj, aby uwzględnić następujące informacje: kogo widzisz, gdzie znajduje się ta osoba i jak wygląda jej otoczenie, a także co robi osoba ukazana na zdjęciu, jak wygląda, jak jest ubrana oraz – jeżeli można to wywnioskować – jak się czuje.

## 4 Look at the photograph and answer the questions.



## ROZMOWA NA PODSTAWIE ILUSTRACJI

## 5 Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie. Zanim wykonacie zadanie, zdecydujcie, które zwroty z ramki Know your phrases wykorzystacie w swoich wypowiedziach.

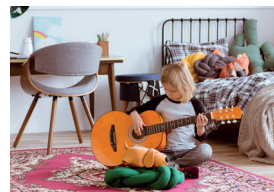
## UCZEŃ A

- 1 Why do you think the girl is laughing?
- 2 What pieces of furniture are absolutely essential for you to have in your room? Why?
- 3 Describe the last time you or someone you know changed things around their house.



## UCZEŃ B

- 1 Why is the boy sitting on the floor?
- 2 Do you like spending time in your bedroom? Why? Why not?
- 3 Describe the last time you had time to relax at home.



Speaking Bank ► p. 246

## Wrap it up

## 6 Read the statements below. How true are they for you on a scale from 1 to 10? Work in pairs and compare your ideas.

- 1 I go for bright colours in my flat. I avoid dull ones.
- 2 I'm a minimalist. No pictures, no ornaments, no carpets and no curtains in my house.
- 3 My room is my castle. It's my precious personal space.
- 4 I don't like messy bedrooms. I keep mine as tidy as possible.

Speaking Set 02 ► p. 232

## Exercise 3

## Suggested answers

- 1 In the photograph, I can see two teenagers taking notes.
- 2 The teenage girl in the picture is sitting in an armchair in her bedroom.
- 3 The teenage boy in the picture seems exhausted.
- 4 The picture shows a tidy desk.
- 5 I believe the people in the picture appear to be very focused (on something).
- 6 The girl in the photo seems to be looking out of the window instead of studying.

## Further practice

Speaking Bank, Student's Book  
page 246  
Speaking Set 02, Student's Book  
page 232

## Testing

Zestawy egzaminacyjne ustne



## Zoom in

1 Read the descriptions of situations below and choose your response A or B. Work in pairs and compare your answers.

- A new neighbour is moving into your block of flats. Do you: **A** say hello and leave your phone number or **B** stay inside and avoid the removal van?
- You've just moved into a semi-detached house. Your next door neighbours want you to look after their dog for a day. Do you: **A** help them or **B** make an excuse and refuse?

## Practise

## GET SMARTER

Zanim dokonasz wyboru tłumaczenia lub przystąpisz do tłumaczenia fragmentu zdania, zastanów się, jakiego czasu należy użyć i poszukaj elementów, które pomogą Ci to ustalić, np. może to być czasownik posiłkowy lub określenie czasu. Zwróć uwagę, że niektóre określenia czasu mogą występować w więcej niż jednym czasie gramatycznym np. *I'm just moving into my studio flat. I've just moved into my new studio flat. I had just moved into my new studio flat when you came to visit me.*

2 Read the text. Analyse the time expressions in bold and then translate the fragments in brackets.

I had never heard of European Neighbours' Day until my new neighbours invited me round to their garden for a barbecue party. It was **last weekend** when a boy my age (1) *came* (przyszedł) to our house and gave me an invitation to a get-together. He said 'It's the **last weekend of May**, and it's **when** people in Europe (2) *celebrate* (świętują) Neighbours' Day. It's a great chance to meet people who (3) *live* (mieszkają) across the road from you to build neighbourly bonds.' I was so surprised by the whole situation that I said I was busy and (4) *couldn't come* (nie mogę przyjść). But after he left, I kept thinking about it. We (5) *had lived/had been living* (mieszkaliśmy) in our house **for over two years** and I didn't know anyone. Eventually, I changed my mind, and decided to go.

32

## CULTURE

Every year, on the last Sunday of March, Australians celebrate Neighbour Day. Its main goal is to bring people together and to promote solidarity and cooperation. On this day people usually hold a barbecue in order to meet up and talk to others. A similar tradition of neighbourly celebration has been known in Europe since 2000.

## TŁUMACZENIE FRAGMENTÓW ZDAŃ



3 W zdaniach (1–4) spośród podanych propozycji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu. Zakreśl jedną z liter: A, B albo C.

1 European Neighbours' Day (jest obchodzony) \_\_\_\_\_ for over twenty years.

- A** was celebrated      **B** is celebrated  
**C** has been celebrated

2 Last time we (zorganizowaliśmy) \_\_\_\_\_ a Neighbours' Day party we had lots of fun.

- A** had organised      **B** were organising  
**C** organised

3 On the whole, (czy dogadujesz się) \_\_\_\_\_ your neighbours?

- A** are you getting on with      **B** do you get on with  
**C** have you got on with

4 (Ostatnio) \_\_\_\_\_, I've made friends with a girl in my neighbourhood.

- A** So far      **B** Last time      **C** Lately

## TŁUMACZENIE FRAGMENTÓW ZDAŃ



4 W zdaniach (1–5) spośród podanych propozycji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu. Zakreśl jedną z liter: A, B albo C.

1 Are you (przeprowadzasz się) \_\_\_\_\_ next month?

- A** moving around      **B** moving in  
**C** moving house

2 When we lived in the suburbs, I (dojeżdżałam) \_\_\_\_\_ to school by train.

- A** commute      **B** used to commute  
**C** could commute

3 Who (wykonywał) \_\_\_\_\_ most of the housework when you lived with your parents?

- A** took      **B** made      **C** did

4 (Czyj to był pomysł) \_\_\_\_\_ to introduce European Neighbours' Day?

- A** Whose idea it was      **B** Whose idea was it  
**C** Whose idea was

5 By the time I moved in, you (już się wyprowadziłeś) \_\_\_\_\_ . That's why we never met there.

- A** had already moved out      **B** have already move out  
**C** were moving out

## Wrap it up

5 Work in pairs. Do you know your neighbours well? Discuss.

## Further practice

- Use of English – Extra Practice 02, Student's Book page 295
- Use of English Practice Book for Matura, pages 5–6

- Grammar Reference 02 Mówienie o przeszłości (past simple, past continuous, past perfect, past perfect continuous, used to), Student's Book page 258
- On-the-Go Practice Grammar 02, MEE App

## Lesson materials

- Videoscript, Teacher's Resource Centre
- Use of English Practice Book for Matura Key, Teacher's Book pages 343–344

## Testing

- Grammar Short Test 2



## Zoom in

### 1 Work in pairs and discuss the questions.

- What does it mean to be a good neighbour?
- Why is it increasingly rare for people to have a close relationship with their neighbours?

## Practise

### TŁUMACZENIE FRAGMENTÓW ZDAŃ

**2** Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- Neighbour Day (był obchodzony) *was celebrated* a bit differently last year.
- When I got home I realised that I (zostawiłem klucze do domu) *had left the house keys* in the car.
- It was the second time we (zorganizowaliśmy) *had organised* a barbecue party for the neighbours.
- My neighbour (zawsze włączał) *used to play/was always playing/always played/would always play* loud music when I was about to go to sleep.
- How long is it since you (pokłóciście się) *quarrelled/argued/fell out* with your next door neighbours?
- Why (nie pościeliłeś swojego łóżka) *haven't you made* your bed yet? It's almost midday!
- We (zawsze mogliśmy polegać na) *could always count on* our neighbours. That's why we liked them so much.

## EXTENDED

### TŁUMACZENIE FRAGMENTÓW ZDAŃ

**3** Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- It's the first time (kiedy spotkałem) *I've met* our new neighbour.
- Neither of us (nie znał żadnego z sąsiadów) *knew any of the neighbours*. It was really strange.
- My grandfather would (grabił swój ogród) *rake his garden* at least once a day.
- We (szukaliśmy) *had been looking for* a house in a leafy suburb for two years before we found it.
- We live within (bliskiej odległości) *walking distance* of the local community centre.
- Tom was hungry because he (nie jadł cały dzień) *hadn't eaten all day*.
- I was tired of all the (zgiełk) *hustle and bustle* of New York, so I moved to a smaller town.
- While my sister (przygotowywała kolację) *was preparing the supper* I was making a shopping list for the party.
- People in Australia celebrate Neighbour Day (po to, aby) *in order to / so as to / to* promote better community cooperation.
- I (nigdy nie chciałem) *have never wanted* to move out of our villa, but at some point it became too expensive to live there.

## Grammar Playout

A

### Exercise 3 point 2:

The point tests the past perfect, the past continuous and the past simple tense. The correct answer uses the past simple to talk about actions in a completed period of time.

### Exercise 4 point 2:

The point tests the present simple tense, *used to* and the modal verb *could*. The correct answer uses *used to* in order to describe a repeated past action which no longer occurs.

### Exercise 4 point 5:

The point tests the past perfect, the present perfect and the past continuous. The correct answer uses the past perfect to talk about an event that happened before another event in the past.

## Wrap it up

### 4 Work in pairs and discuss the questions.

- Would you like to attend a party organised by your neighbours? Why (not)?
- What is your neighbourhood like? Do people get on? Can you count on your neighbours? Are they a bit too nosy?
- People who live in blocks of flats often don't know their neighbours. Why do you think that is the case?

Use of English – Extra Practice 02 ► p. 295

## Grammar Playout MÓWIENIE O PRZESZŁOŚCI



Grammar Reference ► p. 258

**A** Look at point 2 in exercise 3 and points 2 and 5 in exercise 4 on page 32 again. Which past tenses are tested there? Which rules apply to the correct answers in each case?

**B** Choose the correct words to complete the sentences. What tenses are tested in this exercise?

- We *celebrated* / *had celebrated* Neighbours' Day for the first time three years ago.
- Did you use to play* / *Were you playing* with the other children in your neighbourhood every day when you were at school?
- I *had just moved in* / *have just moved in* when they started building this sports club.
- Tracy *broke* / *was breaking* a vase while I was having a shower. *The exercise tests the use of past tenses – past simple, past perfect, past continuous and used to.*



VIDEO 04

33

## Further practice

- Use of English – Extra Practice 02, Student's Book page 295
- Use of English Practice Book for Matura, page 7

- Grammar Reference 02 *Mówienie o przeszłości (past simple, past continuous, past perfect, past perfect continuous, used to)*, Student's Book page 258
- On-the-Go Practice Grammar 02, MEE App

## Lesson materials

- Videoscript, Teacher's Resource Centre
- Use of English Practice Book for Matura Key, Teacher's Book page 345

## Testing

- Grammar Short Test 2



## Zoom in

- 1 Work in pairs. Arrange the following activities in the order they usually happen in when we move house.

- go house hunting 3 • decide to move out 1 •
- get in touch with an estate agent 2 • hire a removal van 9 •
- view the new property 4 • furnish the new place 13 •
- leave a deposit 5 • buy the property 6 • plan the move 8 •
- pack 10 • decorate / do up the new property 7 •
- meet the neighbours 14 • label the boxes 11 •
- move house 12 • give a housewarming party 15 •

## Activate

## KNOW YOUR PHRASES

- **We moved out because ...**  
Przeprowadziliśmy się, ponieważ...
- **We needed more room, and that's why we moved house.**  
Potrzebowaliśmy więcej miejsca i dlatego się przeprowadziliśmy.
- **The new flat consists of three bedrooms, a roomy kitchen and a spacious balcony.**  
Nowe mieszkanie składa się z trzech sypialni, pojemnej kuchni i przestronnego balkonu.
- **Our new flat is far brighter than the previous one.**  
Nasze nowe mieszkanie jest o wiele jaśniejsze niż poprzednie.
- **The flat overlooks a park.**  
Mieszkanie ma widok na park.
- **It's located in the suburbs / in the middle of nowhere.**  
Jest położone na przedmieściach/na odludziu.
- **It's within walking distance of ...**  
Jest kilka kroków od...
- **At first, I was very much against moving out.**  
Początkowo byłem/byłam przeciw wyprowadzce.
- **I had no choice but to accept my parents' decision.**  
Nie miałem/miałam innego wyjścia niż zaakceptować decyzję rodziców.
- **I got used to the new place pretty fast.**  
Szybko przyzwyczałem/przyzwyczałam się do nowego miejsca.
- **I got to like the new flat soon after the move.**  
Polubiłem/Polubiłam nowe mieszkanie wkrótce po przeprowadzce.
- **Something unexpected / funny happened just after we moved in.**  
Wkrótce po przeprowadzce wydarzyło się coś nieoczekiwanego/śmiesznego.
- **I couldn't stop laughing when ...**  
Nie mogłem/mogłam przestać się śmiać, kiedy...

## 2 Powiedz, że:

- 1 przeprowadziliście się, ponieważ Wasze poprzednie mieszkanie było za daleko od centrum.
- 2 Wasz poprzedni dom był za mały i dlatego musieliście się wyprowadzić.
- 3 Wasze obecne mieszkanie jest o wiele wygodniejsze od poprzedniego i znajduje się na przedmieściach.
- 4 w nowym mieszkaniu masz widok na las.
- 5 na początku nie podobał Ci się pomysł wyprowadzki na wieś.

## Practise

## GET SMARTER

Pamiętaj, że e-mail do przyjaciela ma charakter nieoficjalny i dlatego może zawierać elementy, takie jak: skrócone formy czasowników, utarte skróty, potoczne słownictwo i struktury gramatyczne, pytania rozłączne i czasowniki frazowe.

- 3 Rewrite the fragments in bold using more informal equivalents.

- 1 My father is **decorating** our new kitchen now.  
*My dad is doing up our new kitchen now.*
- 2 My parents decided to **delay** moving out until we **become** adults. *My parents decided to put off moving out until we grow up.*
- 3 I have got a new best friend, and we always **spend time** together. *I have got a new best mate and we always hang out together.*
- 4 **By the way**, you are coming to see me, **are you not?** *BTW, you're coming to see me, aren't you?*
- 5 We **began** to like our new flat **quite** soon after we moved in. *We got to like our new flat pretty soon after we moved in.*

## E-MAIL

- 4 Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj przynajmniej pięć wyrażen z ramki Know your phrases.

Wraz z rodziną przeprowadziłeś się/ przeprowadziłaś się do nowego mieszkania w innym mieście. Napisz do kolegi z Anglii e-mail, w którym:

- napiszesz, dlaczego Wasza rodzina zdecydowała się na przeprowadzkę,
- opiszesz nowe mieszkanie i okolice, w której się ono znajduje,
- podzielisz się swoimi odczuciami na temat zaistniałej sytuacji,
- zrelacjonujesz sytuację, która Cię ucieszyła po wprowadzeniu się do nowego miejsca.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 100 do 150 wyrazów (nie licząc słów w zdaniach, które są podane). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

Podpisz się jako XYZ.



Hi Jack,  
How are you? I'm sure you'd like to know more about our new flat.

Writing Bank ► p. 249

## Wrap it up

- 5 Imagine your friend Alan has moved to the 40th floor of a skyscraper. Work in pairs and write down what his impressions could be.

## Exercise 2

## Suggested answers

- 1 We moved house because our previous flat was too far from the centre.
- 2 We had to move out because our old house was too small.
- 3 Our new flat is much/far more comfortable than the old one and is located in the suburbs.
- 4 My new flat overlooks a wood.
- 5 I didn't like the idea of moving to the countryside at first.

## Further practice

- Writing Bank, Student's Book page 249
- Pisanie: bank dodatkowych zadań 02, Teacher's Book page 383

## Testing

- Unit Test 02, Pisanie poziom podstawowy

# EXTENDED



## Zoom in

- 1 Look at the photograph. Work in pairs and write a short dialogue between the clients and the estate agent. What are the clients' questions about the property and what are the estate agent's answers?

## Activate

### KNOW YOUR PHRASES

- *I am writing in reference to / regarding / with regards to your advertisement.*  
Piszę w nawiązaniu do ogłoszenia.
- *I would appreciate more information regarding the contract.*  
Byłbym/Byłabym bardzo wdzięczny/wdzięczna za przesłanie dodatkowych informacji dotyczących umowy.
- *I would be grateful if you would be so kind as to send me some more information.*  
Byłbym wdzięczny/Byłabym wdzięczna za przesłanie mi dodatkowych informacji.
- *I would like to enquire about ...*  
Chciałbym/Chciałabym uzyskać informację na temat...
- *I also wonder if it is possible to pay the deposit in instalments.*  
Chciałbym/Chciałabym się również dowiedzieć, czy jest możliwość zapłacenia kaucji w ratach.
- *Additionally, could you please let me know if the flat has ...*  
Czy mógłbym/mogłabym poprosić dodatkowo o informację, czy mieszkanie posiada...
- *Let me mention that I would like to share the flat with my friend, and as a result we need ...*  
Pragnę nadmienić, że chciałbym/chciałabym zamieszkać w mieszkaniu z moim kolegą/moją koleżanką, co oznacza, że potrzebujemy...
- *I would also like you to know that I will be bringing my cat with me, and I hope that it will not be too big an inconvenience for you.*  
Chciałbym/Chciałabym poinformować, że zamierzam przywieźć ze sobą kota. Mam nadzieję, że nie będzie to dla Pana/Pani kłopotliwe.
- *I can assure you that my cat is house-trained and will not cause any damage to the property.*  
Zapewniam, że mój kot jest nauczony odpowiedniego zachowania w domu i nie wyrządzi żadnych szkód w nieruchomości.
- *I would also like to mention that ...*  
Pragnę wspomnieć, że...
- *I look forward to hearing from you.*  
Z niecierpliwością oczekuję Pana/Pani odpowiedzi.

## 2 Powiedz, że:

- 1 piszesz w nawiązaniu do ogłoszenia z tablicy ogłoszeń w biurze nieruchomości.
- 2 chciałbyś/chciałabyś poprosić o więcej szczegółów dotyczących lokalizacji mieszkania.
- 3 zapewniasz właściciela, że jesteś osobą spokojną i nie lubiącą imprez.
- 4 wyrażasz nadzieję na szybką odpowiedź od właściciela.

## Practise

### GET SMARTER

Pamiętaj, że list formalny wymaga posługiwania się językiem oficjalnym i nie powinien zawierać:

- skróconych form czasowników, np. *I'd like, I can't*;
- języka charakterystycznego dla wypowiedzi ustnych i nieformalnych wypowiedzi pisemnych, np. zamiast *pay* lepiej napisać *make a payment*, zamiast *a flat – a property*;
- zbyt bezpośrednich prośb, np. zamiast *Tell me how much the rent is* lepiej napisać *I would be grateful if you could tell me how much the rent is*.

- 3 Read the following fragment of a letter and rewrite it using more formal English.

Hi,  
This letter is about the flat you want to rent. How much is the monthly rent? How much do I have to pay for the monthly bills? You have WiFi in your flat, don't you? And one more thing, I need somewhere to put my bike, you've got somewhere, right?  
Let me know ASAP.  
Bye,

### LIST FORMALNY

- 4 Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj przynajmniej pięć wyrażen z ramki Know your phrases.  
Planujesz studiować w Szkocji i szukasz odpowiedniego mieszkania do współdzielenia ze swoim przyjacielem / swoją przyjaciółką. Na stronie internetowej znalazłeś/znalazłaś ogłoszenie dotyczące takiego miejsca. Napisz list z prośbą o podanie interesujących Cię szczegółów oraz z wyjaśnieniem swoich indywidualnych potrzeb związanych z wynajęciem mieszkania. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ► p. 254

## Wrap it up

- 5 Work in pairs. Nowadays young people prefer living with their parents than starting an independent life. What is the reason for this situation?

## Exercise 2

### Suggested answers

- 1 I am writing in reference to an advertisement on a noticeboard at the estate agent's office.
- 2 I would appreciate more information regarding the location of the flat.
- 3 I can assure you that I am a quiet person who does not like partying.
- 4 I am looking / I look forward to hearing from you.

## Exercise 3

### Suggested answers

Dear Mr/Mrs,  
I am writing in reference to your advertisement of a flat for rent. I would appreciate more information regarding the monthly rent as well as the monthly bills. I also wonder if there is a WiFi connection available in your flat. Additionally, could you please let me know if the flat has a place where a bike could be left?  
I look forward to hearing from you.  
Yours faithfully,

## Further practice

- Writing Bank, Student's Book page 254
- Pisanie: bank dodatkowych zadań 02, Teacher's Book page 387

## Testing

- Unit Test 02, Pisanie poziom rozszerzony

## SŁOWNICTWO

## MP3 11 The house and its surroundings / Dom i jego okolica

## Types of houses / Rodzaje domów

**block of flats** /ˈblɒk əv 'flæts/ blok mieszkalny  
**bungalow** /ˈbʌŋɡə,ləʊ/ dom parterowy  
**cabin** /ˈkæbɪn/ chata, domek  
**cottage** /ˈkɒtɪdʒ/ domek wiejski  
**detached house** /dɪ,tætʃt 'haʊs/ wolnostojący dom jednorodzinny  
**family home** /ˈfæmli ,həʊm/ dom rodzinny  
**farmhouse** /ˈfɑ:m,haʊs/ dom w gospodarstwie rolnym  
**housing estate** /ˈhaʊzɪŋ ɪ,steɪt/ osiedle mieszkaniowe  
**mansion** /ˈmænjən/ pałac, rezydencja  
**nursing home** /ˈnɜ:sɪŋ ,həʊm/ dom spokojnej starości  
**semi-detached house** /ˌsemi dɪ,tætʃt 'haʊs/ bliźniak  
**skyscraper / tower block** /ˈskaɪ,skreɪpə, 'təʊə blɒk/ wieżowiec  
**studio flat** /ˈstju:diəʊ ,flæt/ kawalerka  
**terraced house** /ˌterəst 'haʊs/ dom szeregowy, segment

**affordable** /ə,fɔ:dəbl/ w przystępnej cenie  
**all mod cons** /ˌɔ:l mɒd 'kɒnz/ wszystkie wygody  
**bedsit** /ˈbedsɪt/ kawalerka do wynajęcia  
**gated community** /ˈgeɪtɪd kə'mju:nəti/ osiedle zamknięte  
**mobile home** /ˌməʊbaɪl 'həʊm/ przyczepa mieszkalna  
**sheltered accommodation** /ˌʃeltəd ə,kɒmə'deɪʃn/ mieszkania dla osób wymagających opieki (np. osób starszych)

## Home surroundings / Okolice domu

**across the road from** /ə,kros ðə 'rəʊd frəm/ po drugiej stronie ulicy  
**central location** /ˌsentərəl ləʊ'keɪʃn/ centralne położenie  
**commute** /kə'mju:t/ dojeżdżać (do pracy lub do szkoły)  
**district** /ˈdɪstrɪkt/ dzielnica  
**in a rural area** /ɪn ə ,rʊərəl 'eəriə/ w wiejskiej okolicy  
**in the countryside** /ɪn ðə 'kʌntri,said/ na wsi  
**in the middle of nowhere** /ɪn ðə ,mɪdl əv 'nəʊweə/ na odludziu, w szczerym polu  
**in the suburbs** /ɪn ðə 'sʌbɜ:bz/ na przedmieściach  
**inhabitant** /ɪn'hæbɪtənt/ mieszkaniec/ mieszkanka  
**located** /ləʊ'keɪtɪd/ położony  
**neighbour** /ˈneɪbə/ sąsiad/sąsiadka  
**neighbourhood** /ˈneɪbə,hʊd/ sąsiedztwo, okolica  
**Old Town** /ˌəʊld 'taʊn/ Stare Miasto  
**on the edge of** /ɒn ði 'edʒ əv/ na skraju (czegoś)  
**overlook** /əʊvə'lʊk/ wychodzić na, mieć widok na  
**public transport** /ˌpʌblɪk 'trænsɒ:t/ transport publiczny  
**residents** /ˈrezɪdənts/ mieszkańcy  
**village** /ˈvɪlɪdʒ/ wioska  
**a stone's throw from** /ə ,stəʊnz 'θrəʊ frəm/ niedaleko od  
**amenities** /ə'me:nəti/ udogodnienia  
**hustle and bustle** /ˌhʌsl ən 'bʌsl/ zgiełk  
**in the heart of the countryside** /ɪn ðə ,hɑ:t əv ðə 'kʌntri,said/ na głębokiej wsi  
**lane** /leɪn/ dróżka

**leafy** /ˈli:fi/ liściasty, zielony  
**off the beaten track** /ɒf ðə ,bi:tən 'træk/ na uboczu  
**within walking distance of** /wɪðɪn 'wɔ:kɪŋ ,dɪstəns əv/ w bliskiej odległości (możliwej do pokonania pieszo)

## MP3 12 Rooms and home furnishings / Pomieszczenia i wyposażenie domu

## Rooms and parts of a house / Pomieszczenia i części domu

**attic** /ˈætɪk/ strych, poddasze  
**basement / cellar** /ˈbeɪsmənt / 'sela/ piwnica  
**carport** /ˈkɑ:pɔ:t/ wiatka na samochód  
**ceiling** /ˈsi:lɪŋ/ sufit  
**chimney** /ˈtʃɪmni/ komin  
**downstairs** /ˌdaʊn'steəz/ na dole, na parterze  
**drive** /draɪv/ podjazd  
**fence** /fens/ ogrodzenie, płot  
**fireplace** /ˈfaɪə,pleɪs/ kominek  
**front / back door** /frʌnt, 'bæk 'dɔ:/ drzwi frontowe/tylne  
**gate** /geɪt/ brama  
**hedge** /hedʒ/ żywopłot  
**ground floor** /ˌgraʊnd 'flo:/ parter  
**laundry room** /ˌləʊndri ru:m/ domowa pralnia  
**lawn** /lɔ:n/ trawnik  
**lift** /lɪft/ winda  
**living room / lounge** /ˈlɪvɪŋ ru:m, laʊndʒ/ salon  
**loft** /loft/ strych, poddasze  
**porch** /pɔ:tʃ/ ganek  
**roof** /ru:f/ dach  
**shed** /ʃed/ szopa  
**staircase** /ˈsteə,keɪs/ klatka schodowa  
**steps / steps** /skodki  
**study** /ˈstʌdi/ gabinet  
**upstairs** /ʌp'steəz/ na górę, na piętrze  
**yard** /jɑ:d/ dziedziniec, podwórze  
**extension** /ɪk'stenʃn/ przybudówka  
**landing** /ˈlændɪŋ/ półpiętro  
**larder** /ˈlɑ:də/ spiżarnia  
**utility room** /ˌju:ˈtɪləti ,ru:m/ pomieszczenie gospodarcze  
**walk-in closet / wardrobe** /ˌwɔ:kɪn 'klɒzɪt, 'wɔ:drəʊb/ garderoba

## Describing a house and rooms in a house / Opis domu i pomieszczeń

**airy** /ˈeəri/ przestronny  
**badly-decorated** /ˌbædli 'dekəreɪtɪd/ źle wykończony  
**bright** /braɪt/ jasny  
**cluttered** /ˈklʌtəd/ zagracony  
**convert** /kənˈvɜ:t/ przerobić, przekształcić  
**cosy** /ˈkəʊzi/ przytulny  
**dusty** /ˈdʌsti/ zakurzony  
**eco-friendly** /i:kəʊ 'frendli/ przyjazny dla środowiska  
**furnished / unfurnished** /ˈfɜ:nɪʃt, ʌnˈfɜ:nɪʃt/ umeblowany/nieumeblowany  
**homely** /ˈhəʊmli/ przytulny  
**luxurious** /lʌgˈzjʊəriəs/ luksusowy  
**maintain** /meɪn'teɪn/ utrzymywać, konserwować  
**mud** /mʌd/ błoto  
**old-fashioned** /ˌəʊld 'fæʃnd/ staromodny  
**open-plan** /əʊpən 'plæn/ bez ścian działowych  
**second-hand** /ˌsekənd 'hænd/ używany, z drugiej ręki  
**spacious** /ˈspeɪʃəs/ przestronny  
**steel** /sti:l/ stalowy  
**stone** /stəʊn/ kamienny

**tidy / untidy** /ˈtaɪdi, ʌnˈtaɪdi/ posprzątany/nieposprzątany  
**wooden** /ˈwʊdn/ drewniany  
**antique** /ænˈti:k/ zabytkowy, starożytny  
**cramped** /kræmpt/ ciasny  
**dingy** /ˈdɪndʒi/ obskurny  
**dilapidated** /dɪˈlæpɪˌdeɪtɪd/ zniszczony, walcący się  
**in need of renovation** /ɪn ,ni:d əv ,renə'veɪʃn/ do remontu  
**oak** /əʊk/ dębowy  
**stuffy** /ˈstʌfi/ duszny  
**quaint** /kweɪnt/ osobliwy  
**unique-looking** /ju:ˌni:k 'lʊkɪŋ/ o unikalnym wyglądzie  
**under construction** /ˌʌndə kən'strʌkʃn/ w budowie  
**well-maintained** /ˌwel meɪn'teɪnd/ dobrze utrzymany, zadbane

## Home furnishings / Wyposażenie domu

**air conditioning** /ˌeə kənˈdɪʃ(ə)nɪŋ/ klimatyzacja  
**alarm clock** /əˈlɑ:m ,klɒk/ budzik  
**bath mat** /ˈbɑ:θ ,mæt/ dywanik łazienkowy  
**bedside table** /ˌbedsaɪd 'teɪbl/ stolik nocny  
**blanket** /ˈblæŋkɪt/ koc  
**blinds** /ˈblaɪndz/ rolety  
**carpet** /ˈkɑ:pɪt/ dywan  
**central heating** /ˌsentərəl 'hi:tɪŋ/ centralne ogrzewanie  
**chest of drawers** /ˌtʃest əv 'drɔ:z/ komoda  
**coffee maker** /ˈkɒfi 'meɪkə/ ekspres do kawy  
**cooker** /ˈkʊkə/ kuchenka  
**cupboard** /ˈkʌbəd/ szafka kuchenna  
**curtains / net curtains** /ˈkɜ:tənz / ,net 'kɑ:tnz/ zasłony/franki  
**cushion** /ˈkʊʃn/ poduszka (dekoracyjna)  
**dishwasher** /ˈdɪʃ,wɒʃə/ zmywarka  
**doormat** /ˈdɔ:mæt/ wycieraczka  
**double bed** /ˌdʌbl 'bed/ podwójne łóżko  
**duvet** /ˈdu:veɪ/ kołdra  
**electric kettle** /ˌɪlektɪk 'ketl/ czajnik elektryczny  
**kitchen island** /ˈkɪtʃən ,aɪlənd/ wyspa kuchenna  
**kitchen appliances** /ˈkɪtʃən əˈplaiənsɪz/ urządzenia kuchenne  
**lighting** /ˈlaɪtɪŋ/ oświetlenie  
**microwave** /ˈmaɪkra,weɪv/ kuchenka mikrofalowa  
**oven** /ˈʌvən/ piekarnik  
**pillow** /ˈpɪləʊ/ poduszka  
**potted plant** /ˌpɒtɪd 'plɑ:nt/ roślina doniczkowa  
**rug** /rʌg/ dywanik  
**sheet** /ʃi:t/ prześcieradło  
**shelf** /ʃelf/ półka  
**single bed** /ˌsɪŋgl 'bed/ pojedyncze łóżko  
**toaster** /ˈtəʊstə/ toster  
**toilet** /ˈtɔɪlət/ toaleta, sedes  
**towel rail** /ˈtəʊəl ,reɪl/ wieszak na ręczniki  
**TV set** /ˌti: vi: 'set/ telewizor  
**wallpaper** /ˈwɔ:l,peɪpə/ tapeta  
**washbasin** /ˈwɒʃ,beɪsɪn/ umywalka  
**washing machine** /ˈwɒʃɪŋ məˌʃi:n/ pralka  
**bare floor** /ˌbeə 'flo:/ goła podłoga  
**bedspread** /ˌbed ,spred/ narzuta na łóżko  
**bedding** /ˈbedɪŋ/ pościel  
**burglar alarm** /ˈbɜ:glər əˈlɑ:m/ alarm antywłamaniowy  
**bunk bed** /ˈbʌŋk ,bed/ łóżko piętrowe  
**countertop** /ˈkaʊntə,tɒp/ blat kuchenny  
**dish drainer** /ˈdɪʃˈdreɪnə/ suszarka do naczyń  
**double-glazed window** /ˌdʌbl ,gleɪzdˈwɪndəʊ/ okno z podwójną szybą  
**fish pond** /ˈfɪʃ ,pɒnd/ oczko wodne

## Extra practice

- Culture, Teacher's Resource Centre

## Testing

- Unit Test 02 poziom podstawowy
- Unit Test 02 poziom rozszerzony
- Zestawy egzaminacyjne pisemne poziom podstawowy
- Zestawy egzaminacyjne pisemne poziom rozszerzony



**fitted carpet** /'fɪtɪd 'kɑ:pɪt/ wykładzina dywanowa  
**floorboards** /'flɔ:bɔ:dz/ deski podłogowe  
**floor tiles** /'flɔ: 'taɪlz/ kafelki podłogowe  
**flowerbed** /'flaʊəbed/ klomb  
**fruit bowl** /'fru:t 'bɔ:l/ miska na owoce  
**heater / heating system** /'hi:tə, 'hi:tɪŋ 'sɪstəm/ grzejnik/system grzewczy  
**kitchen utensils** /'kɪtʃən ju: 'tenslz/ przybory kuchenne  
**mantelpiece** /'mæntlpi:s/ półka nad kominkiem  
**ornament** /'ɔ:nəmənt/ ozdoba  
**office chair** /'ɒfɪs 'tʃeə/ krzesło biurowe  
**rack** /ræk/ półka, stojak  
**radiator** /'reɪdɪ'eɪtə/ kaloryfer  
**shutters** /'ʃʌtəz/ okiennice  
**silver frame** /'sɪlvə 'freɪm/ srebrna ramka  
**smoke alarm** /'sməʊk ə'lɑ:m/ alarm przeciwpożarowy  
**solar panels** /'səʊlə 'pænlz/ panele słoneczne  
**stair rail** /'steə 'reɪl/ poręcz przy schodach  
**stool** /stu:l/ stołek, taboret  
**window sill** /'wɪndəʊ 'sɪl/ parapet okienny

### MP3 13 Household jobs / Prace domowe

**brush** /brʌʃ/ szczotka  
**change the sheets** /'tʃeɪndʒ ðə 'ʃi:ts/ zmieniać pościel  
**dustpan** /'dʌstpæn/ szufelka  
**do the gardening** /,du: ðə 'gɑ:dɪnɪŋ/ pracować w ogrodzie  
**do the grocery shopping** /,du: ðə 'grəʊsəri 'ʃɒpɪŋ/ robić zakupy spożywcze  
**do the laundry** /,du: ðə 'ləʊndri/ robić pranie  
**do the housework** /,du: ðə 'haʊs,wɜ:k/ zajmować się domem  
**dust the furniture** /dʌst ðə 'fɜ:nɪtʃə/ wycierać kurz z mebli  
**empty the dishwasher** /'empti ðə 'dɪʃ,wɒʃə/ opróżniać zmywarkę  
**empty the rubbish bin** /'empti ðə 'rʌbɪʃ bɪn/ opróżniać kosz na śmieci  
**have a clear-out** /,hæv ə 'kliə,aʊt/ pozbywać się niepotrzebnych, nieużywanych rzeczy  
**have green fingers** /,hæv 'grɪ:n 'fɪŋgəz/ mieć dobrą rękę do roślin  
**hoover the carpet** /,hu:və ðə 'kɑ:pɪt/ odkurzać dywan  
**iron the clothes** /,aɪən ðə 'kləʊðz/ prasować ubrania  
**keep sth neat and tidy** /ki:p 'sʌmθɪŋ ,ni:t ənd 'taɪdi/ utrzymywać coś w nienagannym porządku  
**make improvements** /,meɪk ɪm'pru:vməntz/ wprowadzać ulepszenia  
**make the bed** /,meɪk ðə 'bed/ ścielić łóżko  
**mop the floor** /,mɒp ðə 'flɔ:/ wycierać podłogę mopem  
**mow the lawn** /,məʊ ðə 'lɔ:n/ kosić trawnik  
**renovate a corridor** /'renəveɪt ə 'kɒrɪdɔ:/ odnowić korytarz  
**rubber gloves** /,rʌbə 'glʌvz/ gumowe rękawiczki  
**shopping bag** /'ʃɒpɪŋ ,bæg/ torba na zakupy  
**sponge** /spʌndʒ/ gąbka  
**sweep the floor** /,swi:p ðə 'flɔ:/ zamyć podłogę  
**tea towel** /'ti: təʊəl/ ścierka  
**broom** /bru:m/ miotła  
**duster** /'dʌstə/ ściereczka do kurzu  
**lawnmower** /'lɔ:nməʊə/ kosiarka  
**mend a dripping tap** /,mend ə ,drɪpɪŋ 'tæp/ naprawić ciekący kran  
**rake** /reɪk/ grabie; grabić

**spade** /speɪd/ szpadel  
**trowel** /'traʊəl/ rydel ogrodniczy

### MP3 14 Renting, purchasing and selling property; moving houses / Wynajmowanie, kupno i sprzedaż nieruchomości; przeprowadzka

**accommodation** /ə,kɒmə'deɪʃn/ zakwaterowanie  
**ad / advert** /æd, 'ædvɜ:t/ ogłoszenie, reklama  
**auction** /'ɔ:kʃn/ aukcja, licytacja  
**bill** /bɪl/ rachunek  
**budget** /'bʌdʒɪt/ budżet  
**deposit** /dɪ'pɒzɪt/ kaucja, zaliczka  
**estate agent** /'i:steɪt,eɪdʒənt/ agent/agentka nieruchomości  
**flatmate / housemate / roommate** /'flæt,meɪt, 'haʊs,meɪt, 'ru:m,meɪt/ współlokator/ współlokorka  
**landlord / landlady** /'lænd,lɔ:d, 'lænd,leɪdi/ właściciel/właścicielka (mieszkania lub domu)  
**live on one's own** /,lɪv ɒn 'wʌnz əʊn/ mieszkać samemu  
**move house** /,mu:v 'haʊs/ przeprowadzić się  
**move in / move out** /,mu:v 'ɪn, mu:v 'aʊt/ wprowadzić się/wyprowadzić się  
**notice** /'nəʊtɪs/ wypowiedzenie  
**pay in advance** /,peɪ ɪn əd'vɑ:ns/ zapłacić z góry  
**payment** /'peɪmənt/ płatność  
**removal van** /rɪ'mu:vəl,væn/ samochód służący do przewożenia mebli  
**rent** /rent/ wynajmować; czynsz  
**share a room / flat / house** /,ʃeə ə 'ru:m, 'flæt, 'haʊs/ dzielić z kimś pokój/mieszkanie/dom  
**to let** /tə 'let/ do wynajęcia  
**bid** /bɪd/ oferta w licytacji  
**charge** /tʃɑ:dʒ/ liczyć, pobierać opłatę  
**housewarming party** /'haʊs,wɔ:mɪŋ 'pɑ:ti/ parapełówka  
**instalments** /ɪn'stɔ:lmənts/ raty  
**per week / per month** /,pə 'wi:k, ,pə 'mʌnθ/ tygodniowo/miesięcznie  
**take out a mortgage** /,teɪk əʊt ə 'mɔ:ɡɪdʒ/ wziąć kredyt hipoteczny  
**tenant** /'tenənt/ lokator/lokorka

### MP3 15 Architecture / Architektura

**blueprint** /'blu:prɪnt/ projekt, plan  
**brick** /brɪk/ cegła  
**building site** /'bɪldɪŋ ,saɪt/ plac budowy  
**classical** /'klæsɪkl/ klasyczny  
**concrete** /'kɒŋkri:t/ beton; betonowy  
**construct** /kən'strʌkt/ zbudować, skonstruować  
**demolish** /dɪ'mɒlɪʃ/ zburzyć  
**derelict** /'derəlɪkt/ opuszczony  
**exterior** /ɪk'stɪəriə/ fasada  
**eyesore** /'aɪ,sɔ:/ brzydactwo, paskudztwo  
**feature** /'fi:tʃə/ cecha, właściwość  
**foundation** /faʊn'deɪʃn/ podstawa  
**iconic** /aɪ'kɒnɪk/ znany, kulturowy  
**interior** /ɪn'tɪəriə/ wnętrze  
**marble** /'mɑ:bl/ marmurowy  
**modernist** /'mɒdənɪst/ modernistyczny  
**planning permission** /,plænɪŋ pə'mɪʃn/ pozwolenie na budowę  
**plate glass** /,pleɪt 'glɑ:s/ tafła szkła  
**public / commercial / historic building** /,pʌblɪk, kə'mɜ:(r)ʃ(ə)l, hɪ'stɒrɪk 'bɪldɪŋ/ budynek użyteczności publicznej/ budynek komercyjny/budynek historyczny  
**pull down** /,pʊl 'daʊn/ burzyć, rozbierać  
**put up** /,pʊt 'ʌp/ zbudować, wznosić  
**single-story / multi-storey** /,sɪŋgl'stɔ:ri, ,mʌlti'stɔ:ri/ jedno/wielopiętrowy

**skyline** /'skaɪ,ləɪn/ sylwetka budynku/miasta na tle nieba  
**structure** /'strʌktʃə/ struktura  
**symmetrical** /sɪ'metrɪkl/ symetryczny  
**urban** /'ɜ:bən/ miejski

### SŁUCHANIE

#### MP3 16

**chore** /tʃɔ:/ obowiązek, rodzaj nielubianej pracy domowej  
**cleanliness** /'klenlɪnəs/ czystość  
**get rid of sth** /,get 'rɪd əv 'sʌmθɪŋ/ pozbyć się czegoś  
**put money aside** /,pʊt 'mʌni ə'saɪd/ odkładać pieniądze, oszczędzać  
**put sth away** /,pʊt 'sʌmθɪŋ ə'weɪ/ odkładać coś (na swoje miejsce)  
**put sth off** /,pʊt 'sʌmθɪŋ ɒf/ odkładać coś (na później)  
**put the kettle on** /,pʊt ðə 'ketl ,ɒn/ zagotować wodę (na herbatę)  
**put up with sth** /,pʊt 'ʌp wɪð 'sʌmθɪŋ/ znosić coś, tolerować  
**spotless** /'spɒtləs/ nieskazitelnie czysty  
**throw sth away** /,θrəʊ 'sʌmθɪŋ ə'weɪ/ wyrzucić coś  
**arch** /ɑ:tʃ/ łuk  
**chamber** /'tʃeɪmbə/ komnata  
**dome** /dəʊm/ kopuła  
**edifice** /'edɪfɪs/ gmach  
**landmark** /'lænd,mɑ:k/ budynek charakterystyczny dla danego miejsca  
**monument** /'mɒnjəmənt/ pomnik  
**post** /pəʊst/ słup  
**temple** /'templ/ świątynia  
**walkway** /'wɔ:k,weɪ/ kładka

### CZYTANIE

#### MP3 17

**chrome door handle** /,krəʊm ,dɔ: 'hændl/ chromowane klamki do drzwi  
**creaky stairs** /'kri:ki ,steəz/ skrzypiące schody  
**overgrown garden** /,əʊvə'grəʊn 'gɑ:dɪn/ zarośnięty ogród  
**overhead lighting** /,əʊvə,hed 'laɪtɪŋ/ górne oświetlenie  
**underfloor heating** /,ʌndə'flo: 'hi:tɪŋ/ ogrzewanie podłogowe  
**bedroom dimensions** /'bedru:m daɪ'menʃnz/ wymiary sypialni  
**blocked drain** /blɒk dreɪn/ zatkany odpływ  
**cracked plaster** /,krækd 'plɑ:stə/ pęknięty tynk  
**ill-fitting shutters** /ɪl'fɪtɪŋ 'ʃʌtəz/ złe dopasowane okiennice  
**large-scale project** /,lɑ:dʒ,skeɪl 'prɒdʒekt/ projekt na dużą skalę  
**leaky pipe** /'li:ki ,paɪp/ nieszczelna rura  
**rising damp** /,raɪzɪŋ 'dæmp/ podciągająca wilgoć  
**storage space** /'stɔ:rdʒ ,speɪs/ przestrzeń do przechowywania

### ACTIVATE

- 1 Describe your flat or house in 120 words using the words and expressions in the wordlist.

37

Zestawy słów i zwrotów dostępne na  
[macmillan.pl/aplikacja-quizlet](http://macmillan.pl/aplikacja-quizlet)

Nagrania z listą słów i zwrotów dostępne na  
[www.macmillan.pl/strefa-ucznia](http://www.macmillan.pl/strefa-ucznia) oraz [www.staffroom.pl](http://www.staffroom.pl)