

01 CZŁOWIEK



GET READY

Work in pairs. Take turns to describe the appearance of the people in the photo. Then imagine what their characters might be like and describe their personality.

Dane personalne

- 1 Complete an extract from a talk about personal data and privacy with the correct words. Use the wordlist on page 16 to help you. Discuss the final question in pairs.

So, when it comes to filling in forms or (1) giving out your personal information, what you're asked will depend a lot on who's asking! Like, for a passport application, you'll need to enter things like your full name, including your forename, (2) middle name and family name, marital (3) status, and (4) maiden name if you've officially changed it because you got married, and also any (5) distinguishing features. They'll need your nationality and your country of (6) residence along with your full address. Any forms to do with health will require your next of (7) kin, and census forms or anonymous surveys may ask about your ethnic (8) origin, assigned (9) gender at birth and your (10) preferred pronouns. Government forms will practically always want your National (11) Insurance Number, if you have one. There are a lot of privacy laws protecting our personal data, but recording and keeping (12) biometric data – think of fingerprints, DNA samples and so on – is still a controversial issue. And that's what I'd like you to reflect on today. How confidential should this remain?

6

Okresy życia

- 2 Complete the questions with the correct words. Use the wordlist on page 16 to help you. Then answer the questions in pairs. Give reasons.
- 1 When people refer to being in the prime of life, what age do you think they mean?
 - 2 People expect maturity from you when you move from adolescence to adulthood. Do you think this is fair?
 - 3 Who would you say can give the best parenting advice to people with a newborn baby?
 - 4 If someone is on the verge of retirement, what sort of plans should they make for the future?
 - 5 Why do you think some couples opt for a registry office wedding, or civil partnership, rather than a white wedding?
 - 6 At the moment I'm not allowed to drive because I'm underage. Do you think the age limit should be lowered?

Wygląd zewnętrzny

- 3 Complete the collocations with the correct forms of the verbs in the box.

blend conform do dress get grow let straighten wear (x2) whiten

- 1 When I'm dressing up for a special occasion, I like to wear my hair loose because my glossy auburn locks add a touch of elegance and perfectly conform to the style of the event.
- 2 I grew my fringe out last year, and now it's all the same length.
- 3 I've been wearing a brace to straighten my teeth. Soon I'll get them whitened because they look really dull.
- 4 I guess you could describe my appearance as nondescript – I certainly blend into the crowd.
- 5 I bought the wrong size shirt and I can hardly do up the buttons. It makes me look plump – but I'm not!
- 6 I've really let myself go and I need to get back into shape fast. Any advice on a good routine to help out?

Lead-in

Ask students to do GET READY exercise. After two minutes ask them to share their descriptions with the class.

Lesson materials

- Audioscript, Student's Book page 280; Teacher's Resource Centre

Rzeczy osobiste

- 4 Complete the online advertisement with the correct words. Use the wordlist on page 16 to help you.

Craft recycling

Think your wardrobe's a bit (1) d r a b or (2) d a t e d, and want a new look? Don't just bin those (3) r i p p e d jeans, fluffy (4) s l i p p e r s or (5) l e a t h e r boots that have (6) s e e n better days. Even if the items are a bit (7) s c r u f f y and (8) w o r n out, we might be able to transform them into something new and (9) f u n k y, and give them a new (10) l e a s e of life! Brandon works magic producing award-winning (11) e m b r o i d e r e d waistcoats, while Emma can create (12) f l o a t y, lacy dresses from old materials. Alex works with fabrics and can transform practically anything made of things like denim, (13) v e l v e t and (14) l i n e n into (15) q u i l t e d jackets or amazing (16) t r e n c h coats. Do send us photos of what you think we could use. Also, check out our gallery for some unique pieces for sale. My favourite this week from the team is an incredible embroidered silk (17) d r e s s i n g g o w n in an intense, (18) d e e p blue and gold. The magic of craft recycling!



- 5 How might the team from exercise 4 craft recycle these items? Discuss in pairs.

green wellies faded dungarees a striped blazer
lightweight overalls baggy, beige combat pants

- 6 Name an item of clothing or accessory that you have ...

- 1 with a patch
- 2 with a clasp
- 3 which often comes undone
- 4 which you can slip on quickly
- 5 which is frayed
- 6 which is often creased
- 7 which you can roll up
- 8 which you tie and untie every day

Cechy charakteru

- 7 Choose the correct options to complete the definitions. Then take turns to define the wrong options.

If someone is ...

- 1 they think they are very intelligent, skilful or attractive, and like to tell others about themselves.
a assertive (b) conceited c conscientious
- 2 they believe something they are told even if it's not true.
(a) gullible b humble c cynical
- 3 they care a lot about the welfare of others.
a discerning b timid (c) compassionate
- 4 they take risks without considering the danger.
a resilient (b) reckless c resourceful
- 5 they consider themselves better than others and talk down to people.
a grumpy b spiteful (c) condescending
- 6 they have a clever sense of humour.
(a) witty b shrewd c patronising

- 8 Match words in the two boxes to create compound adjectives. Don't forget to add hyphens. Then use some of the compound adjectives to complete the extracts from news articles.

absent big broad down laid quick
self short soft two well

back behaved centred faced headed minded (x2)
spoken tempered to-earth witted

- 1 The minister is being called two-faced as information has come to light about inconsistencies between what she says publicly and her private actions.
 - 2 The environmentalist interviewed about the protest was so soft-spoken that it was difficult to hear him.
 - 3 A quick-witted bystander used a plank of wood to help rescue a girl who had fallen through the ice.
 - 4 A recent survey shows that parents on average believe that they were not as well-behaved as their children are, and got into trouble more often.
 - 5 Scientists and doctors are reporting that being laid-back, and not stressed out, is good for our health in many ways.
 - 6 We need politicians who are down-to-earth and genuinely connect with the everyday worries of ordinary citizens.
- 9 Work in pairs. Use the remaining five compound adjectives from exercise 8 to tell each other about some family members or friends, giving examples.
- 10 **CD 1.01** Listen to six people's comments about applying for a job. Which personality trait (a–g) is each speaker talking about? There is one extra trait.
- | | |
|---------------|----------------|
| a objectivity | e perseverance |
| b humility | f naivety |
| c efficiency | g cynicism |
| d courtesy | |
- 1 e 2 d 3 g 4 a 5 f 6 b

Exercise 8

Other adjectives:
absent-minded, big-headed,
broad-minded, self-centred,
short-tempered

Exercise 6

Suggested answers

- 1 jeans, denim jacket, hoodie, sweater
- 2 necklace, watch, bracelet, belt, handbag, bra
- 3 shoelaces, tie, dressing gown belt, button-up shirt
- 4 flip-flops, slip-on sneakers, slippers, elastic shorts, cardigan
- 5 jeans, scarf, sweater, T-shirt
- 6 cotton shirt, blouse, T-shirt, business suit, dress, skirt, dress shirt
- 7 shirt, hoodie, sweater, trousers, jeans
- 8 shoelaces, tie, dressing gown belt

Uczucia i emocje

- 11 Replace the phrases in italics with the correct adjectives in the box. Then work in pairs and tell each other about situations where you have recently felt like this.

apprehensive bewildered devastated elated
intimidated petrified speechless

- There were so many choices of courses to apply for I was *completely confused*. *bewildered*
- I was *extremely happy* when I learned I'd got a distinction in my exams. *elated*
- I was *a little worried* about starting at a new college, but it turned out fine. *apprehensive*
- When I was a child, I was *really upset* to learn that fairies didn't really exist. *devastated*
- I was *totally surprised and shocked* when my friends bought me a guitar for my birthday. *speechless*
- I am, and have always been very, very *frightened* of going in elevators. *petrified*
- I once had to see the head teacher and I felt *nervous and scared* because she was so tall and serious and made me sit on a low chair. *intimidated*

- 12 Work in pairs. Take turns to make nouns from the adjectives in the box and give examples of situations when people might experience these feelings.

affectionate desperate distressed envious furious
miserable sympathetic terrified

- 13 **CD 1.02** Choose the correct words to complete the idioms and phrases in the conversation. Listen and check.

- Ann: My brother's really (1) *set* / *put* my back up this morning. He worked out my passcode and used my laptop because his is broken. I (2) *hit* / *struck* the roof when I found out!
- Zoe: That sort of thing (3) *lets* / *makes* my blood boil. It's all about privacy, isn't it? What did he say?
- Ann: Oh, he just (4) *burst* / *shouted* out laughing. I wasn't in the (5) *feeling* / *mood* for a big argument, so I just walked off in a (6) *puff* / *huff*. Honestly, I'm at my (7) *nerve* / *wits* end. He seems to think he has the right to borrow my stuff, read through my private letters and generally treat my things like his own. He knows exactly how to (8) *rattle* / *shake* my cage and he thinks it's great fun to see his big sister blow her (9) *head* / *top* and I know he doesn't feel even a (10) *twinge* / *touch* of guilt about anything he does. I don't want to moan about him to my parents – I've always been able to fight my own (11) *war* / *battles* – but it's getting me (12) *up* / *down*. I guess he'll grow out of it.
- Zoe: Well, to be honest – it's never good to (13) *squeeze* / *bottle* things up. Maybe sit down and (14) *have* / *take* it out with him – a serious conversation. Otherwise, you may have to (15) *eat* / *swallow* your pride and ask your parents to step in.

Umiejętności i zainteresowania

- 14 **CD 1.03** Listen to three people talking in different situations. Match speakers (1–3) with their roles (a–e). There are two extra roles.

a employer c colleague e trainer
b parent d teacher

1 e 2 d 3 a

- 15 **CD 1.03** Complete the extracts from the recording. Listen again and check.

- Although you may not be a *born* leader, entertainer, journalist or whatever, it is good to at least have a *flair* for something.
- What we can do on this course is help you develop a *strong work ethic*.
- Learning *soft skills* starts early, and you'll find our students engage in *critical thinking* tasks every day.
- We realise that *digital literacy* is vital today, so this starts early too.
- Even an awareness of *time management* can begin at a young age.
- What we try to encourage is a *willingness to learn*.
- You will be required to have good *conflict resolution skills* when dealing with clients and colleagues, as well as *troubleshooting* skills to overcome problems.
- It is quite obvious to us that you have excellent *interpersonal skills* – you appear able to interact with people from a range of backgrounds well.
- Your CV shows definite *entrepreneurial flair*, with the start-up you launched.
- Your creativity and ability to *think outside the box* is exactly what this company needs.

Społeczny i osobisty system wartości

- 16 Complete the chat exchange with nouns formed from the words in brackets. Then write your own post in the chat.

What values are important to you?

Something I really value in a friend is (1) *loyalty* (loyal) – I need to know that I can trust them and that they'll be there for me. Also, I like people to show (2) *commitment* (commit) to whatever they undertake and know that they can accept their own (3) *shortcomings* (short). We all have our weaknesses but acknowledging them is important.

I completely agree. I personally detest (4) *hypocrisy* (hypocritical) – saying one thing and doing another, that is. And something else I believe is that it's vital for people to have the courage of their (5) *convictions* (convict) and be prepared to take risks and follow through on things with perseverance. Oh, yes, and (6) *tolerance* (tolerate), for me that is really important in people – to accept other points of view and want (7) *inclusivity* (include) and (8) *diversity* (diverse) in life. It's all about (9) *morality* (moral) too, and a person's moral code, isn't it?

Exercise 12

affectionate – affection
desperate – desperation/
despair
distressed – distress
envious – envy
furious – fury
miserable – misery
sympathetic – sympathy
terrified – terror

- 17 Complete the survey questions with the correct prepositions. Then work in pairs and answer the questions, giving reasons and examples.

Do you ...

- 1 back down in an argument if proved wrong?
- 2 always comply with regulations, even if you disagree with them?
- 3 put your hands up to admit you were wrong or made a mistake?
- 4 usually stand by your words and promises?
- 5 generally abide by a decision once you've made it, without changing your mind?
- 6 disapprove of people who discriminate against others on grounds of race or gender?
- 7 look out for your friends when they're going through a bad time?
- 8 sometimes back out of a commitment without a good reason?

Autorytety

- 18 Complete the statements with the correct forms of the verbs in the box. Give an example for each statement.

bring challenge earn gain hold live put set

- 1 People in authority need to earn our respect.
- 2 Sometimes we put people on a pedestal who shouldn't be there.
- 3 A good role model is someone who is inspiring and sets a good example.
- 4 Sometimes we need to challenge authority in order to bring about necessary change.
- 5 If we hold someone in high esteem, it is not always easy to live up to their standards.
- 6 Not all those who deserve it gain recognition for their achievements.

Poczucie tożsamości

- 19 Read about identity and translate the phrases into English. Suggested answers

I would say that most of us go through some form ¹ of identity crisis (*kryzysu tożsamości*) at some point in our lives. Who am I? Where is my place in the world? What are my beliefs? What do I want from life? ² Am I defined by (*Czy definiują mnie*) my gender, my race, my ³ social status (*status społeczny*), or by my politics? Generally, our ⁴ sense of identity develops (*poczucie tożsamości rozwija się*) as we mature and ⁵ we begin to figure out (*zaczynamy pojmować*) where we stand. What most of us want is some ⁶ sense of belonging (*poczucie przynależności*) and ⁷ we conform (*dostosowujemy się*) in order to fit in. But sometimes we take on the opinions and characteristics of a group without question and this carries the risk of ⁸ losing our individuality (*utraty naszej odrębności*). Also, we can become overly concerned ⁹ with our self-image (*naszym obrazem samych siebie*) and with how others see us. However, in general, we ultimately ¹⁰ carve out an identity (*kształtujemy tożsamość*) for ourselves which has our ¹¹ uniqueness (*wyjątkowość*) at its heart.

Pronunciation activity ► p. 276

Further practice

- Pronunciation activities Unit 1, Student's Book page 276
- Video worksheet: Vocabulary Playout 01 *Can computers understand or display feelings?*, Teacher's Book page 302, Teacher's Resource Centre

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

Lesson materials

- Videoscript, Teacher's Book page 303, Teacher's Resource Centre

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

- 20 CD 1.04 Listen to a short talk and answer the questions.

- 1 At what point in her life did the speaker see the doctor on television?
- 2 Describe the doctor and her manner during the interview.
- 3 What similarity did the doctor have with the speaker?
- 4 What was surprising about the fact that she became a doctor?
- 5 How did the speaker's plans and her parents' plans differ?
- 6 What did the speaker learn from what the doctor said?
- 7 How did the interview change the speaker's life?
- 8 What is her wish at the end of the talk?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE ILUSTRACJI

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



- 1 What do you think the girls are doing, and why?
- 2 Which creative activity do you enjoy or admire?
- 3 Tell us about a time when you had to design something.

Exercise 20

- 1 When she was choosing which subjects to follow at university and on the verge of deciding on a career path.
- 2 In the prime of her life, glamorous, soft-spoken, laid-back and down-to-earth.
- 3 They both had the same ethnic origin.
- 4 She was neither from a wealthy family nor attended a top school.
- 5 They wanted her to become an accountant whereas she wanted to be a children's doctor.
- 6 That perseverance and having the courage of your convictions was vital, and not to be defined by your background or accepting second-best options.
- 7 She did not follow her parents' advice and became a children's doctor.
- 8 That she can set a good example for others.

Vocabulary Playout

Work in pairs and describe the video still. Then discuss the question below.



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



VIDEO 01

Testing

- U01 Vocabulary Test, Tests and Audio

Exercise 2

Suggested answers

- 1 The idea of outperforming other people and having a sense of victory is what drives them in their lives.
- 2 Many people believe that by competing against other people and comparing ourselves with one another we develop as humans and thus earn success.
- 3 When someone beats you, you feel frustrated, miserable or even depressed.



Exercise 3, Intelligent Key

1B

When we compete, we don't learn how to interact, and interaction (surprise surprise) is what's invaluable in our modern times. Leadership, decision-making and trust-building are all to do with communication, and that's what we need to pass onto our children. We must foster cooperation, and encourage collaborative learning or face a society of sick, competitive and lonely people.

B ✓ Mówiąca ostrzega, że jeśli społeczeństwo skupi się zbyt mocno na współzawodnictwie, to doprowadzi to do poczucia zmęczenia życiem oraz osamotnienia. Podkreśla również, że społeczeństwo potrzebuje współpracy i umiejętności komunikacji, a nie współzawodnictwa.

2E

So, it should not come as a surprise that there are sometimes communication breakdowns between people from countries where the core values are so different. It's the difference between 'we' and 'I'.

E ✓ Na początku wypowiedzi mówiący wyjaśnia, że społeczeństwa dzielą się na takie, które cenią sobie poczucie wspólnoty, i takie, które stawiają na indywidualność. To prowadzi do problemów w komunikacji pomiędzy członkami tych społeczeństw/osobami pochodzącymi z różnych państw.

3A

I study sociology and recently I have come across a really eye-opening study. Well, eye-opening for me, because the research isn't that new. It turns out that Poland is quite an individualist culture, but not as individualist as the UK. The info about the UK wasn't that unexpected, but I was kind of astonished because I assumed that Poles were more into their family values...

A ✓ Mówiąca opowiada o badaniu, które było dla niej odkrywcze. Stwierdza również, że zaskakujące są wnioski dotyczące Polski, która w tym

Zoom in

1 Work in pairs and discuss the questions.

- 1 Do you thrive on collaboration or competition? What makes you say that?
- 2 Would the world be a better place without competition?
- 3 Is cooperation always a good thing?
- 4 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?
- 5 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 wyrażań, 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, 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.

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

badaniu została określona jako państwo o kulturze ceniącej indywidualizm, podczas gdy mówiąca zakładała, że Polacy bardziej cenią sobie poczucie wspólnoty płynące z tradycji rodzinnych.

4C

I would have probably stayed averse to team projects if it hadn't been for my university professor who understood my individuality. I gained a lot of self-esteem, and learnt to function in a group. With time, I could even handle group conflicts.

C ✓ Mówiący jest introwertykiem, w związku z czym miał trudności z pracą zespołową. Jednak, jak twierdzi, jego podejście do pracy zespołowej zmieniło się z pomocą nauczyciela akademickiego, który zlecając mu odpowiednie rodzaje zadań, pomógł mu zbudować poczucie własnej wartości i dobrze poczuć się w interakcji z grupą.

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 certain findings.
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.

- 1 Why do some people want to **stand out from the crowd**? *stand out from the crowd – to be unusual in a positive way*
- 2 What may cause **communication breakdowns**? *communication breakdowns – failures to exchange information*
- 3 What are your **core values**? What matters the most to you in life? *core values – the fundamental beliefs of a person or an organisation*
- 4 What helps young people **gain self-esteem**? *gain self-esteem – to acquire a positive sense of one's worth*
- 5 How can schools **foster cooperation**? *foster cooperation – to promote, improve 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.



Lesson materials

- Audioscript, Student's Book page 280; Teacher's Resource Centre
- Fish for verbs, Student's Book page 275

Zoom in

1 ROZMOWA WSTĘPNA Work in pairs and discuss the questions.

- What are you into? How did you start your hobby?
- Why might some people prefer indoor to outdoor activities, and vice versa?

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

- I'm interested in taking up a new hobby.
- I'd like to sign up for one of your courses.
- Can you tell me what you are keen on in particular / what exactly you have in mind?
- I'm not sure at all what hobby I'd like to pursue.
- How frequently do you meet up?
- Our instructors are highly experienced and genuinely enthusiastic professionals.
- It should be something creative / sporty / intellectual / out of the ordinary.
- I adore / greatly enjoy doing something creative / creative activities.
- I'm good / brilliant / hopeless at sports.
- I'm afraid it isn't really my thing / my cup of tea.
- What are your expectations concerning the course?
- There is a substantial discount if you pay the whole fee upfront.

3 Complete the task below. *Suggested answers*

Powiedz, że:

- szukasz hobby związanego ze sztuką; *I'd like to take up / do something artistic.*
- chciałbyś/chciałabyś zapisać się na kurs rysunku; *I'd like to sign up for a drawing course.*
- nie wiesz, co dokładnie chcesz robić; *I'm not sure what I'd like to do / what hobby I'd like to pursue/follow.*
- jesteś beznadziejny/beznadziejna w sportach drużynowych; *I'm hopeless at team sports.*
- gra na perkusji to nie Twoja bajka; *Playing drums is not my cup of tea.*
- ośrodek oferuje sporą zniżkę na kursy twórczego myślenia pod warunkiem płatności z góry; *The centre offers a substantial discount on creative thinking courses provided you pay upfront.*
- osoby, które prowadzą kursy, mają ogromne doświadczenie i są pełne entuzjazmu. *The people who teach the courses are very experienced and highly enthusiastic.*

Practise

GET SMARTER

Pamiętaj, że podane tematy należy rozwinąć w co najmniej dwóch pełnych zdaniach. Np. rozmawiając o interesującej Cię tematyce zajęć, możesz powiedzieć: *I'm afraid sport isn't really my thing. I adore doing original and creative activities, so it should be something out of the ordinary.*

Jeżeli nie zrozumiesz jakiegoś pytania, poproś o powtórzenie go. Pamiętaj, że egzaminator zada Ci dodatkowe pytania, których nie widzisz w zestawie dla zdającego.

4 Read the questions and find four pairs with a similar meaning. Then specify why someone would ask them.

- What do you think might suit me?
- Could you clarify, please?
- Would you like to have a go at horse-riding?
- What are you after in particular?
- Could you be a bit more specific, please?
- Why don't you have a stab at pool yoga?
- What exactly do you wish to do?
- What would you recommend I do?

5 Work in pairs. Read the task and role-play the situation. Use the questions from exercise 4.

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



ROZMOWA Z ODGRYWANIEM ROLI

6 Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

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 objaśnienie 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. 217

Wrap it up

7 Work in pairs. Suggest a suitable hobby for a sociable person, a senior citizen or your best friend. Say why.

Speaking Set 01 ► p. 203

Exercise 4

- a – h
b – e
c – f
d – g

Further practice

- Speaking Bank, Student's Book page 217
- Speaking Set 01, Student's Book page 203

Testing

- Zestawy egzaminacyjne ustne 1–6, Tests and Audio

Exercise 2

Suggested answers

- 1 People interested in books/genetics.
- 2 He/She found it well-written, but the story was quite unbelievable to him/her.
- 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.



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 is currently topping the bestseller list. However, my personal reaction was mixed. Admittedly, it is excellently written, like all Carter's novels, but some of the ideas that he expresses in the book give 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, and people are always writing about nightmares that will never happen, but this feels possible, and the thought of letting loose those groups of near identical fair-haired, self-assured, ambitious little boys and girls on the planet gives me goosebumps. I'm thinking that inevitably, those little cherubs will grow into single-minded, 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, and is thought-provoking. So, despite my misgivings, I'm definitely buying Carter's next book when it comes out next month.

12

ODPOWIEDZI NA PYTANIA



3 Przeczytaj tekst na stronie 13. 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 Choose the correct words to complete the sentences.

- 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 increase 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 our 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. Suggested answers

- 1 Obecnie więcej dzieci pokonuje choroby wieku dziecięcego i osiąga pełny potencjał wzrostu. *Nowadays, more children are surviving childhood diseases and reaching their full growth potential.*
- 2 Nasi przodkowie musieli angażować się w polowanie. *Our ancestors had to engage in hunting.*
- 3 Z biegiem czasu nasze kości szczęki zmniejszyły się. *Over time, our jaw bones have reduced in size.*
- 4 Rodzice mogą przekazać swoim dzieciom odporność na te choroby. *Parents may pass the immunity to those diseases on to their children.*

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?

Lesson materials

- Fish for verbs, Student's Book page 275

Further practice

- Grammar Reference and Practice 01 *Mówienie o teraźniejszości (present simple, present continuous)*, Student's Book pages 228–229
- On-the-Go Practice Grammar 01, MEE App

Testing

- U01 Grammar Test, Tests and Audio



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 into 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 these days many people are always having problems with teeth overcrowding, and some of us need to have dental braces fitted to straighten them. In fact, today many people's wisdom teeth, those at the very back, simply do not come through at all! Our bones are getting 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 sturdier build, as well as to our increasing life expectancy. So, humans are generally getting bigger in several ways!

- 1 What types of biometric technologies do you know? How often do you use them and what for?
- 2 Read the sentences and decide if they are true for you. Then compare your answers in pairs.
 - 1 I believe my current ID runs out soon.
 - 2 I don't look my age, so everyone is constantly asking me how old I am!
 - 3 I'm getting more and more concerned about the security of the data I share online.
 - 4 I'm currently applying for a new passport.
 - 5 I hardly ever use facial recognition technology.
 - 6 I'm meeting my friend tonight to study together.
- 3 Read the rules for using the present tenses in the Grammar Reference on page 228. Which of them apply to the sentences in exercise 2?
- 4 Scan the texts on pages 12–13 and find all the examples of the present continuous. Which rules do they follow?

GRAMMAR POINT

Generally, I'm patient.
I'm being as patient as I can at the moment!

- 5 Complete the sentences with the correct forms of the verbs in brackets.
 - 1 I 'm not joking (not joke). I 'm being (be) as serious as possible.
 - 2 No matter where I go (go), they are forever asking (forever / ask) me to spell my surname. So annoying!
 - 3 More and more foreigners are applying (apply) for the Polish visa these days.
 - 4 When does your school ID run (school ID / run) out?
 - 5 Are you doing (you / do) anything tonight?
- 6 Which present tenses would you normally use these time expressions with?

as a rule as we speak at this stage currently
 every now and again every so often invariably
 off and on once in a blue moon presently temporarily

- 7 Read the sentences. Which time expressions from exercise 6 can you use to replace those in bold? Rewrite the sentences where necessary.
 - 1 I rarely travel abroad. I travel abroad once in a blue moon.
 - 2 They are now processing your application, so please wait a minute. They are processing your application as we speak.
 - 3 Customs officers sometimes run spot checks on passengers. Every now and again / Every so often customs officers run spot checks on passengers. / Customs officers run spot checks on passengers off and on.
 - 4 The border guards are working in another office at the moment. The border guards are currently/temporarily/presently working in another office.
- 8 Use six of the time expressions to write three true and three false sentences about yourself/your family and friends/your country etc. Then work in pairs and guess which of your partner's sentences are true.

Exercise 1

Suggested answers

fingerprint recognition, facial recognition, iris recognition, retina scanning, voice recognition, hand geometry, vein pattern recognition, signature recognition, keystroke dynamics, ear shape recognition

Exercise 3

- 1 I believe – present simple: czasowniki określające stan umysłu (verbs of state and thinking)
runs out – present simple: czynności odbywające się według harmonogramu (scheduled events)
- 2 I don't look – present simple: fakty i reguły (facts and rules); everyone is constantly asking – present continuous: powtarzające się czynności, które nas irytują (irritating habits)
- 3 I'm getting more and more concerned – present continuous: stany lub sytuacje ulegające zmianie (changing states or situations)
I share – present simple: powtarzające się czynności i sytuacje (regular events)
- 4 I'm currently applying – present continuous: czynności lub sytuacje mające miejsce w danej jednostce czasu (temporary actions happening at or around the moment of speaking)
- 5 I hardly ever use – present simple: nawyki, upodobania (habits, likes and dislikes)
- 6 I'm meeting my friend tonight – present continuous: mówienie o przyszłości (talking about the future)

Exercise 6

Present simple: as a rule, every now and again, every so often, invariably, off and on, once in a blue moon

Present continuous: as we speak, at this stage, currently, presently, temporarily

Exercise 4

Text 1, p12

John Carter's most recent book, 'Your Perfect Child', has clearly ticked many people's boxes, and is currently topping the bestseller list. – czynności lub sytuacje mające miejsce w danej jednostce czasu (temporary actions happening at or around the moment of speaking)

people are always writing about nightmares – powtarzające się czynności, które nas irytują (irritating habits)
I'm thinking – czynności odbywające się w chwili, w której o nich mówimy (actions taking place at the moment of speaking)
I'm definitely buying Carter's next book. – mówienie o przyszłości (talking about the future)

Text 2, p13

these days many people are always having problems – czynności lub sytuacje mające miejsce w danej jednostce czasu (temporary actions happening at or around the moment of speaking)
Our bones are getting lighter – stany lub sytuacje ulegające zmianie (changing states or situations)

More children are surviving childhood diseases and reaching their full growth potential. – stany lub sytuacje ulegające zmianie (changing states or situation)
our bodies are adapting to the higher fat content – stany lub sytuacje ulegające zmianie (changing states or situations)
humans are generally getting bigger – stany lub sytuacje ulegające zmianie (changing states or situations)



Zoom in

1 Work in pairs. How far do you agree with the following statements?

- There should be just one card which is your ID, your passport and your debit card.
- People should be allowed to design their ID cards the way they fancy.
- ID cards should contain information about the holder's gender, marital status and occupation.

Practise

GET SMARTER

Gdy rozwiązujesz zadania wielokrotnego wyboru, przeczytaj tekst i podane do wyboru 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. Pamiętaj, że często testowane są też kolokacje i utarte zwroty. Warto prowadzić swój mini-słowniczek takich fraz.

2 Read the sentences and choose the correct verbs. One, two or three answers may be correct. When you finish, copy the correct expressions into your notebook.

- The police in many countries may ask you to produce / reveal / show / present your ID card.
- More and more countries are introducing / phasing / implementing / leading in eIDs.
- The way you use your keyboard distinguishes / differs / varies / opposes from person to person.
- When you travel abroad, make sure you hold / keep / carry / catch on to your passport and belongings.

14

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.

In the past, when people wanted to apply for a passport, they were instructed to state their height and describe their (1) features 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 blankly (2) the camera and avoid smiling. Nowadays, more and more countries are phasing in new passports and ID cards which (3) the holder's biometric data, e.g. a scan of their face, of their irises, and of their fingerprints. Probably, as we speak, most governments (4) on new systems of citizen identification. It'll be interesting to see which country is likely to (5) about most changes. Time will tell!

- | | |
|--|---|
| 1 A differing | ☒ B distinguishing |
| C differentiating | D different |
| 2 A on | B to |
| ☒ C at | D down |
| 3 A contain | B involve |
| C attach | D consist of |
| 4 A work | ☒ B are working |
| C have been working | D are due to work |
| 5 A make | B take |
| ☒ C bring | D set |

WYBÓR WIELOKROTNY



4 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 tend to ask tons of questions? I do, and my father says that I (1) the most bizarre and tricky questions in the world. He makes a living as a biometric scientist and his team is (2), working towards some new solutions for biometric ID cards. Biometric data include both physical and behavioural human traits used for the digital identification of a person. Right now, my dad is looking (3) some behavioural patterns which could help a company distinguish between a human being and a robot. The typing style or finger movements on touch-sensitive screens appear to be (4) to each individual. Isn't it fascinating? In fact, I aspire (5) like my father one day, and figure out what happens when such sensitive data is leaked or stolen. Even more thrilling!

- | | |
|--|--|
| 1 ☒ A am forever asking | B get used to asking |
| C am on the point of asking | D get asked |
| 2 A invariably | B hourly |
| C as a rule | ☒ D currently |
| 3 A across | ☒ B into |
| C down on | D up to |
| 4 A typical | B characteristic |
| C distinctive | ☒ D unique |
| 5 ☒ A to be | B being |
| C to being | D having been |

Wrap it up

5 Work in pairs and compare your fingerprints, eyes and ears, the way you walk and your voice in the most detailed way possible.

Use of English – Extra Practice 01 ► p. 268

Further practice

- Use of English – Extra Practice 01, Student's Book page 268

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

- 2 Read the sentences in the **Know your phrases** box and translate them into Polish.

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.*
- *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.*
- *Indifference may come / result / stem from the fact that ...*
- *Indifference may be caused / brought about by ...*
- *A selfish attitude may lead to / result in / give rise to indifference towards people in need.*
- *One of the solutions / remedies / ways of solving the problem could be ...*
- *To combat / overcome / confront the problem, we should ...*

- 3 Complete the task below. *Suggested answers*

Powiedz, że:

- 1 w Twoim przekonaniu współczesne społeczeństwa w pewnym stopniu charakteryzuje obojętność; *From my point of view, contemporary societies are to some extent characterised by indifference.*
- 2 obojętność wynika z samolubnego sposobu życia współczesnych ludzi; *Indifference results from the selfish attitude of modern people.*
- 3 brak współczucia i empatii często prowadzi do zobojętnienia na problemy innych; *A lack of compassion and empathy often results in indifference towards other people's problems.*
- 4 lekarstwem na problem zobojętnienia może być lepsza edukacja dzieci i młodzieży; *One of the remedies for indifference might be the better education of children and young people.*
- 5 aby zwalczyć ten problem, powinniśmy częściej pytać innych, czy nie potrzebują naszej pomocy. *To overcome this problem, we should more often ask people if they need our help.*

Practise

GET SMARTER

Pamiętaj, że dobrze napisany artykuł powinien mieć przyciągający uwagę tytuł, wstęp zachęcający do kontynuowania lektury oraz pytania skłaniające czytelnika do dalszych przemyśleń na temat poruszony w tekście. Staraj się używać wyrażen bliskoznacznych, aby nie powtarzać tych samych słów i zwrotów, np.: *compassion / being compassionate / empathy / good-heartedness / helping others.*

- 4 Read the possible beginnings of an article about the importance of compassion (a–d) and match them with the techniques for article openings (1–4). Which do you like the most? Why?

- 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?
- 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'.
- 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. Is good-heartedness really so necessary?
- 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 of a word

2 personal story

3 quotation

4 rhetorical questions

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

- 6 Read the questions. What theme do they have in common? Discuss the questions in pairs.

- 1 When would you call a person **trustworthy**? How important is **trustworthiness** to you?
- 2 Would you forgive a friend who turned out to be **disloyal** to you? Can **disloyalty** ever be forgiven?
- 3 How **dependable** are you as a friend? Is **dependability** something you can learn?

- 7 Use one of the techniques from exercise 4 to write the opening paragraph of an article about the importance of loyalty in friendship.

ARTYKUŁ

- 8 Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj przynajmniej pięć wyrażen 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. 225

Wrap it up

- 9 Work in pairs and discuss the questions. Give details.

Have you ever

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

Exercise 2

Suggested answers

- W moim przekonaniu współczesne społeczeństwa w pewnym stopniu charakteryzuje obojętność.
- Należy przyznać, że / Wydaje się, że / Z pewnością ludzie bardziej koncentrują się na swojej własnej egzystencji niż na życiu ludzi wokół nich.
- Obojętność może być związana z tym / wynikać z tego, że...
- Obojętność może być spowodowana przez...
- Egoistyczne nastawienie może prowadzić do obojętności w stosunku do ludzi znajdujących się w potrzebie.
- Jednym z rozwiązań / środków zaradczych / sposobów rozwiązania problemu może być...
- Aby przezwyciężyć ten problem, powinniśmy...

Further practice

- Writing Bank, Student's Book page 225
- Wypowiedź pisemna: Bank dodatkowych zadań Unit 1, Teacher's Book page 297

MP3 01 VOCABULARY

Personal data / Dane osobiste

assigned gender /ə'saɪnd 'dʒendə/ przypisana płęć
biometric data /ˌbaɪə'metrik 'deɪtə/ dane biometryczne
census form /ˈsɛnsəs fɔ:m/ formularz spisu ludności
country of residence /ˌkʌntri əv 'rezɪdəns/ kraj zamieszkania
distinguishing features /dɪ'stɪŋɡwɪʃɪŋ 'fi:tʃəz/ znaki szczególne
enter information /ˌɛntər ɪnfə'meɪʃən/ wprowadzić informację
ethnicity/ethnic origin /eθ'nɪsəti/, eθ'nɪk 'ɒrɪdʒɪn/ pochodzenie etniczne
forename/first name /ˈfɔːneɪm/, fɜː'st 'neɪm/ pierwsze imię
give out information /ˌɡɪv əʊt ɪnfə'meɪʃən/ udzielać informacji
iris/retinal scan /ˈaɪrɪs/ 'retɪnəl skæn/ skan tęczówki/siatkówki
legal guardian /ˌli:ɡəl 'ɡɑːdɪən/ opiekun prawny
maiden name /ˈmeɪdən neɪm/ nazwisko panny
marital status /ˌmæɪntəl 'steɪtəs/ stan cywilny
middle name /ˌmɪdəl 'neɪm/ drugie imię
National Insurance Number (BrE)/Social Security Number (AmE) /ˌnæʃənəl ɪn'sʊərəns ˌnʌmbə/, ˌsəʊʃəl sɪ'kjʊərəti ˌnʌmbə/ numer ubezpieczenia społecznego
next of kin /ˌnekst əv 'kɪn/ najbliższy krewny
preferred pronoun /ˌpri:fəd 'prəʊnaʊn/ preferowany zaimek
produce/present your ID /prə'dju:s/ˌprɪzɛnt jəz 'aɪ di:/ wylegitymować się dowodem osobistym
run out /ˌrʌn 'aʊt/ tracić ważność
voice/facial recognition /ˌvoɪs/, feɪʃəl rekəɡ'nɪʃən/ technologia rozpoznawania mowy/twarzy

MP3 02 Life stages / Okresy życia

adolescence /ˌædə'lesəns/ wiek dojrzewania
adolescent /ˌædə'lesənt/ nastolatek, młodociany
adulthood /ˌædəl'hʊd/ dorosłość
civil partnership /ˌsɪvəl 'pɑːtnəʃɪp/ związek partnerski
grow to/come to/reach maturity /ˌɡrəʊ tə/, kʌm tə/, rɪːtʃ mə'tjʊərəti/ osiągnąć dojrzałość
in the prime of life /ɪn ðə 'praɪm əv 'laɪf/ w kwiecie wieku
infancy /ˌɪnfənsi/ niemowlęstwo
infant /ˌɪnfənt/ niemowlę
newborn (n, adj) /ˌnjuː bɔːn/ noworodek; nowonarodzony
on the verge of retirement /ɒn ðə 'vɜːdʒ əv rɪ'taɪmənt/ u progu emerytury
parenting/child-rearing /ˌpeərəntɪŋ/, tʃaɪld 'reərɪŋ/ rodzicielstwo, wychowywanie dziecka
puberty /ˌpjuːbətɪ/ okres dojrzewania
registry office wedding (BrE)/civil wedding /ˌredʒɪstri ˌɒfɪs 'wedɪŋ/, sɪvəl 'wedɪŋ/ ślub cywilny
toddler /ˈtɒdlə/ dziecko w wieku 1–2 lat
underage /ˌʌndə'reɪdʒ/ niepełnoletni
white wedding /ˌwaɪt 'wedɪŋ/ ślub kościelny

MP3 03 Appearance / Wygląd

zewnętrzny
auburn/fair/ginger/grey-haired /ˌɔːbərn/, feə/, ˌdʒɪndʒə/, greɪ 'heəd/ o kasztanowatych/jasnych/ rudych/siwych włosach
close/deep/wide-set eyes /ˌkloʊs/, diːp/, waɪd set 'aɪz/ blisko/głęboko/szeroko osadzone oczy
contact lenses/contacts /ˌkɒntækt ˌlenzɪz/ 'kɒntækt/ soczewki kontaktowe
dandruff /ˈdændrʌf/ łupież
glossy/shiny/greasy hair /ˌɡloʊsi/, ʃaɪni/, griːsi 'heə/ lśniąco/przetłuszczające włosy
high cheekbones /haɪ 'tʃiːkbəʊnz/ wystające kości policzkowe
mole /məʊl/ pieprzyk
nondescript /ˌnɒndɪ skrɪpt/ bez wyrazu, nijaki

obese /əʊ'biːs/ otyły
plump /plʌmp/ pulchny
sallow/flawless complexion /ˌsæləʊ/, ˌflɔːləs kəm'plekʃən/ ziemista/nieskazitelna cera
stubble /ˈstʌbəl/ kilkundniowy zarost
sturdy/stocky /ˈstɜːdi/, stɒki/ mocnej budowy
wig /wɪɡ/ peruka
wrinkles /ˈrɪŋkəlz/ zmarszczki

Verb phrases / Zwroty

be out of condition /bi ˌaʊt əv kən'dɪʃən/ być w złej kondycji
blend into the crowd /ˌblend ɪntə ðə 'kraʊd/ wtopiać się w tłum
conform to a style /kən'fɔːm tu ə 'staɪl/ dopasować się do stylu
get back into shape /ˌɡet ˌbæk ɪntə 'ʃeɪp/ wracać do formy
grow out a fringe /ˌɡrəʊ əʊt ə 'frɪndʒ/ zapuścić grzywkę
let yourself go /ˌlet jə'self 'ɡəʊ/ zaniedbać się
straighten your teeth /ˌstreɪtən jə 'tiːθ/ wyprostować zęby
wear a dental brace /ˌweə ə 'dentəl breɪs/ nosić aparat ortodontyczny
wear your hair loose/up /ˌweə jə 'heə 'luːs/ˌʌp/ nosić rozpuszczone/spięte włosy
whiten your teeth /ˌwaɪtən jə 'tiːθ/ wybielić zęby

MP3 04 Personal possessions / Rzeczy osobiste

Clothes and footwear / Ubrania i obuwie

blazer /ˈbleɪzə/ marynarka
cargo/combat pants /ˌkɑːɡəʊ/ˌkɒmbæt pænts/ spodnie bojówki
clasp /kləsp/ klamka, sprzączka
dressing gown /ˌdresɪŋ ɡaʊn/ szlafrok
dungarees (BrE)/overalls (AmE) /ˌdʌŋɡə'reɪz/ ˌəʊvəɹːlz/ ogrodniczkę
overalls /ˌəʊvəɹːlz/ kombinezon
patch /pætʃ/ łata
slippers /ˈslɪpəz/ kapcie
strap /streɪp/ pasek, ramiączko, troczek
trench coat /ˈtrentʃ kəʊt/ trencz, prochowiec
waistcoat /ˌweɪst kəʊt/ kamizelka
wellingtons/wellies /ˌwelɪŋtənz/ˌwelɪz/ kalosze
zip /zɪp/ suwak

Describing clothes / Opisywanie ubrań

beige/nude /beɪʒ/ˌnjuːd/ beżowy/cielisty
creased /kriːst/ pognieciony
dated /ˈdeɪtəd/ staroswiecki
deep colour /ˌdiːp 'kʌlə/ głęboki odcień koloru
drab /dræb/ brzy, ponury
embroidered /ɪm'brɔɪdəd/ haftowany
faded /ˈfeɪdɪd/ wyblakły
floaty /ˈfləʊti/ zwiewny, powiewny
fluffy /ˈflʌfi/ puchaty
frayed /freɪd/ postrzępiony
funky /ˈfʌŋki/ czadowy
lacy /ˈleɪsi/ koronkowy
leather /ˈleðə/ skórzany
lightweight /ˈlaɪtweɪt/ lekki
linen /ˈlɪnɪn/ lniany
quilted /ˈkwɪltɪd/ pikowany
ripped /rɪpt/ podarty
scruffy /ˈskrʌfi/ niechlujny
velvet /ˈvelvɪt/ aksamitny, welurowy
worn out /ˌwɔːn 'aʊt/ zniszczony

Verbs and phrases / Czasowniki i zwroty

button (up)/unbutton /ˌbʌtən (ˌʌp)/ˌʌn'bʌtən/ zapinać na guziki/rozpiąć
clasp/unclasp /kləsp/ˌʌn'kləsp/ zapinać na klamkę/rozpiąć
come undone/unhooked /ˌkʌm ʌn'dʌn/ˌʌn'hʊkt/ rozpinąć się

do up/undo the buttons /ˌduː ˌʌp/ˌʌn'duː ðə 'bʌtənz/ zapinać/rozpiąć guziki
dress up/down /ˌdres 'ʌp/ˌdaʊn/ ubrać się elegancko/niezbyst starannie
dress up as sb /ˌdres 'ʌp əz/ przebrać się za kogoś
give sth a new lease of life /ˌɡɪv ˌsmθɪŋ ə ˌnjuː ˌliːs əv 'laɪf/ dać czemuś drugie życie
roll up /ˌrɔːl 'ʌp/ podwinąć
slip/throw sth on /ˌslɪp/, θrəʊ ˌsmθɪŋ 'ɒn/ zarzucić coś na siebie
sth has seen better days /ˌsmθɪŋ hæz ˌbiːtə 'deɪz/ coś jest zniszczone
tie up/untie the shoes/laces /ˌtaɪ ˌʌp/ˌʌn'taɪ ðə 'ʃuːz/ˌleɪsɪz/ zawiązać/rozwiązać buty/sznurówki
zip up/unzip /ˌzɪp ˌʌp/ˌʌn'zɪp/ zapinać na suwak/rozpiąć

MP3 05 Personality traits / Cechy charakteru

absent-minded /ˌæbsənt 'maɪndɪd/ roztrzepany
affectionate /ə'fekʃənət/ czuły
assertive /ə'sɜːtɪv/ asertywny
broad-/narrow-minded /ˌbrɔːd/ˌnærəʊ 'maɪndɪd/ o szerokich/wąskich horyzontach
broad-/narrow-mindedness /ˌbrɔːd/ˌnærəʊ 'maɪndɪdnəs/ szerokie/wąskie horyzonty
compassion /kəm'pæʃən/ współczucie
compassionate /kəm'pæʃənət/ pełen współczucia
conceit /kən'siːt/ zarozumialstwo
conceited/big-headed /kən'siːtɪd/ˌbɪɡ 'hedɪd/ zarozumiały
condescending/patronising /ˌkɒndɪ'sendɪŋ/ ˌpætrənaɪzɪŋ/ protekcyjny
conscientious /ˌkɒnʃi'ɛnʃəs/ sumienny
courteous /ˌkɜːtiəs/ uprzejmy
courtesy /ˌkɜːtəsi/ uprzejmość
cowardice /ˌkaʊədɪs/ tchórzostwo
cowardly /ˌkaʊədli/ tchórzliwy
cynical /ˌsɪnɪkəl/ cyniczny
cynicism /ˌsɪnɪsɪzəm/ cynizm
discerning /dɪ'sɜːnɪŋ/ wnikliwy, bystry
down-to-earth /ˌdaʊn tə 'ɜːθ/ twardo stąpający po ziemi
efficiency /ɪ'fɪjənsi/ efektywność
greed/greediness /ɡriːd/ˌɡriːdɪnəs/ chciwość
grumpy /ˈɡrʌmpi/ zrzędlawy
gullibility /ˌɡʌlə'bɪləti/ łatwowierność
gullible /ˌɡʌləbəl/ łatwowerny
humble /ˈhʌmbəl/ skromny
humility /ˌhjuːmɪləti/ pokora, skromność
indecisive /ɪndɪ'saɪsɪv/ niezdeterminowany
laid-back /ˌleɪd 'bæk/ wyluzowany
mischievous /ˌmɪʃɪvəs/ figlarny, szelmowski
naivety /ˌnaɪ'vəti/ naiwność
objectivity /ˌɒbdʒɪk'tɪvəti/ obiektywizm
open-mindedness /ˌəʊpən 'maɪndɪdnəs/ otwartość, brak uprzedzeń
perseverance /ˌpɜːsɪ'veərəns/ wytrwałość
quick-witted /ˌkwɪk 'wɪtɪd/ bystry, rozgarnięty
quirky /ˈkweːki/ ekscentryczny
reckless /ˈrekles/ lekkomyślny
recklessness /ˌreklesnəs/ lekkomyślność
resilience /ˌriːzɪljəns/ wytrzymałość
resilient /ˌriːzɪljənt/ wytrzymały
resourceful /ˌriːsɜːsfʊl/ zaradny
self-centred /ˌself 'sentəd/ egocentryczny
self-pity /ˌself 'pɪti/ rozczulanie się nad sobą
self-pitying /ˌself 'pɪtɪŋ/ rozczulający się nad sobą
short-tempered /ˌʃɔːt 'tempəd/ porywczy
shrewd /ʃruːd/ bystry, sprytny
single-minded /ˌsɪŋɡəl 'maɪndɪd/ wytrwały
soft-spoken /ˌsɒft 'spəʊkən/ o łagodnym głosie
spiteful /ˌspaɪtful/ złośliwy
timid /ˈtɪmɪd/ nieśmiały, bojaźliwy
timidity /ˌtɪmɪdəti/ lękliwość, płochliwość
trustworthiness /ˌtrʌst,wɜːðnəs/ bycie godnym zaufania
trustworthy /ˌtrʌstwɜːði/ godny zaufania

Extra practice

- Culture, Teacher's Resource Centre
- Listening worksheets 1, 2, Teacher's Resource Centre
- Lexical patterns, Teacher's Resource Centre

Testing

- U01 Test, Tests and Audio
- Zestawy egzaminacyjne 1–3 Poziom Rozszerzony, Tests and Audio

two-faced /tu: 'feɪst/ dwulicowy
uptight /ʌp 'taɪt/ spięty, skryty
vain /veɪn/ próżny
vanity /'væntɪ/ próżność
well-behaved /wel bi'heɪvd/ grzeczny
witty /'wɪti/ bystry, błyskotliwy

MP3 06 Feelings and emotions / Uczucia i emocje

affection /ə'fekʃən/ przywiązanie, czułość
affectionate /ə'fekʃənət/ przywiązany, czuły, serdeczny
apprehensive /,æpri'hensɪv/ bojaźliwy, lękliwy
bewildered/confused /bi'wɪldəd/kən'fju:zd/ zdumiony
bewilderment/confusion /bi'wɪldəmənt/kən'fju:zən/ zdumienie
contempt/disdain /kən'tempt/dɪ'sdeɪn/ pogarda
cross (with sb/at/about sth) /'krɒs wɪð/ət/ə'baʊt/ zły (na kogoś/coś)
despair/desperation /dɪ'speə/despa'reɪʃən/ rozpacz, desperacja
despise /dɪ'spaɪz/ gardzić
devastated/shattered /devəsteɪtəd/'ʃætəd/ zdruzgotany
dismayed /dɪs'meɪd/ przerażony, zaniepokojony
distraught/distressed /dɪs'traʊt/dɪs'trest/ zrozpaczony
distress /dɪs'tres/ ból, cierpienie
downhearted /daʊn'he:tɪd/ przynębiony
elated /i'leɪtɪd/ uszczęśliwiony
envious /'enviəs/ zawiśtny
envy /'envi/ zawiść
gobsmacked/speechless /'gɒb,smækt/'spi:tʃləs/ oniemiały
grief/sorrow /gri:f/'sɒrəʊ/ głęboki smutek, żal
grieve (over/for sb) /'gri:v (əʊvə/fə)/ opłakiwać (kogoś)
hated (of/for sb) /'heɪtɪd (əv/fə)/ nienawiść (do kogoś)
indifferent (to sth) /ɪn'dɪfrənt (tə)/ obojętny (w stosunku do czegoś)
intimidated /ɪn'tɪmɪdeɪtɪd/ onieśmiałony
miserable /'mɪzərəbəl/ smutny, przynębiony
misery /'mɪzəri/ cierpienie, niedola
petrified /'petrɪfaɪd/ sparaliżowany strachem
sadden /'sædən/ zasmucać
self-doubt /self 'daʊt/ zwątpienie w siebie
shake with fury /ʃeɪk wɪθ 'fjʊəri/ trząść się z wściekłości
sheer/pure terror/amazement /ʃiə,'pjʊə'terə/ ə'meɪzəmənt/ głębokie przerażenie/zdumienie
sob /sɒb/ łkać
sympathetic /,sɪmpə'tetɪk/ pełen współczucia
sympathy /'sɪmpəθi/ współczucie
twinge of guilt/envy/sadness/jealousy /,twɪndʒ əv 'gɪlt/'envi/'sædnəs/ 'dʒeləsi/ ułkanie poczucia winy/zawiści/smutku/zazdrości
worn out /,wɔ:n 'aʊt/ wyczerpany

Verb phrases and idioms / Zwroty i idiomy

be at a loss/at your wits' end /bi'ət ə 'lɒs/ət jə 'wɪts 'end/ być w rozterce
be in the mood (for sth) /bi'ɪn ðə 'mu:ð (fə)/ być w nastroju (do czegoś)
blow one's cool/lid/stack/top/a fuse/a gasket /bləʊ wʌnz 'ku:l/'lɪd/'stæk/'tɒp/ə 'fju:z/ ə 'gæskɪt/ wpaść w szal, wściec się
bottle sth up /'bɒtl, sʌmθɪŋ 'ʌp/ dusić coś w sobie
burst into tears/out laughing /bɜ:st,ɪntə 'tiəz/əʊt 'lɔ:fiŋ/ wybuchnąć płaczem/śmiechem
fight your own battle /faɪt jəʊ ən 'bætl/ zmagać się z czymś bez pomocy innych
get on sb's nerves /get ɒn ,sʌmbədi 'nɜ:vz/ wkurzać kogoś
get sb down /get ,sʌmbədi 'daʊn/ zasmucać kogoś

get/put sb's back up /get/,pʊt ,sʌmbədi 'bæk ʌp/ urytować kogoś
give sb a new lease of life /gɪv ,sʌmbədi ə ,nju: 'li:s əv 'laɪf/ przywrócić komuś radość życia
go/walk off in a huff /gəʊ,wɔ:k ɒf ɪn ə 'hʌf/ obrazić się i odejść
have it out with sb /,hæv ɪt 'aʊt wɪð/ rozmówić się z kimś
hit the roof /hɪt ðə 'ru:f/ wpaść w szal
make sb's blood boil /,meɪk ,sʌmbədi 'blʌd bɔɪl/ bardzo kogoś zdenerwować
my heart sank /maɪ 'hɑ:t sæŋk/ załamam się
rattle sb's cage /,rætl ,sʌmbədi 'keɪdʒ/ sprowokować kogoś
swallow your pride /swɒləʊ jə 'praɪd/ schować dumę do kieszeni

MP3 07 Skills and interests / Umiejętności i zainteresowania

born artist/leader /bɔ:n 'ɑ:tɪst/'li:də/ urodzony artysta/przywódca
conflict resolution skills /'kɒnflɪkt ,reʒəlu:ʃən skɪlz/ umiejętność rozwiązywania konfliktów
critical thinking skills /'krɪtɪkəl 'θɪŋkɪŋ skɪlz/ umiejętność krytycznego myślenia
digital literacy /dɪdʒɪtəl 'lɪtərəsi/ umiejętność cyfrowe
entrepreneurial flair /,ɒntre'prəʊ,nɜ:riəl 'fleə/ smykałka do interesów
have an aptitude/a gift/faculty/flair for sth /,hæv ən 'æptɪtju:d/ə 'gɪft/'fækəlti/'fleə fə/ mieć dar/predyspozycję/zdolności/smykałkę do czegoś
interpersonal skills /,ɪntə,pɜ:sənəl 'skɪlz/ kompetencje społeczne
soft/people skills /sɒft/'pi:pl skɪlz/ kompetencje miękkie
strong work ethic /strɒŋ 'wɜ:k ,eθɪk/ wysoka etyka zawodowa
think outside the box /θɪŋk əʊt saɪd ðə 'bɒks/ myśleć w nieszablony sposób
time management skills /taɪm ,mænɪdʒmənt skɪlz/ umiejętność zarządzania czasem
troubleshooting/problem-solving skills /'trʌbl,ʃʊtɪŋ/'prɒbləm ,sɒlvɪŋ skɪlz/ umiejętność rozwiązywania problemów
willingness to learn /wɪlɪŋnəs tə 'lɜ:n/ gotowość do uczenia się

MP3 08 Social and personal value system / Społeczny i osobisty system wartości

abide by a decision /ə baɪd baɪ ə dɪ'sɪʒən/ podporządkować/trzymać się decyzji
accept your own shortcomings /æk,sept jəʊ əʊn 'ʃɔ:t,kʌmɪŋz/ zaakceptować swoje wady
acknowledge your weaknesses /æk,nɒlɪdʒ jə 'wi:knəsɪz/ przyznać się do swoich słabości
affluent /æfluənt/ zamożny
back down /bæk 'daʊn/ dać za wygraną
back out of sth /bæk 'aʊt əv/ wycofać się z czegoś
commitment /kə'mɪtmənt/ poświęcenie, oddanie
comply with regulations /kəm,plaɪ wɪθ ,regjʊ'leɪʃnz/ stosować się do uregulowań
compromise (n, v) /'kɒmpromaɪz/ kompromis; iść na kompromis
detest sth /dɪ'test/ gardzić czymś
discriminate against sb /dɪ'skrɪmɪneɪt ə,genst/ dyskryminować kogoś
diversity /daɪ'vɜ:sɪti/ różnorodność
have the courage of your convictions /,hæv ðə ,kʌrɪdʒ əv jə kən'vɪkʃnz/ mieć przekonanie o swojej słuszności
hypocrisy /hɪ'pɒkrəsi/ hipokryzja
inclusivity /ɪn'klu:si/ inkluzywność
integrity /ɪn'tegreɪti/ uczciwość
look out for sb /lʊk 'aʊt fə/ dbać o kogoś
loyalty /'lɔɪəlti/ lojalność

moral code /mɒrəl 'kəʊd/ kodeks moralny
morality /mə'reləti/ moralność
privileged /'prɪvələdʒd/ dobrze sytuowany, uprzywilejowany
put/hold one's hands up /pʊt/,həʊld wʌnz 'hændz ʌp/ wziąć odpowiedzialność za błąd
stand by your statement/words /stænd baɪ jə 'steɪtmənt/'wɜ:dz/ podtrzymywać swoje słowa
tolerance /'tɒlərəns/ tolerancja
virtue /'vɜ:tju:/ zaleta, cnota
welfare of others /,wel'feə əv 'ʌðəz/ dobro innych

MP3 09 Authority figures / Autorytety

aspire to do sth /æs,paɪə tə 'du:/ dążyć do zajmowania się czymś
bring about change /brɪŋ ə,baʊt 'tʃeɪndʒ/ doprowadzić do zmian
challenge authority /tʃælɪndʒ ə: 'θɒrɪti/ kwestionować autorytet/władzę
earn respect /,ɜ:n rɪs'pekt/ zyskać szacunek
gain recognition /geɪn ,rekəg'nɪʃən/ zdobyć uznanie
hold sb in high/great esteem /həʊld ,sʌmbədi ɪn ,haɪ ,greɪt 'i:stɪ:m/ darzyć kogoś ogromnym szacunkiem
live up to sb's standards /lɪv ,ʌp tə ,sʌmbədi 'stændədz/ sprostać czymś standardom
look down on sb /lʊk 'daʊn ɒn/ pogardzać kimś
put sb on a pedestal /pʊt ,sʌmbədi ɒn ə 'pedɪstəl/ stawiać kogoś na piedestale
set a good example /set ə ,gʊd ɪg'zɑ:mpəl/ stanowić dobry przykład
talk down to sb /tɔ:k 'daʊn tə/ traktować kogoś z wyższością

MP3 10 Sense of identity / Poczucie tożsamości

carve out an identity /kɑ:v ,aʊt ən aɪ'dentɪti/ kształtować tożsamość
conform (to/with sth) /kən'fɔ:m (tə/wɪð)/ dostosować się (do czegoś)
define /dɪ'faɪn/ definiować, określać
develop/strengthen a sense of identity /dɪ'veləp ,streŋθən ə ,sens əv aɪ'dentɪti/ rozwijać/umacniać poczucie tożsamości
figure out /fɪgə 'aʊt/ zrozumieć
fit in with sb/sth /fɪt 'ɪn wɪð/ dopasować się do kogoś/czegoś
go through an identity crisis /gəʊ ,θru: ən aɪ'dentɪti ,kraɪsɪs/ przechodzić kryzys tożsamości
retain/lose your individuality /rɪ'teɪn ,lu:z jəʊ ,ɪndɪvɪdʒʊ ələti/ zachować/stracić swoją odrębność
self-image /self 'ɪmɪdʒ/ obraz samego siebie
sense of belonging /sens əv bi'lɒŋɪŋ/ poczucie przynależności
social status /səʊʃəl 'steɪtəs/ pozycja społeczna
uniqueness /ju: 'ni:knəs/ wyjątkowość

MP3 11 LISTENING

communication breakdown /kə,mju:ni'keɪʃən ,breɪkdəʊn/ nieporozumienie
core values /kɔ: 'vælju:z/ fundamentalne wartości
foster cooperation /fɒstə kəʊ,pə'reɪʃən/ promować współpracę
gain self-esteem /geɪn ,self 'ɪstɪ:m/ zyskać poczucie własnej wartości
stand out from the crowd /stænd ,aʊt frəm ðə 'kraʊd/ wyróżnić się z tłumu

MP3 12 READING

engage in sth /ɪn'geɪdʒ ɪn/ zaangażować się w coś
increase /ɪn'kri:s/ zwiększyć
pass on /pɑ:s 'ɒn/ przekazać
reach one's full potential /ri:tʃ wʌnz ,fʊl pə'tenʃəl/ osiągnąć pełnię swoich możliwości
reduce in size /rɪ,dju: ɪn 'saɪz/ zmniejszyć wymiary

Listening

DOBIERANIE

- 1 **CD 1.07** Usłyszysz dwukrotnie cztery wypowiedzi na temat mody. Do każdej wypowiedzi 1–4 dopasuj zdanie A–E. Jedno zdanie zostało podane dodatkowo.

- This speaker mentions
A the dual role of fashion designers.
B an admiration for alternative ways of acquiring clothes.
C examples of clothes choices that indicate personality traits.
D a different attitude to fashion older people might have.
E where and when a sense of style starts to develop.

1	2	3	4
D	A	C	B

ODPOWIEDZI NA PYTANIA

- 2 **CD 1.07** Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4. Na pytania należy odpowiedzieć w języku angielskim. *Suggested answers*

- 1 Why does Speaker 1 think that we should not always copy what others are wearing? *Because it hides our own individual personalities.*
 2 Why does Speaker 2 mention Mary Quant? *As a designer whose designs reflected the increased freedom of the 1960s.*
 3 Which particular groups does Speaker 3 mention and why? *Goths, hipsters – as examples of wearing a particular style, or having a particular type of appearance.*
 4 According to Speaker 4, what is the fashion industry responsible for? *Making us spend too much, and forcing us to throw away, and therefore harm the environment.*



18

Use of English

TŁUMACZENIE FRAGMENTÓW ZDAŃ

- 3 Przetłumacz fragmenty zdań na język angielski. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- 1 You should check when *your passport runs out* (kończy ci się ważność paszportu) before you go on holidays outside of the European Union.
 2 My eyesight *is / has been getting worse* (się pogarsza) – I'm afraid I will have to wear glasses or contact lenses really soon.
 3 She *is always talking* (ciągle mówi) about jogging and working out – I'm really fed up with that.
 4 I look up to President Strong as he *always stands by* (zawsze dotrzymuje) his words.
 5 I'm sorry I can't go shopping with you – I *am having my hair dyed* (farbuję włosy) tomorrow afternoon.
 6 My brother *grows a beard* (zapuszcza brodę) to look older every few months, but he always gets fed up with it and shaves it off.

SETY LEKSYKALNE

- 4 W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.

- 1 *go*
 Just look at my flabby arms and legs – I've really let myself ... since last holidays.
 I'm not sure these combat trousers ... with that velvet blazer – to me, it looks a bit extravagant.
 Do all young teenagers ... through a phase of knowing all the answers and being condescending?
 2 *out*
 You should be more careful about what kind of personal information you give ... on social media.
 I've been helping my mum in the garden all day – I'm so worn ...!
 Going to the gym made me realise that I was ... of shape and I had to start working out regularly.
 3 *take*
 My grandfather decided to ... early retirement and start travelling to the places he had never been to.
 Gina asked her mum to ... in her dress for the prom as it was too big.
 Please don't ... my comments personally – you are so sensitive!
 4 *in*
 One should always take pride ... one's achievements and celebrate one's successes, no matter how small they might seem to others.
 Please stop being so childish – I'm not ... the mood for your silly jokes.
 My brother Ken is proficient ... four languages, but he lacks interpersonal skills.
 5 *up*
 Rather than bottle ... our emotions, we should learn how to confront and handle them.
 My Aunt Hyacinth is really strict and it's very difficult to live ... to her standards.
 Sammy, roll ... your sleeves – it'll be easier for you to cook.

Exercise 1, Intelligent Key

1D

My opinion is that each person should develop a style that reflects their personality and retains their individuality and uniqueness, but maybe this comes with age and life experience.

- D Mówiąca wyraża opinię, że świadomość tego, że styl ubierania się może wyrażać osobowość i indywidualność danej osoby, przychodzi z wiekiem i doświadczeniem, dlatego osoby starsze mogą mieć inne podejście do mody niż osoby młodsze.

2A

Undoubtedly, they set trends for millions to follow and dictate what clothes and colours stores will be selling us for a certain period. However, when you look back it's clear that fashion trends also reflect changes in society as well.

- A Według mówiącego projektanci mody nie tylko dyktują trendy, które są zauważalne w sklepach, ale również odzwierciedlają w swoich projektach zmiany zachodzące w społeczeństwie. Jako jeden z przykładów podaje modę lat 60. będącą reakcją na zwiększoną swobodę i wolność, jakimi cieszyło się społeczeństwo.

TRANSFORMACJE ZDAŃ



- 5 Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- My headmistress is always considerate and open-minded – I respect her a lot. **ESTEEM**
My headmistress is always considerate and open-minded – I hold her in great esteem.
- Mr Petersen doesn't think highly of people who don't have a university education. **DOWN**
Mr Petersen looks down on people who don't have a university education.
- Carla keeps complaining about her hair – she's so annoying! **IS**
Carla is always complaining about her hair – she's so annoying!
- My brother Greg is very apprehensive about his first job interview tomorrow. **HE**
My brother Greg is quite nervous because he is having his first job interview tomorrow.
- There is a tendency for a lot of young people nowadays to put celebrities and influencers on pedestal. **MORE**
More and more young people are putting celebrities and influencers on pedestal nowadays.
- I get on well with my sister, but every now and again she really makes my blood boil. **GETS**
I get on well with my sister, but every now and again she really gets on my nerves.
- From my point of view, compassion and integrity are the most important values. **BE**
I find compassion and integrity to be the most important values.

SŁOWOTWÓRSTWO



- 6 Uzupełnij każdą lukę jednym wyrazem, przekształcając wyraz podany w nawiasie.

Can a politician be a good role model for young generations? Can they set a good example to youngsters who might want to follow them? Are there any (1) politicians (politics) who are guided by integrity and (2) loyalty (loyal) towards their compatriots, rather than personal ambitions and greed for power? Can we expect politicians to adhere to their principles and ideals even when political compromises need to be (3) made (make)? Justin Trudeau, the Canadian PM, is often given as an example of a politician who is an (4) inspirational/inspiring (inspire) role model to many people. He is praised especially for his policy of (5) diversity (diverse) and inclusivity when it comes to selecting Cabinet ministers. They represent different cultures: not only Canadian and French, but also Native, Sikh, Indian, Persian and more, and half of his ministers are women. This is what Trudeau believes Canada looks like – a country of people with diverse backgrounds and different (6) racial (race) and ethnic identities – and this is what his multicultural government looks like.

GRAMATYKALIZACJA



- 7 Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- I know I'm quite short and thin, and I keep my hair short, but why are people constantly asking (people / constantly / ask) me about my age?
- My mother always cries her eyes out (always / cry / eyes) when she watches children's films, like *The Lion King*.
- Jimmy, why are you unbuttoning (you / unbutton) your jacket? It's cold and windy.
- You've got terrible bags under your eyes – you are not getting enough sleep (not / get / enough / sleep) these days.
- Hurry up, kids – the concert starts (concert / start) at 7 pm, and they won't let us in if we're late.
- Daniel is getting more (and more) (get / more) assertive because he's taking part in assertiveness training.
- As far as I am / I'm concerned (I / concern), a lot of young people lack people skills nowadays.

WYBÓR WIELOKROTNY



- 8 Z opcji A–D wybierz właściwą odpowiedź.

Adolescence is the time when individuals (1) develop a sense of identity, which is of crucial importance for healthy psychological development. Yet many adults, parents and educators alike, often feel (2) confused or confused when their children or students try to understand who they really are. Teenagers (3) concern not only with their appearance, for example, matching dreadlocks with a suit to look funky. They also try out different activities and hobbies to figure (4) out what they really like doing – and, most importantly, they might challenge authority as they need to find their own beliefs and values. Unfortunately, because of peer pressure to (5) engage – or to engage in risky behaviour – the path to carving out one's identity isn't always easy, and they need adults who will provide a safe environment, and will always have their back. No matter how cheeky, spiteful or (6) stubborn a teen may seem, a supportive adult should not (7) blow their fuse, but show some empathy and promote honest communication.

- A discover **B develop** C accomplish D make
- A dismay
B hatred
C bewildered
D self-doubt
- A are experimenting
B experiment
C are on the verge of experimenting
D are due to experiment
- A up B on C into **D out**
- A fit in** B go with C blend with D fill in
- A courteous
B efficient
C big-headed
D likeable
- A blow** B burst C screw D turn

Exercise 1, Intelligent Key

3C

Choosing what to wear or how to present ourselves to the world says a lot about us, and for me it's about personality and mood.

So, if we're quite introverted, timid and don't want to stand out, we might dress so that we're inconspicuous and blend into the crowd, but also if, say, we're feeling low we might dress up to make ourselves feel better and perhaps more confident.

C Mówiący wyraża opinię, że wybór ubrań zależy zarówno od naszej osobowości, jak i od nastroju. W odniesieniu do osobowości podaje przykład, że osoby introwertyczne lub nieśmiałe mogą ubrać się w sposób niewyróżniający się, co pozwoli im wtopić się w tłum.

4B

What I do find encouraging these days is the increasing awareness of the environmental hazards of sending old clothes and fabrics to landfill. There seems to be a new industry flourishing that involves giving items a new lease of life, whether it is repurposing old clothes or reselling, gifting and donating. I am all for that.

B Mówiący wyraża swoje zadowolenie z rosnącej świadomości negatywnych skutków (np. dla środowiska naturalnego) kupowania dużej liczby nowych ubrań i ich częstego wyrzucania. Jednocześnie popiera on dawanie ubraniom nowego życia poprzez ich oddawanie do ponownego użycia lub recyklingu.

02 MIEJSCE ZAMIESZKANIA



GET READY

What different types of houses do you pass on your way to school? Choose one that you would like to live in and say why.

Dom i jego okolica

- 1 Complete the posts from a website called View From My Window with the words in the boxes.

basement cobbled converted estate landmark
stately terraced

Mia_65 My bedroom is a (1) converted loft and I have a great view! We live in a village, and I can see rows of (2) terraced houses, linked by (3) cobbled streets. There's a council (4) estate on the edge of the village, and beyond that, hills with a few farmsteads and tractors. I know there's a(n) (5) stately home just over the hill, but I can't see it from here. However, I can see a circle of large stones on the hilltop, which is a local (6) landmark.

Merry_Berry I live in a(n) (7) basement flat, so the view from my window is a stone wall!

halls housing high-rise huts sheltered residential
reach seafront stone's

Co_Op4 We live in a(n) (8) high-rise, on the tenth floor, and I have a view of the whole town! It's a seaside town and I can see the (9) seafront properties that are just a (10) stone's throw from the beach, and there are some brightly coloured beach (11) huts too. Opposite us there are some properties that have recently been converted for social (12) housing and because the population here is older than average, there are several (13) residential homes for the elderly and (14) sheltered accommodation for those who need it. It's a university town too, so I can also see a couple of (15) halls of residence for the students, within easy (16) reach of the university itself. It's a good view.

Pomieszczenia i wyposażenie

- 2 Look at the downstairs floor plan of a detached house and label rooms 1-12 with the words in the box.

cellar 3 conservatory 10 corridor 2 downstairs cloakroom 8
drawing room 9 integral garage 6 pantry 5 patio 12
playroom 11 porch 1 storage space 4 utility room 7



Lead-in

Ask students to do GET READY exercise. After two minutes ask them to share their answers with the class.

Lesson materials

- Audioscript, Student's Book page 281;
- Teacher's Resource Centre

3 Think of another room to add to the downstairs floor plan in exercise 2. Then draw the upstairs floor plan of the house. Use the wordlist on page 30 to help you.

4 Replace the underlined words with their American English equivalents in the box.

base comforter counter deck
faucet flatware rod stove yard

- We need a new worktop in the kitchen, because the old one is scratched and has burn marks on it. *counter*
- Can you ask Dad to fix the tap in the bathroom – it's dripping? *faucet*
- It's lovely to sit on the patio and watch the sun go down. *deck*
- We always used to play in the garden after school until dusk. *yard*
- It's important to have a lightning conductor on the roof to protect the house. *rod*
- I have a thick quilt on my bed because I hate being cold at night. *comforter*
- People used to give newlyweds cutlery as a present, but I don't think that happens so much today. *flatware*
- I've got something on the cooker. Could you keep an eye on it, please? I don't want it to boil over. *stove*
- If we paint the walls, we must do the skirting boards too. *base*

5 Complete the definitions. The first letters have been given.

- Banisters prevent you from falling down the stairs.
- A boiler heats the water in your house.
- Crockery includes cups, saucers and plates.
- Floorboards can be covered with carpet to make a room warmer for our bare feet.
- Electrical sockets are used to plug in electrical appliances, like kettles.
- Kitchen utsils include wooden spoons and tin openers and other things we need for cooking.
- Double glazing for windows keeps our rooms warmer.
- A mantelpiece is a shelf above an open or electric fire.
- A mattress is what we sleep on and should be good enough to support our backs.
- Shutters are used in many countries to let light in or keep a room dark.

6 Choose the correct words to complete the invitation.



Hey guys!

I've hit the jackpot! My new home is a self- (1) contained / reliant flat with (2) fitted / fitting carpets throughout, and a (3) fully - / completely- equipped kitchen. It's got (4) ample / wide storage space for all my clutter, and there's a small but well- (5) grown / maintained garden (not overgrown!) It's in a (6) leafy / grassy suburb on a tree- (7) grown / lined street. Who could wish for more? It also has a good- (8) sizable / sized sitting room, so I'm inviting you all round for a (9) housewarming / windowsill party! Friday 17th, 7.30 pm. RSVP

Cheers,
Drew



7 Work in pairs. Describe a room in your house or flat to your partner in as much detail as you can.

8 Decide if the adjectives in the box are positive or negative.

airy [p] cluttered [n] cosy [p] cramped [n] dilapidated [n] dingy [n]
draughty [n] homely [p] pristine [p] run-down [n] secluded [p]
spacious [p] squalid [n] stuffy [n] stylish [p] tranquil [p]

9 CD 1.08 Use the adjectives from exercise 8 to complete the conversation about some online viewings. Listen and check.

Lou: The window in the second bedroom looks very small – it could get very (1) stuffy in there. And the brown walls make it look (2) dingy.

Eve: And – oh look at the kitchen – it's tiny – you couldn't cook in such a (3) cramped space!

Lou: I know – just a few cookery books and it would look cluttered! But click next and you'll see the garden. I like it. It's really (4) secluded – no view of any other houses, and from the map it looks as if it's away from all the noisy traffic, so it should be a peaceful and (5) tranquil area.

Eve: You're right, and going back to the master bedroom – it's very (6) spacious – lots of room for furniture. And unlike the last house we looked at, which was really (7) run-down, this one shouldn't need much work doing on it – maybe an extension to the kitchen? Apart from the second bedroom, most of the decoration is modern and (8) stylish – I mean, the paintwork downstairs is in (9) pristine condition – not a mark or stain on it.

Lou: Yes – let's organise a viewing with the estate agent.

- 10** Work in pairs. Extend the conversation in exercise 9 using the adjectives from exercise 8 that weren't used.

- 11** Work in pairs and play the memory game. Look at the picture and name the items found or used in the garden. Look at the picture again for ten seconds and then cover it. How many items can you remember?

Exercise 11

a rake, a spade, a flowerpot, a plant, garden shears, a trowel, a lawn mower, a fence, a hose/hosepipe, a hedge, a glasshouse/greenhouse



Prace domowe

- 12** Complete the collocations with the correct verbs in the box. Sometimes more than one answer is possible. Then decide which are regular chores and which are one-off jobs. Add two more chores and two more jobs.

do do up draw fix hang lag load put scrub
sort tile unblock unload

- 1 scrub (regular)/tile (one-off)/do up (one-off) the kitchen floor
- 2 fix (one-off) a dripping tap
- 3 draw (regular)/fix (one-off) the blinds
- 4 unblock (one-off or in some cases regular) the drains
- 5 lag (one-off) an outside pipe
- 6 do up (one-off) a property
- 7 hang (one-off) a picture
- 8 do (regular) the laundry
- 9 load (regular) and unload (regular) the dishwasher
- 10 sort (regular) and put (regular) out the rubbish
- 11 tile (one-off)/scrub (regular) the walls

- 13** Which jobs from exercise 12 would you or your family do yourselves, and which jobs would you call an expert in for?

Wynajmowanie mieszkania

- 14** Complete the advice with the translations of the words in brackets. Use the wordlist on page 30 to help you.

Advice to tenants

Before signing a (1) rental agreement (*umowy najmu*), make sure you check out the (2) terms of the tenancy (*warunki umowy najmu*). Landlords get a bad press, but sometimes they have a reason. If you (3) fall behind with your rent (*zalegasz z opłatą za wynajem*) or (4) miss several payments (*nie dokonasz kilku opłat*), it can affect their finances significantly. You must be aware of the consequences of (5) taking on a higher rent (*wzięcia na siebie wyższych opłat za wynajem*) than you can afford. There will be clauses in the agreement that forbid you (6) to sublet / from subletting (*podnajmowania*) any part of your property, and also (7) the amount of notice (*dlugość okresu wypowiedzenia*) you need to give when you want to leave. You will probably be asked for a (8) holding deposit (*kaucję*), and you may also have to provide a guarantor and references before the landlord agrees to (9) let out the house (*wynająć dom*) or flat to you. Always read the (10) small print (*informacje napisane drobnym drukiem*).

Kupno i sprzedaż mieszkania

- 15** One word in each of the collocations 1–12 is incorrect. Identify and correct these words.

We want to know all about your buying and selling experiences. Post yours!

Helter_skelter12

We viewed a house and (1) put made in an offer, just a thousand under the (2) asking demanded price. The sale was agreed, and we (3) put in out a mortgage application. The agents kept the property on their website, but indicated it was (4) under on offer. Someone else booked a viewing, gazumped us and we lost the house. So disappointed and angry. Can they do this?

TomTomx

We had the house valued and (5) put it on the market stall. The agent arranged a(n) (6) open appointed viewing, and we had loads of people on the day and received several offers. We accepted the highest – they (7) got a survey check-out done and everything was (8) going through on. Then, just before (9) exchanging swapping contracts, the buyers (10) pulled out down of the sale. I don't think they'd properly (11) factored in through the full costs involved. So, we had to start again. But there's a (12) high tall demand for properties in this area, so I'm fairly optimistic.

Przeprowadzka

- 16** Complete the blog with the correct words. The first letters have been given.

Jen's Blog

What a disastrous day! I'd **booked** a (1) **removal** company to move everything to my new flat and I'd done all the packing up myself – against my mum's advice – she'd told me to get it all done by a **packing** (2) **service**. But no, I did it myself to cut down costs. I'd (3) **decluttered** and thrown out everything I wouldn't need, I'd (4) **bubble wrapped** all the (5) **fragile** items. Clothes, ornaments, books and crockery went into (6) **sturdy moving boxes** and they were all (7) **labelled**. I'd even (8) **dismantled** some **furniture** that I knew wouldn't get through the doors. And I waited. But the removal van didn't show up. So, I had to get a friend with a small van to help me out. It took umpteen journeys back and forth to the new place and lots of aching muscles after (9) **lugging** everything up and down the stairs, but we did it. And we managed to get the stuff I didn't immediately need to a **long-term storage** (10) **facility**. Thank you, Edward – you're a star!

Architektura

- 17** Complete the review with the correct words in the box.

blueprints drawn eyesore façade flagstones
foundations new build on board oversee permission
plot restoration touches

AMAZING DESIGNS

Channel 8 Thursday 8.30

Whether you're thinking of restoring a property, building your own house, or are simply interested in seeing how it's done, this series is a must-watch. From buying a (1) **plot of land**, obtaining **planning** (2) **permission** and **getting an architect** (3) **on board**, to **putting the final** (4) **touches** to a dream home, we follow every step. And there are many more steps than we realise. (5) **Blueprints** are created, plans (6) **drawn up**, and every aspect of the new building considered before the (7) **foundations** are **laid**. The homeowner has their dream, but the architect and other experts (8) **oversee** the project at every point. First in the series is a castle (9) **restoration** project with its ancient (10) **flagstones** and incredible stately (11) **façade**, and that is followed by an ultra-modern (12) **new build**, an environmentally friendly house in a forest. Are the final results of these projects iconic or an (13) **eyesore**? Your decision. Don't miss some great stories – of both success and failure.



Pronunciation activity ► p. 276

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

- 18** CD 1.09 Listen to a person talking about a home they remember. Answer the questions.

- The speaker mentions three types of houses she lived in. What was a) her previous home b) The Nook and c) the next home?
- What characteristics of an old house does the speaker mention as being part of the attraction of The Nook for her?
- How does she describe the secret house next door to The Nook?
- Why did she not live in The Nook for a long time?
- Why do you think she would rather not find out the fate of the secret house?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE ILUSTRACJI

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



- What do you think the man is showing the woman? Why?
- What is your favourite place in your home and why?
- Tell us about a time improvements or changes were made to your home.

Vocabulary Payout

Work in pairs and describe the video still. Then discuss the question below.



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

Exercise 18

- a) a pristine maisonette b) an old bungalow c) a suburban townhouse
- Low ceilings, cracks in the plaster that her imagination turned into pictures of exotic animals, lovely creaking floorboards, and an old smell due to rising damp.
- As dilapidated, with no panes in the window frames, a collapsed staircase, and climbers and weeds taking over. Despite its poor condition, the speaker sees it as a place for adventures.
- Because it was a temporary residence; her parents were in the process of buying a new house.
- Because discovering its fate might ruin the nostalgic image she has of the place from her childhood.



VIDEO 02

Further practice

- Pronunciation activities Unit 2, Student's Book page 276
- Video worksheet: Vocabulary Payout 02 Ben's vlog – on London, Teacher's Book page 304, Teacher's Resource Centre

- On-the-Go Practice: Vocabulary 02, Macmillan Education Everywhere (MEE) App

Lesson materials

- Videoscript, Teacher's Book page 305, Teacher's Resource Centre

Testing

- U02 Vocabulary Test, Tests and Audio

Exercise 2

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



Exercise 3, Intelligent Key

1B

Reporter: (...) Were you impressed by its architectural merits such as the bronze exterior panels, or its green design?

Mr Wilson: (...) I couldn't have designed it better myself.

Reporter: So, it does make a huge impact on a professional like you.

B ✓ Pan Wilson, jako profesjonalista, wyraża się bardzo pozytywnie o cechach architektonicznych muzeum. Stwierdza, że sam nie byłby w stanie zaprojektować tego budynku lepiej.

A ✗ Mówi, chociaż nie jest historykiem, jedynie dodał kontekst historyczny odnoszący się do ludności afroamerykańskiej, do której sam należy.

C ✗ W rozmowie pojawiają się wątki etnograficzne, ponieważ pan Wilson, choć nie jest etnografem, poruszył kwestie dotyczące ludności afroamerykańskiej.

D ✗ Pan Wilson wyjaśnia, że jest potomkiem członków afrykańskiego plemienia Jorubów. Nato- miast kształt budynku muzeum nawiązuje do koron, które nosili władcy tego plemienia.

2B

Christiana Parks: (...) The general idea is for these constructions to float in the event of a flood, but other than that stay still on solid foundations.

Journalist: Right, what are the foundations made of then and how are they designed?

Christiana Parks: (...) The base is made stable by a keel, so it's like on a boat. When a flood strikes the house moves upwards.

B ✓ W rozmowie opisano sposób działania domu. Christiana wyjaśnia, że w normalnych okolicznościach ten dom stoi stabilnie na lądzie, ale w przypadku powodzi unosi się na wodzie.

A ✗ Rozmowa nie dotyczy różnych innowacyjnych projektów domów, a konkretnego typu domu, i skupia się na jego funkcjach.

C ✗ W rozmowie wspomina się o materiałach, z których buduje się unoszące się na wodzie domy, ale służy to jedynie opisowi funkcjonalności tych domów.

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 • commercial buildings •
- real eyesores

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.

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

D ✗ W rozmowie nie wspomniano wad unoszących się na wodzie domów. Dziennikarka pod koniec rozmowy mówi o wadzie innego domu – domu na łodzi, który jest zbyt ciasny – i pyta Christianę, czy w przypadku domu unoszącego się na wodzie jest podobnie. Christiana nie udziela jednak jednoznacznej odpowiedzi.

3A

Christiana Parks: They are a sort of pontoon base. It's empty inside, so you can use it as additional room to put things away in normal weather conditions.

A ✓ Podstawa domu jest zbudowana w taki sposób, że jest pusta w środku i pozwala na przechowywanie w niej rzeczy podczas dobrej pogody.

B ✗ Podczas powodzi dom zmienia swoją pozycję – podnosi się i zaczyna się unosić na wodzie.

C ✗ Podstawa domu może być zbudowana nie tylko z drewna, ale także z innych materiałów, np. stali lub betonu.

D ✗ Podstawa domu przypomina ponton i jest ustabilizowana za pomocą stępki, tak jak łódź, ale są to jedynie szczegóły konstrukcyjne i nie dotyczą wyglądu budynku.

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 descendant of royalty.

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 remains in the same position in all weather conditions.
- 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.

Fish for words

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

arch chamber dome edifice gate landmark monument
post staircase temple walkway

building/place	parts of a building	could be both
edifice, landmark, monument, temple	chamber, gate, post, staircase, walkway	arch, dome

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.

Lesson materials

- Audioscript, Student's Book page 281; Teacher's Resource Centre
- Fish for verbs, Student's Book page 275

Zoom in

1 ROZMOWA WSTĘPNA Work in pairs and discuss the questions.

- 1 Describe your favourite room in your house or flat. What makes it your favourite place?
- 2 Why do people decide to refurbish their houses or flats?

Activate

2 Complete the sentences in the Know your phrases box with one word in each gap.

KNOW YOUR PHRASES

- (1) In the photograph, I can see / The photograph shows a teenage girl (2) lying/sitting on the floor.
- She's holding a book in her hands.
- It looks (3) as though she's studying something.
- She (4) seems/appears to be listening to music at the same time.
- She is wearing a T-shirt and jogging bottoms.
- The girl gives the (5) impression of feeling worn-out/exhausted/focused/distracted.
- The room couldn't be (6) more cluttered.
- In my opinion, the place is in urgent (7) need of renovation/refurbishment.

3 Complete the task below. Suggested answers

Powiedz, że:

- 1 na zdjęciu widzisz nastolatki robiące notatki; *In the photograph, I can see teenagers taking notes.*
- 2 nastolatka przedstawiona na zdjęciu siedzi w fotelu w swoim pokoju; *The teenage girl in the picture is sitting in an armchair in her bedroom.*
- 3 nastolatek przedstawiony na zdjęciu wydaje się wyczerpany; *The teenage boy in the picture seems exhausted.*
- 4 zdjęcie pokazuje posprzątane biurko; *The picture shows a tidy desk.*
- 5 Twoim zdaniem osoby przedstawione na zdjęciu wyglądają na bardzo skoncentrowane; *I believe the people in the picture appear to be very focused (on something).*
- 6 wygląda na to, że dziewczyna przedstawiona na zdjęciu patrzy przez okno zamiast się uczyć. *The girl in the photo seems to be looking out of the window instead of studying. / It seems that the girl in the photo is looking out of the window instead of studying.*

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.

Spekulując na temat tego, co widzisz na zdjęciu, możesz użyć konstrukcji: czasownik modalny + be + gerund, np.: *She might be studying for a test., He could be travelling to school or college., She must be feeling lonely.*

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. Wykonujcie zadanie, korzystajcie z wyrażen z ramki Know your phrases.

UCZEŃ A

- 1 Why do you think the people are arguing?
- 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 (not)?
- 3 Describe the last time you had time to relax at home.



Speaking Bank ► p. 218

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

- 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

Wrap it up

7 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. 204

Exercise 3, Intelligent Key 4D

Today I'd like to take you on a journey to Asia, which, I'd say, abounds in outstanding buildings and inspiring ideas for urban developments. As you know, my love of travel takes me to places, and Asia happens to be an irresistible destination.

D ✓ Mówiący stwierdza na początku, że bardzo lubi podróżować, a następnie opisuje miejsca i obiekty architektoniczne Azji, które do tej pory odwiedził. **A** ✗ Mówiący opowiada o miejscach, które odwiedził, a nie o takich, o których odwiedzeniu marzy. Ponadto nie mówi o tym, że jego wyjazdy mają wakacyjny charakter.

B ✗ Mówiący opowiada o swoich wrażeniach dotyczących odwiedzonych miejsc, ale w ich opisie nie podaje żadnych szczegółów, świadczących o jego profesjonalnej wiedzy architektonicznej.

C ✗ Mimo że mówiący opowiada o cudach stworzonych przez człowieka oraz jest pod dużym wrażeniem opisywanych budynków, nie ujawnia, że to głównie takie monumentalne budowle go interesują.

5A *I hope I got your imagination fired up with my description of these architectural masterpieces.*

A ✓ Mówiący wypowiada się bardzo pozytywnie o każdym z opisywanych miejsc, a na końcu wszystkie je nazywa architektonicznymi arcydziełami.

B, C, D ✗ Mówiący wypowiada się tak samo pozytywnie o wszystkich budynkach.

6B *The park consists of three gardens which together span 540,000 square metres. Its shape resembles an orchid. Singapore's national flower symbol, and the idea behind the development was to manifest the country's diverse cultures: Indian, Chinese, Malay and colonial.*

B ✓ Mówiący wyjaśnia, że zarówno kształt parku nawiązujący do kwiatowego symbolu Singapuru, jak i sama idea zbudowania parku, odzwierciedlają kulturową różnorodność państwa, były celowe. W ten sposób przedstawia fakty dotyczące parku.

A ✗ Mówiący stwierdza, że park jest prawdopodobnie najbardziej znaną budowlą w Singapurze, a więc wyraża swoją opinię. **C** ✗ Mówiący stwierdza, że stalowe drzewa są elementem parku, który zrobił na nim największe wrażenie. Jest to opinia.

D ✗ Mówiący wyraża opinię, że osoby odwiedzające park nie powinny czuć wyrzutów sumienia, ponieważ park jest zrównoważoną budowlą, co z kolei jest faktem.

Further practice

- Speaking Bank, Student's Book page 218
- Speaking Set 02, Student's Book page 204

Testing

- Zestawy egzaminacyjne ustne 1–6, Tests and Audio

Exercise 3, Intelligent Key

18

The recent enforced immobilisation has seen me imprisoned in front of the television for what feels like an eternity. However, it has also given me a chance to catch up on what types of programme people are watching these days. It has been a revelation.

B ✓ W pierwszym zdaniu Sally pisze o tym, że została przymusowo zatrzymana w domu, ale w drugim zdaniu przyznaje, że miało to swoje dobre strony – miała szansę nadrobić zaległości dotyczące popularnych programów telewizyjnych. W kolejnym zdaniu stwierdza, że ta sytuacja była dla niej jak objawienie.

2A

Having little 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. The first one is that much of this is down to people's basic curiosity about looking inside other people's homes. I have a friend who regularly checks out local houses for sale...

A ✓ W zdaniu poprzedzającym lukę Sally pisze o kilku wnioskach, które nasunęły jej się po obejrzeniu programów wnętrzarskich. W kolejnym zdaniu podaje pierwszy z nich, a w następnym ilustruje go przykładem z życia swojego znajomego.

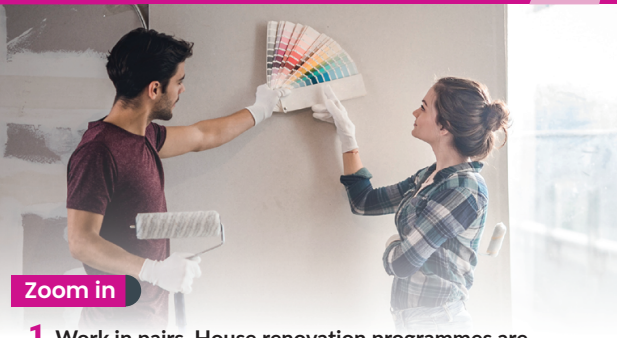
3E

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 is concerned. 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. Thirdly, there are also some interesting life stories.

E ✓ Zdanie pasujące do luki podaje dodatkowe informacje do drugiego argumentu, który w swoim tekście przedstawia Sally. W kolejnym zdaniu natomiast prezentuje ona już trzeci swój argument.

4C

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. 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. And as for the garden – well, there is so much scope...



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 the structure – cracked plaster, ill-fitting shutters and so on. (3) So, if you are seriously considering making an offer on a house or putting down a deposit for a rental, a physical visit is always advised. Although much more convenient than the way our parents would check out a house years ago, a virtual tour will not tell you about the incessant noise of a busy street, how superbly located it actually is (or isn't), 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 these tours should serve mainly to eliminate possible choices, saving everyone precious time.

C ✓ W zdaniu poprzedzającym lukę autorka przyznaje, że programy telewizyjne zainspirowały ją do przemyślenia możliwych zmian w swoim własnym domu. W następnym zdaniu wspomina o dwóch takich potencjalnych zmianach (likwidacja ściany w kuchni, dobudówka powiększająca gabinet), a w kolejnym zdaniu mówi o zmianach w ogrodzie.

DOBIERANIE



- 3** Przeczytaj tekst ze strony 27, 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.
- 2** **A** The first one is that much of this is down to people's basic curiosity about looking inside other people's homes.
1 **B** However, it has also given me a chance to catch up on what types of programme people are watching these days.
4 **C** It's about time the kitchen wall was 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.
3 **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.
- 1** If you have a problem with lifting / rising damp, you need to call in a professional.
2 Heating a room can be costly when there are ill- / bad- fitting shutters or window frames.
3 The bottom of our garden flooded because of running / leaky pipes quite deep underground.
4 We double-checked the bedroom dimensions / extents and found that we had not measured it correctly the first time.
5 People who take on large- scale / degree projects often move into temporary accommodation while the building work is underway.
6 Today, having enough packing / storage space is a top priority when it comes to installing a new kitchen.
7 On its own, broken / cracked plaster is not a big problem, but it might be a sign of some more fundamental structural damage.
8 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 it to the class.

Lesson materials

- Fish for verbs, Student's Book page 275



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) It has been a revelation.

- 5 I used to watch house design programmes on the odd occasion when I was home alone, but not that often. Who knew that people today have become so obsessed by 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.

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) I have a friend who regularly checks out local houses for sale online just because he wants to look beyond the exteriors to see what people have done to improve their homes.

- 15 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 is concerned, perhaps confirming ideas that they'd already been considering. (3) Thirdly, there are also some interesting life stories. You might have seen a series about volunteers who were helping to transform houses for people who'd been living in accommodation not appropriate for their disabilities or other special needs. The final reveal scenes of the transformations can be quite tear-jerking.

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

- 1 Work in pairs. Read the tweet below. What would you do if you had a neighbour like Damien? Have you or someone you know experienced any problems with the neighbours? If so, describe the situation.



Damien
@damien_

My neighbour knocked on my door this morning at 2:30 AM! Can you believe that – 2:30 AM? Luckily for him, I was still drilling holes for my new kitchen units.

3:55 PM - Sep 7, 2023

- 2 Look at the underlined sentences in exercise 3 on page 26 and in the text *Reporter Sally Thatcher writes from her sofa* on this page. Which past tenses can be found in them? What are the rules for using these tenses? If you are not sure, check the Grammar Reference on page 230.

GRAMMAR POINT

We moved in here ages ago. It's been ages / It's ages since we moved in here.

- 3 Read the Grammar point box. Then translate the fragments in brackets into English in the text below.

I (1) had never heard (*nigdy nie słyszałam*) of European Neighbours' Day until my neighbours invited me round to celebrate it. One May morning, a perky teen boy (2) appeared / turned up (*pojawił się*) at our doorstep with an invite to a barbecue party that afternoon. I was largely taken aback by the situation, and I (3) was just getting ready to go shopping (*właśnie szykowałam się do wyjścia na zakupy*) anyway, so I mumbled that I was going to be busy and that I (4) couldn't come (*nie mogę przyjść*). After he left, I realised that I (5) had missed my bus (*przegapiłam swój autobus*) and decided to stay home. As I (6) was preparing lunch (*przygotowywałam lunch*), I was thinking about my friendly young neighbour and I (7) began/started to feel bad (*zaczęło mi być głupio*) about treating him so harshly. It dawned on me that even though we (8) had been living (*mieszkaliśmy*) in this neighbourhood for over six months, I still didn't know anyone, so I thought to myself: 'It's high time you (9) made friends (*zaprzyjaźniła się*) with the people living next door,' and decided to go. Now it's been ages since (10) we met (*się poznaliśmy*) and we've been great friends.

- 4 Work in pairs. Do you know what your neighbourhood used to look like 50 years ago? Do you think people met up more often and used to get along better than they do now? Discuss.

Exercise 2

It's about time the kitchen wall was taken down – past simple after it's about time / it's high time

I used to watch house design programmes on the odd occasion when I was home alone, but not that often. – used to, past simple

You might have seen a series about volunteers who were helping to transform houses for people who'd been living in accommodation not appropriate for their disabilities or other special needs. – past continuous, past perfect continuous

Rules: habits in the past, ongoing actions in the past, ongoing action that continued for a period of time before another action in the past

Pronunciation activity ► p. 276

Grammar Reference and Practice ► pp. 230–231

27

Further practice

- Pronunciation activities Unit 2, Student's Book page 276
- Grammar Reference and Practice 02
Mówienie o przeszłości (past simple, past continuous, past perfect, past perfect continuous, used to, would), Student's Book pages 230–231
- On-the-Go Practice Grammar 02, MEE App

Testing

- U02 Grammar Test, Tests and Audio



Zoom in

1 Work in pairs and discuss the questions.

- 1 Why is it increasingly rare for people to have a close relationship with their neighbours?
- 2 Can you think of five positive and five negative characteristics of a friendly neighbourhood?

Practise

GET SMARTER

Zanim przystąpisz do tłumaczenia fragmentu zdania, zastanów się, jakiego czasu należy użyć, i poszukaj elementów, które pomogą Ci to ustalić. Może to być np. 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.* Uważaj też na mniej typowe struktury, np. *It's time I moved out.*

2 Read the pairs of sentences. Then work in pairs and decide why different tenses were used in each case. Translate the sentences into Polish.

- 1 a We'd already found a flat when the estate agent rang with his offer.
b We've already found a flat, so we told the estate agent we weren't looking for offers.
- 2 a They moved to Málaga last year. They're happy in their new neighbourhood.
b They've moved to Málaga and they seem to be happy there.
- 3 a Are you ready to move out now?
b My parents had sold all their property. Now they were ready to move on.
- 4 a It's the first time I've used this removal company.
b It was the first time I'd used that removal company.

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.

- 1 When I got home, I realised that I (zostawiłem klucze do domu) had left the / my house keys in the car.
- 2 It was the second time we (zorganizowaliśmy) had organised a barbecue party for the neighbours.
- 3 My neighbour (zawsze włączał) always used to play / was always playing / always played / would always play loud music when I was about to go to sleep.
- 4 How long is it since you (pokłóciliście się) quarrelled / argued / fell out / had a fight with your next door neighbours?
- 5 Why (nie pościeliłeś) haven't you made your bed yet? It's almost midday!
- 6 We (zawsze mogliśmy liczyć na) could always count on our neighbours. That's why we liked them so much.
- 7 That area (nigdy nie miała dużego wzięcia) had never been highly sought-after/desirable, but that changed when a draft plan to build a new metro line was announced.
- 8 This penthouse (był do remontu) was in need of renovation/ refurbishment when we bought it.
- 9 It's about time they (rozebrali) demolished this old dilapidated building.

TŁUMACZENIE FRAGMENTÓW ZDAŃ



4 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.

- 1 It's the first time (kiedy spotkałem) I've met our new landlord.
- 2 Neither of us (nie znał żadnego z sąsiadów) knew any of the neighbours. It was really strange.
- 3 My grandfather would (grabił swój ogród) rake his garden at least once a day.
- 4 We (szukaliśmy) had been looking for a house in a leafy suburb for two years before we found it.
- 5 I was shattered because I (pieląkam grządki kwiatowe) 'd been weeding the flowerbeds all day.
- 6 Who (robił pranie) used to do the laundry/did the laundry at your house when you were little?
- 7 (Podczas gdy tata przygotowywał) While dad was preparing dinner, I was making a shopping list for the party.
- 8 People in Australia celebrate Neighbour Day (po to, aby) in order to/so as to/to promote better community cooperation.
- 9 I (nigdy nie chciałem) never wanted to move out of our villa, but at some point it became too expensive to live there.

Wrap it up

5 Work in pairs. Read the meaning of the acronym KIPPERS and discuss when you think is a good time to leave the nest and move out. Why do you think young people delay this decision?

Kids In Parents' Pockets Eroding Retirement Savings (KIPPERS) is a slang term for adult children who are still living at home with their parents even after finishing school and reaching working age.

Further practice

- Use of English – Extra Practice 02, Student's Book page 268

Zoom in

1 Look at the photos. Answer the questions.

Same time, same city, two different streets



- What problem are the photographs trying to convey? Is it a problem in your area? If so, how serious?
- Would you join a protest against concreting over towns and cities? Why (not)?

Activate

2 Complete the *Know your phrases* box with the words in the box.

collaboration confront daunting direct favour
stand united suggest worsened wrong

KNOW YOUR PHRASES

- The aim of this letter is to **draw** / (1) **direct** your attention to a difficulty most towns are currently facing.
- I am writing this letter with a view to highlighting a problem most cities must **tackle** / (2) **confront**.
- As far as I am concerned, the situation has **gone from bad to worse** / (3) **worsened**.
- I find it **unacceptable** / (4) **wrong** that our towns are being concreted over despite climate changes.
- Living in a place deprived of green spaces and trees seems to be a **bleak** / (5) **daunting** prospect.
- Therefore, I wholeheartedly believe that what we need is **concerted effort** / (6) **collaboration**.
- It is worth showing to the authorities that we **want to act together** / (7) **stand united** for a good cause.
- Another argument in **support** / (8) **favour** of our cooperation is that we can exchange our views.
- What we **propose** / (9) **suggest** is organising an online meeting to discuss our ideas.

3 Complete the task below.

Powiedz, że:

- celem Twojego listu jest zwrócenie uwagi na problem wybetonowanych placów miejskich;
- większość miast na świecie musi stawić czoła podobnym problemom;
- sytuacja w Twojej miejscowości bardzo się pogorszyła, jeżeli chodzi o dbałość o środowisko;
- tereny zielone w Twojej miejscowości są przekształcane (*converted*) w betonowe place i trzeba przeciw temu działać wspólnie;
- warto się jednoczyć w słusznej sprawie.

Practise

GET SMARTER

Pamiętaj, że list do uczniów i uczennic innej szkoły to list formalny i nie powinien zawierać:

- zbyt potocznych zwrotów rozpoczynających i kończących list, np. *Hi, Take care, See you itp.*;
- skrótowych form czasowników, np. *would've*;
- języka charakterystycznego dla wypowiedzi ustnych, np. *We're gonna organise ...*;
- czasowników frazowych, np. *Urban spaces need doing up*.

4 Rewrite the sentences in more formal English using the prompts in brackets.

- Our towns need doing up, but we want more green areas, not concreted squares. (in need, however, wish)
- Teens who're eco-conscious would like more places where they can chill out. (environmentally-aware, appreciate, amenities)
- I'd say we could organise a get-together and think up some ideas. (believe, solutions, could be, suggest)
- Why not show everyone that we care about our towns and cities? (propose, manifest, urban)

5 Read the task in exercise 6. Then work in pairs and think of at least two types of projects you could suggest to include in your letter. Describe and evaluate your ideas.

LIST FORMALNY

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

Ostatnio wiele się mówi o trendzie polegającym na betonowaniu przestrzeni miejskich. Twoja szkoła chciałaby zorganizować akcję mającą na celu przeciwdziałanie temu zjawisku i zachęcić do udziału w niej kolegów ze szkoły partnerskiej w Londynie. Napisz list do uczniów tej szkoły, w którym podasz powody, dla których warto zorganizować taką akcję, oraz przedstawisz pomysł na wspólny projekt.

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

Writing Bank ► p. 226

Wrap it up

7 Work in pairs. Imagine you have been asked by the city council to vote which of the following amenities to build. Choose one amenity from each pair and justify your opinion.

- more cycling paths or free city scooters
- brick or steel public buildings
- an interactive museum or an outdoor gym

Exercise 3

Suggested answers

- The purpose of my letter is to draw attention to the problem of concreted over / concrete town squares.
- The majority of towns around the world must confront similar problems.
- The situation in my town has worsened when it comes to environment protection.
- Green areas in my city are being converted into concrete squares and we must stand united against it.
- It is worth acting together for a good cause.

Exercise 4

- Our towns are in need of renovation. However, we wish for more green areas rather than more concreted over squares.
- Environmentally-aware teenagers would appreciate amenities which would allow them to relax.
- I believe one of the solutions could be organising a meeting and suggesting some new ideas.
- I propose we manifest how much we care about our urban spaces.

Further practice

- Writing Bank, Student's Book page 226
- Wypowiedź pisemna: Bank dodatkowych zadań Unit 2, Teacher's Book page 297

MP3 13 VOCABULARY

The house and its surroundings /

Dom i jego okolica /

Rodzaje domów / Types of houses

basement flat /'beɪsmənt 'flæt/ mieszkanie poniżej poziomu ulicy

beach hut /'bi:tʃ hʌt/ domek na plaży

bedsit /'bedsɪt/ kawalerka na wynajem

bungalow /'bʌŋɡə,ləʊ/ bungalow

converted loft/loft conversion /kən,vɜ:tɪd 'loʊft/

'loʊft kən,vɜ:ʃən/ zaadaptowane poddasze

council house/estate /'kaʊnsəl haʊs/ lokalny komunalny/ osiedle bloków komunalnych

gated housing estate /,geɪtɪd 'haʊzɪŋ/ osiedle ogrodzone osiedle

hall of residence (BrE)/dorm/dormitory (AmE)

/'hɔ:l əv 'rezɪdəns/ 'dɔ:m/ 'dɔ:mitri/ akademik

houseboat /'haʊs,bɔ:t/ łódź mieszkalna

maisonette /,meɪzə'net/ dwupiętrowe mieszkanie z osobnym wejściem

manor /'mænə/ posiadłość ziemiska

mobile home/motor home/trailer /,məʊbəl 'həʊm/ 'məʊtə 'həʊm/ 'treɪlə/ przyczepa mieszkalna

penthouse /'pent,haʊs/ luksusowy apartament na najwyższym piętrze

residential home/nursing home /,rezi,dənʃəl 'həʊm/ 'nɜ:siŋ 'həʊm/ dom opieki

self-contained apartment /,self kən'teɪnd ə 'pɑ:tment/ samodzielne mieszkanie

sheltered accommodation /,ʃeltəd ə,kəmə'deɪʃən/ mieszkania dla osób niesamodzielnych

social housing /,səʊʃəl 'haʊzɪŋ/ mieszkania socjalne

stately home /,steɪtli 'həʊm/ piękna zabytkowa rezydencja

tenement building/house/block /'tenəmənt 'bɪldɪŋ/haʊs/blok/ budynek czynszowy

terraced houses/terrace (BrE)/row houses (AmE)

/'terəs 'haʊsɪz/ 'terəs/ 'rəʊ 'haʊsɪz/ domy szeregowce

thatched cottage /,θætʃt 'kɒtɪdʒ/ dom kryty strzechą

tower block/high-rise /'taʊə blok/ 'haɪ raɪz/ wieżowiec

townhouse /'taʊnhaʊs/ dom w centrum miasta

Location and surroundings / Położenie i otoczenie

a stone's throw from /ə 'stəʊn θrəʊ frəm/ rzut beretem od czegoś

adjacent to /ə dʒeɪsənt tə/ w sąsiedztwie czegoś

cobbled street /'kɒbld 'stri:t/ brukowana ulica

cul-de-sac/dead end /'kʌl də 'sæk/ 'ded 'end/ ślepa uliczka

dirt track/road /'dɜ:t træk/ 'rəʊd/ droga gruntowa

footpath /'fʊtpɑ:θ/ ścieżka dla pieszych

highly sought-after/desirable area /'haɪli sɔ:t 'ɑ:ftə/ 'di,zəɪərəbəl 'eəriə/ rejon cieszący się dużym wzięciem

inner city /'ɪnə 'sɪti/ biedne śródmieście

in the middle of nowhere /ɪn ðə 'mɪdəl əv 'nəʊweə/ na odludziu, w szczyrim polu

incessant noise /ɪn 'sesənt 'nɔɪz/ nieustanny hałas

local amenities /'ləʊkəl ə'mi:nɪtiz/ lokalne udogodnienia

local landmark /'ləʊkəl 'lændmɑ:k/ miejscowy punkt orientacyjny

off-street parking /'ɒfstri:t 'pɑ:kɪŋ/ osobny parking

on the seafloor /ɒn ðə 'si:frənt/ nad brzegiem morza

prime/vibrant location /praɪm/ vaɪbrənt

superbly/conveniently/centrally located /su: 'pɜ:bli/ kən'vi:nɪəntli/ sentrəli ləʊ'keɪtɪd/ wspaniale/dogodnie/centralnie położony

well-served by public transport /wel 'sɜ:vɪd baɪ 'pʌblɪk 'træns'pɔ:t/ dobrze skomunikowany

within easy reach of/allowing easy access to /wɪ ðɪn 'i:zi 'ri:tʃ əv/ 'ləʊzɪŋ 'i:zi 'ækses tə/ umożliwiający łatwy dostęp do czegoś

within walking distance of /wɪ ðɪn 'wɔ:kiŋ 'dɪstəns əv/ w bezpośrednim sąsiedztwie czegoś

MP3 14 Rooms and home furnishings / Pomieszczenia i wyposażenie

Pomieszczenia / Rooms in the house

cellar/basement /'selə/ 'beɪsmənt/ piwnica

conservatory /kən'sɜ:vətəri/ oranżeria

corridor /'kɒrɪdɔ:/ korytarz

(downstairs) cloakroom /('daʊn,steəz) 'kləʊkrʊm/ toaleta (na parterze)

drawing/sitting room /'drɔ:ɪŋ/ 'sɪtɪŋ ru:m/ salon, bawialnia

extension /ɪks'tenʃən/ przybudówka

integral garage /,ɪntɪgrəl 'gærɑ:ʒ/ garaż połączony z domem

master bedroom /,mɑ:stə 'bedru:m/ główna sypialnia

pantry /'pæntri/ spiżarnia

patio/terrace (BrE)/deck (AmE) /'pætiəʊ/ 'terəs/ dek/ patio, taras

playroom /'pleɪrʊm/ pokój zabaw

porch /pɔ:tʃ/ ganek

roof terrace /'ru:f, 'terəs/ taras na dachu

spare room/guest room /,speə 'ru:m/ 'gest ru:m/ pokój gościnny

storage space /'stɔ:riʒ speɪs/ przestrzeń do przechowywania

utility room /ju:'tɪləti ru:m/ pomieszczenie gospodarcze

walk-in wardrobe/closet /,wɔ:k ɪn 'wɔ:drəʊb/ 'klɒzɪt/ garderoba

Furnishings, facilities, equipment / Wyposażenie

all modern conveniences/all mod cons

/'ɔ:l 'mɒdən kən'vi:niənsɪz/ 'ɔ:l 'mɒd 'kɒnz/ wszystkie wygody

banister /'bænistə/ poręcz

bedding /'bedɪŋ/ pościel

boiler /'bɔɪlə/ kocioł, bojler

bunk beds /'bʌŋk 'bedz/ łóżko piętrowe

cat flap (BrE)/pet door (AmE) /'kæt flæp/ 'pet dɔ:/ kłapka w drzwiach dla zwierząt

cooker (BrE)/stove (AmE) /'kʊkə/ 'stəʊv/ kuchenka

crockery /'krɒkəri/ naczynia stołowe, porcelana

cutlery (BrE)/flatware/silverware (AmE)

/'kʌtləri/ 'flætweə/ 'sɪlvəweə/ sztuczce

doorstep /'dɔ:steɪp/ próg

doorway /'dɔ:weɪ/ otwór drzwiowy

double glazing /'dʌbəl 'gleɪzɪŋ/ podwójne szyby w oknach

duvet/quilt (BrE)/comforter (AmE) /'du:ve/ 'kwɪlt/ 'kʌmfətə/ kołdra

electrical socket /ɪ,lektrɪkəl 'sɒkɪt/ gniazdko elektryczne

fitted carpet /'fɪtɪd 'kɑ:pɪt/ wykładzina dywanowa

fitted kitchen units /'fɪtɪd 'kɪtɪŋ ju:nɪts/ meble kuchenne na wymiar

floorboards /'flɔ:rbɔ:dz/ deski podłogowe

French windows /'frentʃ 'wɪndəʊz/ przeszkłone drzwi tarasowe

kitchen utensils /'kɪtɪŋ ju:'tensəlz/ przybory kuchenne

lightning conductor (BrE)/lightning rod (AmE)

/'laɪtnɪŋ kən,dʌktə/ 'laɪtnɪŋ rɒd/ piorunochron

mantelpiece /'mæntəlpi:s/ półka nad kominkiem

mattress /'mætrɪs/ materac

shutters /'ʃʌtəz/ okienne

skirting board (BrE)/baseboard (AmE) /'skɑ:tɪŋ bɔ:d/ 'beɪsbɔ:d/ listwa przypodłogowa

skylight /'skɑɪlaɪt/ okno dachowe

sliding/revolving door /'slaɪdɪŋ/ 'ri:vɒlvɪŋ 'dɔ:/ drzwi przesuwne/obrotowe

tap (BrE)/faucet (AmE) /tæp/ 'fɔ:sɪt/ kran

window pane /'wɪndəʊ peɪn/ szyba okienna

window sill /'wɪndəʊ sɪl/ parapet

worktop/work surface (BrE)/counter (AmE)

/'wɜ:ktɒp/ 'wɜ:k 'sɜ:fɪs/ 'kaʊntə/ blat kuchenny

Description / Opis

airy /'eəri/ przewiewny, dobrze wentylowany

ample /'æmpəl/ pokąźny

cluttered (up) with sth /'klʌtəd ('ʌp) wɪð/ zagracony czymś

cosy /'kəʊzi/ przytulny

cramped /kræmpt/ ciasny

creaking /'kri:kiŋ/ skrzypiący

damp /dæmp/ wilgotny

derelict /'derəlɪkt/ opuszczony

dilapidated /dɪ'læpɪdeɪtɪd/ zniszczony, w ruinie

dingy /'dɪndʒi/ ciemny i zapuszczony

draughty /'dra:fti/ pełen przeciągów

eyesore /'aɪ,sɔ:/ szkarada

fully equipped /fʊli 'i'kwɪpt/ w pełni wyposażony

good-sized /,gʊd 'saɪzd/ sporych rozmiarów

homely /'həʊmli/ przytulny

in need of renovation /ɪn 'ni:d əv 'renə'veɪʃən/ do remontu

leafy /'li:fi/ pełen zieleni

overgrown with sth /əʊvə'grəʊn wɪð/ zarośnięty czymś

pristine /'prɪsti:n/ nieskazitelny

run-down /,rʌn 'daʊn/ zapuszczony, zniszczony

secluded /si'klu:did/ ustronny, odosobniony

single-storey/multi-storey /,sɪŋɡəl 'stɔ:ri:/ 'mʌlti 'stɔ:ri:/ jedno-/wielokondygnacyjny

spacious /speɪʃəs/ przestronny

squalid /'skwɒlɪd/ obskurny

stately /'steɪtli/ okazały

stuffy /'stʌfi/ duszny

stylish /'staɪlɪʃ/ stylowy

tranquil /'træŋkwɪl/ cichy, spokojny

tree-lined /'tri: laɪnd/ wysadzaný drzewami

ultra-modern /'ʌltrə 'mɒdən/ supernowoczesny

unfurnished/sparsely furnished /ʌn 'fɜ:nɪʃt/ 'spɑ:slɪ 'fɜ:nɪʃt/ nieumeblowany/skopo umeblowany

welcoming/unwelcoming /wel'kʌmɪŋ/ ʌn'wel'kʌmɪŋ/ przyjemny, gościnny/niegościnny

well-maintained /wel meɪn'teɪnd/ dobrze utrzymany, zadbane

Garden / Ogród

driveway /'draɪvweɪ/ podjazd

flowerbed /'flaʊə,bed/ grządka z kwiatami

flowerpot /'flaʊəpɒt/ doniczka

garden shears /,gɑ:dən 'ʃiəz/ sekator

glasshouse/greenhouse /'glɑ:shaʊs/ 'grɪ:nhaʊs/ szklarnia

hedge /hedʒ/ żywopłot

hose/hosepipe /həʊz/ 'həʊs,pəɪp/ wąż ogrodowy

lawn mower /'lɔ:n məʊə/ kosiarka

rake (n, v) /reɪk/ grabie; grabić

shed /ʃed/ szopa

spade (n, v) /speɪd/ topata; przerzucać topatą

trowel /'traʊəl/ topatka

vine/climber /vaɪn/ 'klaɪmə/ pnącze

weed (n, v) /wi:d/ chwast; pęlić

yard (AmE) /jɑ:d/ dziedziniec, ogród

MP3 15 Housework / Prace domowe

bin liner (BrE)/trash bag/garbage bag (AmE) /'bɪn 'laɪnə/ 'træʃ bæɡ/ 'gɑ:biʒ bæɡ/ worek na śmieci

change a fuse /tʃeɪndʒ ə 'fju:z/ wymienić bezpiecznik

do/fold the laundry /,du:/ 'fəʊld ðə 'ləʊndri/ robić/składać pranie

drill (n, v) /dri:l/ wiertarka; wiercić

fix a dripping tap /fiks ə 'dripiŋ 'tæp/ naprawić ciekący kran

give sth a fresh coat/lick of paint /gɪv 'sʌmθɪŋ ə freʃ 'kəʊt/ 'lɪk əv 'peɪnt/ pomalować coś

grime/dirt /graɪm/ 'dɜ:t/ brud

hang a picture /hæŋ ə 'pɪktʃə/ powiesić obrazek

Extra practice

- Culture, Teacher's Resource Centre
- Listening worksheets 3, 4, Teacher's Resource Centre
- Lexical patterns, Teacher's Resource Centre

Testing

- U02 Test, Tests and Audio
- Zestawy egzaminacyjne 1–3, Poziom Rozszerzony, Tests and Audio

hang/put/peg the washing out /ˈhæŋ/ˌpʊt/ˌpeg ðə ˈwɒʃɪŋ aʊt/ rozwiesić pranie
hoover/vacuum the carpet /ˈhuːvə/ˌvækjuəm ðə ˈkɑːpɪt/ odkurzyć dywan
lag an outside pipe/the hot-water tank /ˌlæɡ ən ˈaʊtsaɪd ˈpaɪp/ðə ˈhɒt ˈwɔːtə tæŋk/ obłożyc rurę zewnętrzną/zbiornik gorącej wody warstwą izolującą
load/unload the dishwasher /ˌləʊd/ˌʌnˌləʊd ðə ˈdɪʃˌwɒʃə/ załadować/rozładować zmywarkę
plaster (n, v) /ˈplɑːstə/ gips; gipsować
pull down/draw/open the blinds /pʊl ˈdaʊn/ˌˈdrɔː/ˌəʊpən ðə ˈblaɪnz/ zaciągnąć/otworzyć żaluzje
put/take out the rubbish /pʊt/ˌteɪk əʊt ðə ˈrʌbɪʃ/ wynosić śmieci
redecorate/renovate/refurbish/restore/do up /ˌriːˈdekoʊreɪt/ˌreɪnəʊveɪt/ˌriːˈfɜːbɪʃ/ˌrɪs ˈtʊː/ˌduː ˈʌp/ odnowić
redcoration/renovation/refurbishment/restoration /ˌriːˈdekoʊreɪʃən/ˌreɪnəʊˈveɪʃən/ˌrɪːˈfɜːbɪʃmənt/ˌrestəʊˈreɪʃən/ remont
scour/scrub /ˈskaʊə/ˈskrʌb/ szorować
screw (n, v)/unscrew /ˈskuː/ˌʌnˈskuː/ śruba; przykręcić/odkręcić śrubę
sort the rubbish /ˌsɔːt ðə ˈrʌbɪʃ/ sortować śmieci
tile/paper the walls /taɪl/ˌpeɪpə ðə ˈwɔːl/ położyć kafelki/tapetę na ścianach
unblock the drain /ˌʌnˌblok ðə ˈdreɪn/ odetkać odpływ
wipe (n, v) /waɪp/ chusteczka nawilżana; wycierać

MP3 16 Renting a flat / Wynajmowanie mieszkania

amount of notice/notice period /əˌmaʊnt əv ˈnəʊtɪs/ˈnəʊtɪs ˈpiəriəd/ długość okresu wypowiedzenia
at three/six months' notice /ət ˈθriː/ˌsɪks mʌnθs ˈnəʊtɪs/ z trzy-/sześciomiesięcznym okresem wypowiedzenia
evict /ˈɪvɪkt/ eksmitować
eviction /ˈɪvɪkʃən/ eksmisja
fall behind with/miss your rent payments /fɔːl biːhaɪnd wɪð/ˌmɪs jə ˈrent ˌpeɪmənts/ zalegać z opłatami za wynajem
fixed-term tenancy /ˈfɪkst ˌtɜːm ˈtenənsi/ wynajem na czas określony
give sb notice to quit their flat /ɡɪv ˌsʌmbədi ˈnəʊtɪs tə ˈkwɪt ðə ˈflæt/ wręczyć komuś nakaz opuszczenia mieszkania
lease runs for/runs out in /liːs ˈrʌnz fɔː/ˌrʌnz əʊt ɪn/ najem jest ważny przez/kończy się w
let out a house/flat /ˌlet əʊt ə ˈhaʊs/ˈflæt/ wynajmować komuś dom/mieszkanie
provide a guarantor/references /prəˈvaɪd ə ˌɡærən ˈtɔː/ˌrefərənsɪz/ wskazać poręczyciela/ dostarczyć referencje
occupy a house/flat /ˈɒkjəpaɪ ə ˈhaʊs/ˈflæt/ zajmować, zamieszkiwać w domu/mieszkanie
put down a (holding) deposit /pʊt ˈdaʊn ə ˈ(həʊldɪŋ) dɪˌpɒzɪt/ wpłacić kaucję
read the small print /riːd ðə ˈsmɔːl ˈprɪnt/ czytać informacje napisane drobnym drukiem
sign a lease/rental contract/agreement /saɪn ə ˈliːs/ˌrentəl ˌkɒntrækt/əˌɡriːmənt/ podpisać umowę najmu
sublet /ˌsʌbˈlet/ podnajmować
take (in) a lodger /ˌteɪk (ɪn) ə ˈlɒdʒə/ przyjąć sublokatora
take on a high rent /teɪk ɒn ə ˈhaɪ ˈrent/ wziąć na siebie płaćenie wysokiego czynszu
tenant /ˈtenənt/ lokator
terminate a contract /ˌtɜːmɪneɪt ə ˈkɒntrækt/ rozwiązać umowę
terms of a lease/the tenancy/the contract /ˌtɜːmz əv ə ˈliːs/ðə ˈtenənsi/ðə ˈkɒntrækt/ warunki umowy najmu

verbal agreement /ˈvɜːbəl əˌɡriːmənt/ umowa ustna

MP3 17 Buying and selling property / Kupno i sprzedaż mieszkania

accept an offer /əkˌsept ən ˈɒfə/ przyjąć ofertę
agree a sale /əˌɡriː ə ˈseɪl/ dobić targu
apply for/take out/secure a mortgage /əˌplaɪ fɔː/ˌteɪk əʊt/sɪˌkjəʊə ˈmɔːɡɪdʒ/ ubiegać się o/ wziąć/zapewnić sobie kredyt hipoteczny
asking price /ˈɑːskɪŋ praɪs/ cena wywoławcza
be gazumped /bi ɡə ˈzʌmpɪt/ zostać przebitym
book a viewing /ˌbʊk ə ˈvjʊːɪŋ/ zarezerwować termin oględzin
close the deal on sth /ˌkloʊz ðə ˈdiːl ɒn/ zawrzeć umowę czegoś
exchange contracts /ˌɪksˌtʃeɪndʒ ˈkɒntræktz/ sfinalizować umowę kupna-sprzedaży nieruchomości
factor in the full/additional costs /ˌfæktər ɪn ðə ˈfʊl/əˌdɪʃənəl ˈkɒsts/ uwzględnić wszystkie/ dodatkowe koszty
get a survey done /ˌget ə ˈsɜːveɪ dʌn/ zamówić ekspertyzę
get your property valued/get a valuation /ˌget jə ˈprɒpəti ˈvæljuːd/ˌget ə ˈvæljuː ˈeɪʃən/ zamówić wycenę nieruchomości
go/fall through /ɡəʊ/ˌfɔːl ˈθruː/ dojść/nie dojść do skutku (o transakcji)
high demand for properties /ˌhaɪ dɪˌmɑːnd fɔː ˈprɒpətiːz/ duży popyt na nieruchomości
house hunting /ˈhaʊs ˈhʌntɪŋ/ poszukiwanie domu do kupienia
housing association /ˈhaʊzɪŋ əˌsɒʊsi ˈeɪʃən/ wspólnota mieszkaniowa
open viewing /əʊpən ˈvjʊːɪŋ/ ogólnodostępne oglądanie domu/mieszkania
pay stamp duty /ˌpeɪ ˈstæmp ˌdjuːti/ zapłacić opłatę skarbową
pull/back out of the purchase/sale /ˌpʊl/ˌbæk əʊt əv ðə ˌpɜːtʃəs/seɪl/ wycofać się z kupna/sprzedaży
put a property on the market /ˌpʊt ə ˈprɒpəti ɒn ðə ˈmɑːkt/ wystawić nieruchomość na sprzedaż
put in an offer/application /ˌpʊt ɪn ən ˈɒfə/ ˌæplɪˈkeɪʃən/ złożyć ofertę/wniosek
renegotiate the price /ˌriːnɪˌɡəʊjeɪt ðə ˈpraɪs/ renegotjować cenę
repossess a house /ˌriːpəˈzes ə ˈhaʊs/ odebrać dom osobie nie spłacającej rat kredytu hipotecznego
the property is under offer /ðə ˈprɒpəti ɪz ˌʌndər ˈɒfə/ ktoś złożył ofertę na zakup tej nieruchomości

MP3 18 Moving house / Przeprowadzka

book a removal company/packing service /ˌbʊk ə ˈriːmuːvəl ˌkʌmpəni/ˌpækɪŋ ˌsɜːvɪs/ zamówić firmę przeprowadzkową/usługę pakowania
bubble wrap (n, v) /ˌbʌbləl ˈræp/ folia bąbelkowa; zapakować w folię bąbelkową
declutter /ˌdiːˈklʌtə/ pozbyć się niepotrzebnych rzeczy
dismantle the furniture /ˌdɪsˌmæntəl ðə ˈfɜːnɪtʃə/ demontować meble
fixtures and fittings /ˌfɪkstʃəz ənd ˈfɪtɪŋz/ osprzęt i wyposażenie
fragile/breakable items /ˌfrædʒaɪl/ˌbreɪkəbəl ˈaɪtəmz/ delikatne/krusze przedmioty
housewarming (party) /ˈhaʊsˌwɔːmɪŋ (ˌpɑːti)/ parapełówka
label/number/secure the boxes /ˌleɪbəl/ˌnʌmbə/ˌsiˌkjəʊə ðə ˈbɒksɪz/ opisać/ponumerować/zabezpieczyć kartony
lug boxes up and down the stairs /ˌlʌɡ ˌbɒksɪz ʌp ənd ˌdaʊn ðə ˈsteəz/ wnosić pudła w górę/dół po schodach
packing tape /ˌpækɪŋ teɪp/ taśma pakowa

redirect your mail /ˌriːdɪˌrekt jə ˈmeɪl/ przekierować pocztę
sturdy/heavy-duty moving boxes /ˌstɜːdi/ˌhevi ˌdjuːti ˈmuːvɪŋ ˌbɒksɪz/ wytrzymałe kartony do przeprowadzki
use a (long-term) storage facility /juːz ə (lɒŋ ˌtɜːm) ˈstɔːrɪdʒ fəˌsɪlɪti/ korzystać z przechowalni (długoterminowej)

MP3 19 Architecture / Architektura

blueprint /ˈbluːprɪnt/ projekt architektoniczny
building site /ˈbɪldɪŋ saɪt/ plac budowy
concrete /ˈkɒnkriːt/ beton
cornerstone/foundation stone /ˈkɔːnəstəʊn/ˌfaʊnˈdeɪʃən stəʊn/ kamień węgielny
downspout/drainpipe /ˌdaʊnspaʊt/ˌdreɪnpaɪp/ rynna
draw up plans /ˌdrɔː ˈʌp plænz/ sporządzać plany
exterior /ˈeksˈtɪəriə/ część zewnętrzna
facade/façade /fəˈsɑːd/ fasada
flagstone /ˈflæɡstəʊn/ płyta chodnikowa
flight of stairs/steps /ˌflaɪt əv ˈsteəz/ˈsteɪps/ kondygnacja schodów
floor/ground plan /ˈflɔː plæn/ plan pomieszczeń
get an architect on board /ˌget ən ˈɑːkɪtekt ɒn ˌbɔːd/ zatrudnić architekta
insulation /ˌɪnsjuːˈleɪʃən/ izolacja/ocieplenie budynku
interior /ˈɪnˈtɪəriə/ wnętrze
landscape architecture /ˈlændskeɪp ˌɑːkɪtektʃə/ architektura krajobrazu
lay the foundations /ˌleɪ ðə ˌfaʊnˈdeɪʃənz/ kłaść fundamenty
marble /ˈmɑːbəl/ marmur
new build /ˈnjuː bɪld/ nowe budownictwo
oversee a project /əʊvəˌsiː ə ˈprɒdʒekt/ nadzorować projekt
planning permission/consent /ˈplænɪŋ pəˌmɪʃən/ˌkənˌsent/ pozwolenie na budowę
plot (of land) /ˌplɒt (əv ˈlænd)/ działka
plumbing /ˈplʌmɪŋ/ instalacja wodno-kanalizacyjna
pull down/demolish /ˌpʊl ˈdaʊn/dɪˌmɒlɪʃ/ wyburzyć
put the final touches to /ˌpʊt ðə ˈfaɪnəl ˈtʌtʃɪz tə/ nadawać czemuś ostatnie szlify
put up /ˌpʊt ˈʌp/ wznosić
restoration project /ˌrestaʊˈreɪʃən ˌprɒdʒekt/ projekt odbudowy
sewage system /ˈsjʊːɪdʒ ˌsɪstɪm/ kanalizacja
slate/roof tile /sleɪt/ˌruːf taɪl/ dachówka
stairwell/stairway/staircase /ˈsteəweɪl/ˈsteəweɪ/ˈsteəˌkeɪs/ klatka schodowa
steel /stiːl/ stal
timber (BrE)/lumber (AmE) /ˈtɪmbə/ˌlʌmbə/ drewno (jako materiał budowlany)
under construction /ˌʌndə kənˈstrʌkʃən/ w budowie
wiring /ˈwaɪərɪŋ/ instalacja elektryczna

MP3 20 LISTENING

arch /ɑːtʃ/ łuk
chamber /ˈtʃeɪmbə/ komnata
dome /dəʊm/ kopuła
edifice /ˈedɪfɪs/ gmach
passage /ˈpæsɪdʒ/ korytarz
post /pəʊst/ słup
temple /ˈtempəl/ świątynia
walkway /ˈwɔːkˌweɪ/ kładka

MP3 21 READING

dimensions /ˌdaɪˈmɛnʃənz/ wymiary
blocked drain /ˌblɒkt ˈdreɪn/ zatkany odpływ
cracked plaster /ˌkrækt ˈplɑːstə/ pęknięty tynk
ill-fitting shutters/window frames /ɪl ˈfɪtɪŋ ˈʃʌtəz/ˌwɪndəʊ freɪmz/ źle dopasowane okiennice/ramy okienne
large-scale project /ˌlɑːdʒ ˌskeɪl ˌprɒdʒekt/ projekt na dużą skalę
leaky pipe /ˌliːki ˈpaɪp/ nieszczelna rura
rising damp /ˌraɪzɪŋ ˈdæmp/ wilgoć podciągająca od ziemi

Listening

WYBÓR WIELOKROTNY

Exercise 1, Intelligent Key 1C

The cost of buying or renting property in central locations is spiralling and a young architect, Harrison Marshall is using his knowledge of design and construction to raise awareness of the issue. Harrison, remarkably, has built a tiny house in a skip – that's right – the big heavy metal containers we usually hire to dump rubbish when we're doing home renovations.

C ✓ W tekście jest mowa o wysokich kosztach wynajmu nieruchomości w centrum, a pomysł architekta na dom w kontenerze miał podnieść świadomość tego problemu.

A ✗ W tekście nie ma mowy o tym, że Harrisona nie stać na zamieszkanie w innym miejscu.

B ✗ Celem Harrisona było zwrócenie uwagi na problem wysokich kosztów najmu, które można obniżyć poprzez życie w ekonomiczny sposób.

2A
With a lack of council houses and social housing, what happens to people forced from their homes? It is a problem that many of us are only one or two steps away from. It could only take an unexpected redundancy, or a divorce to push us closer to homelessness.

A ✓ Mówiący opisuje problem rosnących rat kredytów mieszkaniowych, który może prowadzić do utraty domu, a w konsekwencji do bezdomności. Pod koniec wypowiedzi wyraża obawę, że problem ten może dotknąć każdego.

B ✗ Opisany problem jest powiązany z sytuacją ekonomiczną, ale wypowiedź nie zawiera ostrzeżenia przed tą sytuacją.
C ✗ Mówiący nie zachęca nikogo, aby buntował się przeciwko właścicielom mieszkań, a jedynie stwierdza, że podnoszą oni ceny najmu najprawdopodobniej dlatego, że sami muszą płacić wysokie raty kredytów.

3D
It's thought that in recent years, there has been up to an 80% increase in people choosing a floating home. In the UK, one of the attractions is the cost – it can be much less than renting or buying a bricks and mortar house and of course, houseboats are exempt from stamp duty too.

Although I found getting a mortgage was quite tricky.
D ✓ Matt przytacza akt prawny dotyczący braku opłaty skarbowej w przypadku zakupu łodzi mieszkalnej.

A ✗ Matt wyjaśnia, że w ostatnim czasie zaobserwowano wzrost liczby osób wybierających życie na łodzi, sięgający około 80%. Nie jest to więc fakt, a obserwacja.

1 CD 1.12 Usłyszysz trzy teksty. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.

Text 1

- 1 Why has Harrison built a strange house?
A Because he cannot afford to live anywhere else.
B To show how economically someone can live.
C To highlight a housing problem.

Text 2

- 2 In his report, the speaker
A shows concern about how people will be affected by a current trend.
B gives warnings about the state of the economy.
C encourages tenants to stand up to landlords.

Text 3

- 3 Which of the following is stated in the interview as a fact, not an opinion?
A 80% more people are buying houseboats these days than before.
B Houseboats cost less than a normal house.
C It is more difficult to get a mortgage for a houseboat.
D When purchasing a houseboat, buyers avoid paying a certain tax.
- 4 What does Matt say about living on a houseboat?
A He appreciates the fact that he can sail off when he wants.
B House maintenance is more problematic than boat maintenance.
C Sleeping is difficult in stormy weather due to the rocking of the waves.
D Waking up to the sounds of the city while living on a boat is quite romantic.
- 5 Which of the following is true about Matt?
A He doesn't mind untidy areas.
B He is happy with the layout and furnishings.
C He envies other houseboats with well-maintained flower areas.
D He has put in place security measures.
- 6 Matt refers to a popular detective series to
A show how solitary a life on a houseboat can be.
B point out additional attractions of living on a houseboat.
C give an example of a different type of houseboat to his own.
D indicate the importance of other houseboat owners.

ZDANIA Z LUKAMI

2 CD 1.12 Wysłuchaj nagrania jeszcze raz. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach (1–5) tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

- 1 Harrison Marshall *isn't paying / doesn't have to pay (the landowner)* a lot to rent the plot for his tiny house.
2 Rental prices are going up because property owners *pay their own higher mortgage instalments*.
3 Sometimes it's enough to *lose your job* unexpectedly to become homeless.
4 The majority of houseboats *are static / permanent / stay in one place / remain stationary* rather than moving around using an engine or sail.
5 Matt isn't concerned with storage space limitations because he is *organised and tidy / an organised and tidy person*.

B ✗ Łódź mieszkalna może (ale nie musi) być tańsza niż tradycyjny dom.
C ✗ W odczuciu Matta otrzymanie kredytu nie było procedurą. Jest to jednak jego subiektywna opinia.

4B
Yes, many people assume that life on a houseboat is romantic, with the opportunity to sail off as and when you feel the urge! On a practical note – most houseboats are static, permanent homes without engines or sails. This is the case with my boat. What is also less romantic about owning a houseboat is the maintenance. You will have to take care of filling the water tank or emptying your toilet. But it's still less of a problem compared to what you have to do around the house, you know, shovelling the snow or mowing the lawn.

Use of English

TŁUMACZENIE FRAGMENTÓW ZDAŃ

3 Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- 1 Mr Potter *had just moved in/into* (dopiero co wprowadził się) his new terraced house when he was visited by the next-door neighbours who came to say hello.
2 My grandparents *are considering/contemplating/ thinking of* (zastanawiają się nad) moving out of their house in the countryside because they want to live closer to the city.
3 The plumber *was fixing the leaking/dripping* (naprawiał ciekący) tap when the water started flowing out of the pipe.
4 How *long have you had* (długo masz) highlights? They look amazing!
5 I *have only worn glasses for* (noszę okulary dopiero od) a few days, but I've already got used to them.
6 My friend Mark *used to live in* (kiedyś mieszkał na) the suburbs, but he's recently moved into a tower block next to mine.
7 As *far as I am / I'm concerned* (w moim przekonaniu), cities should not pull down old townhouses, but renovate them.

WYBÓR WIELOKROTNY

4 Z opcji A–D wybierz właściwą odpowiedź.

I was really upset when my grandma asked me to clean up the (1) in her house. I hated going up there because it was dark with poor lighting and one small (2) . It was also (3) and there was dust everywhere. But I couldn't say no, because grandma (4) her hip a few months before and it was really difficult for her to move freely. So I went up and started looking around when I (5) sight of an old trunk hidden in the corner. It took me a while to open it, but it was worth it. When I looked at some old documents, letters and photos I found at the bottom of the trunk, I realised that my great-grandfather (6) a member of a partisan group during World War II! I ran down the stairs to ask my grandma about her father's past.

- | | |
|-------------------|---------------------|
| 1 A cellar | B basement |
| C attic | D shed |
| 2 A skylight | B pet door |
| C window pane | D windowsill |
| 3 A pristine | B stuffy |
| C self-contained | D welcoming |
| 4 A has broken | B was breaking |
| C broke | D had broken |
| 5 A has caught | B caught |
| C was catching | D had caught |
| 6 A was | B has been |
| C had been | D would be |

B ✓ Według Matta obowiązki związane z mieszkaniem na łodzi, takie jak napełnianie zbiorników wodą czy opróżnianie toalety, są mniej uciążliwe niż obowiązki wykonywane wokół domu, takie jak koszenie trawy czy odśnieżanie.

A ✗ Łódź Matta nie ma ani silnika, ani żagli i nie można na niej pływać.

C ✗ Według Matta kotłowanie fali, nawet w trakcie burzowej pogody, pomaga w zaśnięciu i jest romantycznym aspektem mieszkania na łodzi.

D ✗ Matt zauważa, że życie na łodzi pozwala mu cieszyć się ciszą i spokojem, mimo że jego miejsce zamieszkania znajduje się niedaleko centrum miasta. Dźwięki miasta nie przeszkadzają mu tak jak wcześniej, gdy mieszkał w zwykłym domu w samym centrum. Co więcej, wypowiadając się na temat mieszkania na łodzi, Matt dostrzega w nim pewien romantyzm.

SETY LEKSYKALNE

- 5** W zadaniach 1–4 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.

1 *house*

The local authorities are going to build a council ... for the people who can't afford to live in private accommodation. Terry has been ... -hunting for months, but he hasn't found anything suitable yet.

My cousins are planning to move ... because the flat they live in is too small for them.

2 *down*

A few tenement buildings have been pulled ... in the city centre to make room for new tower blocks.

Sally is so big-headed – she looks ... on people who don't live in big mansions and don't wear designer clothes.

My Uncle Jack has put a deposit ... on a new flat.

3 *do*

Look, these jeans have shrunk in the wash – I can't ... them up!

I've run out of clean underwear and T-shirts – I think I need to ... the laundry.

Kelly will ... my hair before the prom – she thinks I should wear it in a bun.

4 *take*

I've had to ... out the rubbish since I was seven.

My mother could ... pride in her leadership skills but she is rather humble.

If you ... on such a high rent, you might not have enough money for entertainment or holidays.

SŁOWOTWÓRSTWO

- 7** Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki. Dwa wyrazy zostały podane dodatkowo.

bag bed convenient cramp share space
sparse store

One of the strangest experiences I've ever had while travelling was last year when I spent a night in a capsule hotel. It was the first time I'd ever been to Tokyo and someone suggested that I might want to try this type of accommodation and recommended one to me, as it's really cheap and (1) *conveniently* located in the city centre. Well ... it was cheap, clean, cosy and ultra-modern, but it was also a bit (2) *cramped* and lacked privacy. Basically, you sleep in a capsule, or a pod the size of a bed, closed with a door (which you can't lock – that's the law in Japan). You also get some (3) *storage* space for your luggage. The hotel provides basic amenities, that is the (4) *bedding*, a flat TV or some kind of radio and TV unit, electrical sockets and Wi-Fi.

All the other facilities are (5) *shared* – I mean, the showers and toilets, dining area, and kitchen. In my hotel, there was also a beautiful (6) *spacious* entertainment area and a laundry room. As a woman, I slept on a female-only floor, while men slept on other floors. Basically, it felt a bit like sleeping in a dormitory, but I'm not sure I would do it again, as it was a bit too claustrophobic for me.

TRANSFORMACJE ZDAŃ

- 6** Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1** We redecorated the kitchen a long time ago.

It's ages *since we redecorated* the kitchen.

- 2** Mr Hutt dismantled all the furniture before the arrival of the removals company.

By the time the removals company arrived, Mr Hutt *had dismantled* all the furniture.

- 3** My father was exhausted after papering the walls in my room for five hours.

My father was exhausted because *he had been papering* the walls in my room for five hours.

- 4** When Paul was at university, he rented a flat after living in a dormitory for two years.

When Paul was at university, first he *lived in a dormitory* for two years and then he rented a flat.

- 5** Even in his late 70s, Mr Ford used to do all the gardening himself.

Even in his late 70s, Mr Ford would *do all the gardening* himself.

- 6** The Graftons were a little worried as they had never taken a lodger before.

The Graftons were a little worried as it was the first time *they had taken* a lodger.

- 7** As far as I'm concerned, the situation at school has worsened even further.

As far as I'm concerned, the situation at school has gone *from bad to* worse.

GRAMATYKALIZACJA

- 8** Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów.

- 1** These days they *are pulling down a lot* (pull / lot) of the old, dilapidated houses in the city to build new tower blocks.

- 2** I was watering the garden while my sister *was swimming in the pool* (swim / pool).

- 3** I *used to share* (use / share) a bunk bed with my sister and we always fought about who would sleep on the top bunk.

- 4** By the time my brother and his wife had enough money to afford it, they *had been drawing up the plans* (draw / plan) of their dream house for many years.

- 5** I *had just hoovered* (just / hoover) the carpet when the dog walked all over it with its dirty paws.

- 6** Our neighbour was *always telling us* (always / tell / we) not to play outside our house because we were too noisy!

- 7** For a moment, Catherine *looked as though* (look / though) she wanted to say something, but she remained silent.

- 8** When I was a teenager, I *would climb the tree / used to climb the tree* (climb / tree) in our back garden every day after school.

Exercise 1, Intelligent Key

5B

Mine is a narrowboat, and it is narrow, but it is fully equipped and with fitted furnishings throughout. You need to be quite creative and resourceful – I've had some bespoke pieces made for the boat and now it all works for me. (...) What I must point out is that there is no room for clutter. I think it suits my way of living because I'm quite an organised person and I've always been tidy. I also like the coziness of my living area, and the security of there being only one entrance and exit.

B ✓ Rozkład i wyposażenie łodzi odpowiadają Mattowi. Mówi, że mimo ograniczonego miejsca, meble robione na zamówienie są funkcjonalne.

A ✗ Matt jest osobą zorganizowaną i lubiącą porządek, a na łodzi nie ma miejsca na bałagan.

C ✗ Mimo braku ogródka, Matt ma na łodzi trochę roślin. Matt wspomina też o innych łodziach, na których jest dużo zieleni, a ich właściciele są z nich dumni.

D ✗ Fakt, że łódź ma tylko jedno wejście i wyjście sprawia, że Matt czuje się na niej bezpiecznie.

6C

If you've seen the detective series 'Van der Valk' set in Amsterdam, you'll know that there they have large Dutch barges which have good-sized accommodation – some of the scenes in the series look just like they've been filmed in a normal dining or bedroom – really airy and spacious!
C ✓ Łódź pokazana w serialu detektywistycznym jest większa od łodzi Matta, a jej wnętrze wygląda jak zwykły dom. Jest to więc zupełnie inna łódź mieszkalna.

A ✗ Matt twierdzi, że mieszkanie na łodzi nie jest tylko dla singli. Wspomina o tym, nie odnosząc się do serialu.

B ✗ Matt nie opisuje żadnych atrakcji dotyczących mieszkania na łodzi w odniesieniu do serialu.

D ✗ Matt mówi, że wielu właścicieli mieszka na łodziach samotnie, ale w miejscu, gdzie łódź jest zacumowana, zazwyczaj tworzy się społeczność życzliwych osób. Nie wspomina on jednak o tym, odnosząc się do serialu detektywistycznego.