

repetitorium

podręcznik do szkół
ponadpodstawowych



Język angielski

POZIOM ROZSZERZONY

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 macmillan
education

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) 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) name and family name, marital (3) , and (4) name if you've officially changed it because you got married, and also any (5) features. They'll need your nationality and your country of (6) along with your full address. Any forms to do with health will require your next of (7) , and census forms or anonymous surveys may ask about your ethnic (8) , assigned (9) at birth and your (10) pronoun. Government forms will practically always want your National (11) Number, if you have one. There are a lot of privacy laws protecting our personal data, but recording and keeping (12) 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?

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 p of life, what age do you think they mean?
 - 2 People expect ma from you when you move from ado to adu . Do you think this is fair?
 - 3 Who would you say can give the best par advice to people with a n baby?
 - 4 If someone is on the v of retirement, what sort of plans should they make for the future?
 - 5 Why do you think some couples opt for a r office wedding, or civil pa , rather than a white wedding?
 - 6 At the moment I'm not allowed to drive because I'm u . 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 up for a special occasion, I like to my hair loose because my glossy auburn locks add a touch of elegance and perfectly to the style of the event.
- 2 I my fringe out last year, and now it's all the same length.
- 3 I've been a brace to my teeth. Soon I'll get them because they look really dull.
- 4 I guess you could describe my appearance as nondescript – I certainly into the crowd.
- 5 I bought the wrong size shirt and I can hardly up the buttons. It makes me look plump – but I'm not!
- 6 I've really myself go and I need to back into shape fast. Any advice on a good routine to help out?

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) or (2) , and want a new look? Don't just bin those (3) jeans, fluffy (4) or (5) boots that have (6) better days. Even if the items are a bit (7) and (8) out, we might be able to transform them into something new and (9) , and give them a new (10) of life! Brandon works magic producing award-winning (11) waistcoats, while Emma can create (12) , lacy dresses from old materials. Alex works with fabrics and can transform practically anything made of things like denim, (13) and (14) into (15) jackets or amazing (16) 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) in an intense, (18) 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 Complete the definitions with the correct options. 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 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 that it was difficult to hear him.
- 3 A 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 as their children are, and got into trouble more often.
- 5 Scientists and doctors are reporting that being , and not stressed out, is good for our health in many ways.
- 6 We need politicians who are 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 2 3 4 5 6

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*.
- I was *extremely happy* when I learned I'd got a distinction in my exams.
- I was *a little worried* about starting at a new college, but it turned out fine.
- When I was a child, I was *really upset* to learn that fairies didn't really exist.
- I was *totally surprised and shocked* when my friends bought me a guitar for my birthday.
- I am, and have always been *very, very frightened* of going in elevators.
- 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.

- 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** Complete the idioms and phrases in the conversation with the correct alternatives. 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) *nerves' / 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) *wars / 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 2 3

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

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

Spółeczny 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) (**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) (**commit**) to whatever they undertake and know that they can accept their own (3) (**short**). We all have our weaknesses but acknowledging them is important.

I completely agree. I personally detest (4) (**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) (**convict**) and be prepared to take risks and follow through on things with perseverance. Oh, yes, and (6) (**tolerate**), for me that is really important in people – to accept other points of view and want (7) (**include**) and (8) (**diverse**) in life. It's all about (9) (**moral**) too, and a person's moral code, isn't it?

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 in an argument if proved wrong?
- 2 always comply regulations, even if you disagree with them?
- 3 put your hands to admit you were wrong or made a mistake?
- 4 usually stand your words and promises?
- 5 generally abide a decision once you've made it, without changing your mind?
- 6 disapprove of people who discriminate others on grounds of race or gender?
- 7 look for your friends when they're going through a bad time?
- 8 sometimes back 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 our respect.
- 2 Sometimes we people on a pedestal who shouldn't be there.
- 3 A good role model is someone who is inspiring and a good example.
- 4 Sometimes we need to authority in order to about necessary change.
- 5 If we someone in high esteem, it is not always easy to up to their standards.
- 6 Not all those who deserve it recognition for their achievements.

Poczucie tożsamości

19 Read about identity and translate the phrases into English.

I would say that most of us go through some form ¹ (*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 (*Czy definiują mnie*) my gender, my race, my ³ (*status społeczny*), or by my politics? Generally, our ⁴ (*poczucie tożsamości rozwija się*) as we mature and ⁵ (*zaczynamy pojmować*) where we stand. What most of us want is some ⁶ (*poczucie przynależności*) and ⁷ (*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 (*utrąty naszej odrębności*). Also, we can become overly concerned ⁹ (*naszym obrazem samych siebie*) and with how others see us. However, in general, we ultimately ¹⁰ (*kształtujemy tożsamość*) for ourselves which has our ¹¹ (*wyjątkowość*) at its heart.

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.

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.



Zoom in

1 Work in pairs and discuss the questions.

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

Practise

GET SMARTER

Zadania polegające na dobieraniu zdań do wypowiedzi mogą sprawdzać umiejętność wyszukiwania określonych informacji. Taki typ zadania wymaga dużego skupienia i wychwycenia kluczowych słów lub 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 oznacza to, że właśnie to nagranie będzie pasowało do tego konkretnego zdania.

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

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

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
///	///	///	///

Fish for words

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

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

CULTURE

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

Wrap it up

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



Zoom in

1 ROZMOWA WSTĘPNA Work in pairs and discuss the questions.

- 1 What are you into? How did you start your hobby?
- 2 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.

Powiedz, że:

- 1 szukasz hobby związanego ze sztuką;
- 2 chciałbyś/chciałabyś zapisać się na kurs rysunku;
- 3 nie wiesz, co dokładnie chcesz robić;
- 4 jesteś beznadziejny/beznadziejna w sportach drużynowych;
- 5 gra na perkusji to nie Twoja bajka;
- 6 ośrodek oferuje sporą zniżkę na kursy twórczego myślenia pod warunkiem płatności z góry;
- 7 osoby, które prowadzą kursy, mają ogromne doświadczenie i są pełne entuzjazmu.

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.

- a What do you think might suit me?
- b Could you clarify, please?
- c Would you like to have a go at horse-riding?
- d What are you after in particular?
- e Could you be a bit more specific, please?
- f Why don't you have a stab at pool yoga?
- g What exactly do you wish to do?
- h 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 przebywałeś w hotelu, który oferuje gościom ciekawe zajęcia. Dzwonisz do pracownika hotelu, który przyjmuje na nie zapisy. Poniżej podane są cztery kwestie, które należy omówić.

Twoje zainteresowania grupy wiekowe
terminy zajęć tematyka zajęć

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. 177

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



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.

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 Complete the sentences with the correct alternatives A or B.

- 1 In some countries children do not always 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 in size to allow other parts to grow larger.
A cut down B reduce
- 3 Parents can on resistance to some diseases to their children.
A give B pass
- 4 Improved diet definitely our life expectancy.
A increases B grows
- 5 We all need to 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.

- 1 Obecnie więcej dzieci pokonuje choroby wieku dziecięcego i osiąga pełny potencjał wzrostu.
- 2 Nasi przodkowie musieli angażować się w polowania.
- 3 Z biegiem czasu nasze kości szczęki zmniejszyły się.
- 4 Rodzice mogą przekazać swoim dzieciom odporność na te choroby.

Wrap it up

6 Work in pairs and discuss the questions.

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



▶ Constant changes

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

According to some scientists the topic is complex, but the simple answer is yes, it is. The human body has altered quite significantly over the centuries, and this is down to changes in lifestyle, habitat and developments in our ability to use tools and technology. Our ancestors ate a plant-based diet, which involved chewing raw leaves, so their teeth and digestive systems developed to deal with that. But as we incorporated meat 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 simple and 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 (not joke). I (be) as serious as possible.
 - 2 No matter where I (go), they (forever / ask) me to spell my surname. So annoying!
 - 3 More and more foreigners (apply) for the Polish visa these days.
 - 4 When (school ID / run) out?
 - 5 (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.
 - 2 They are **now** processing your application, so please wait a minute.
 - 3 Customs officers **sometimes** run spot checks on passengers.
 - 4 The border guards are working in another office **at the moment**.
- 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.



Zoom in

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

- 1 There should be just one card which is your ID, your passport and your debit card.
- 2 People should be allowed to design their ID cards the way they fancy.
- 3 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.

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

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.

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.

Powiedz, że:

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

Practise


GET SMARTER

Pamiętaj, że dobrze napisany artykuł powinien mieć przyciągający uwagę tytuł, wstęp zachęcający do 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 | 3 quotation |
| 2 personal story | 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?

MP3 01 VOCABULARY

Personal data / Dane osobiste

assigned gender /əˈsaɪnd ˈdʒendə/ przypisana płeć
biometric data /ˌbaɪəʊˌmetrɪk ˈdeɪtə/ dane biometryczne
census form /ˈsɛnsəs fɔːm/ formularz spisu ludności
country of residence /ˌkʌntri əv ˈrezɪdəns/ kraj zamieszkania
distinguishing features /dɪˈstɪŋɡwɪʃɪŋ ˈfi:tʃəz/ znaki szczególne
enter information /ˌentər ɪnfəˈmeɪʃən/ wprowadzić informacje
ethnicity/ethnic origin /eθˈnɪsəti/, eθnɪk ˈbrɪdʒɪn/ pochodzenie etniczne
forename/first name /ˈfɔːneɪm/, fɜːst ˈneɪm/ pierwsze imię
give out information /ˌɡɪv ˌaʊt ɪnfəˈmeɪʃən/ udzielać informacji
iris/retinal scan /ˈaɪrɪs/ ˈretɪnəl skæn/ skan tęczówki/siatkówek
legal guardian /ˌliːgəl ˈɡɑːdiən/ opiekun prawny
maiden name /ˈmeɪdən neɪm/ nazwisko pannieńskie
marital status /ˌmæɪrɪtəl ˈsteɪtəs/ stan cywilny
middle name /ˌmɪdəl ˈneɪm/ drugie imię
National Insurance Number (BrE)/Social Security Number (AmE) /ˌnæʃənəl ɪnˈʃʊərəns ˌnʌmbə/, ˌsəʊʃəl sɪˈkjʊərəti ˌnʌmbə/ numer ubezpieczenia społecznego
next of kin /ˌnekst əv ˈkɪn/ najbliższy krewny
preferred pronoun /ˌpriːfəd ˈprəʊnəʊn/ preferowany zaimék
produce/present your ID /prəˈdjuːs/prɪˌzent jə ˈaɪˈdiː/ wylegitymować się dowodem osobistym
run out /rʌn ˈaʊt/ tracić ważność
voice/facial recognition /ˌvoɪs/, feɪʃəl rekəɡˈnɪʃən/ technologia rozpoznawania mowy/twarz

MP3 02 Life stages / Okresy życia

adolescence /ˌædəˈlesəns/ wiek dojrzewania
adolescent /ˌædəˈlesənt/ nastolatek, młodociany
adulthood /ˌædʌltˌhʊd/ dorosłość
civil partnership /ˌsɪvəl ˈpɑːtnəʃɪp/ związek partnerski
grow to/come to/reach maturity /ˌgrəʊ tə/, ˌkʌm tə/, rɪːtʃ məˈtjʊərəti/ osiągnąć dojrzałość
in the prime of life /ɪn ðə ˈpraɪm əv ˈlaɪf/ w kwiecie wieku
infancy /ˈɪnfənsi/ niemowlęctwo
infant /ˈɪnfənt/ niemowlę
newborn (n, adj) /ˈnjuːˌbɔːn/ noworodek; nowonarodzony
on the verge of retirement /ɒn ðə ˌvɜːdʒ əv nɪˈtaɪəmənt/ u progu emerytury
parenting/child-rearing /ˈpeərəntɪŋ/ ˈtʃɪldrɪŋ/ rodzicielstwo, wychowywanie dziecka
puberty /ˈpjʊːbətɪ/ okres dojrzewania
registry office wedding (BrE)/civil wedding /ˌredʒɪstri ˌɒfɪs ˈwedɪŋ/, sɪvəl ˈwedɪŋ/ ślub cywilny
toddler /ˈtɒdlə/ dziecko w wieku 1–2 lat
underage /ˌʌndərˈeɪdʒ/ niepełnoletni
white wedding /ˌwaɪt ˈwedɪŋ/ ślub kościelny

MP3 03 Appearance / Wygląd

zewewnętrzny

auburn/fair/ginger/grey-haired /ˌɔːbən/, feə/ ˌdʒɪndʒə/, greɪ ˈheəd/ o kasztanowatych/jasnym/rudych/siwych włosach
close/deep/wide-set eyes /ˌkləʊs/, diːp/, waɪd set ˈaɪz/ blisko/głęboko/szeroko osadzone oczy
contact lenses/contacts /ˈkɒntækt ˌlenzɪz/ ˈkɒntækt/ soczewki kontaktowe
dandruff /ˈdændrʌf/ łupież
glossy/shiny/greasy hair /ˌɡlɒsi/, ʃaɪni/, griːsi ˈheə/ lśniąca/przetłuszczona włosy
high cheekbones /ˌhaɪ ˈtʃiːkboʊnz/ wystające kości policzkowe
mole /məʊl/ pieprzyk
nondescript /ˈnɒndɪˌskrɪpt/ bez wyrazu, nijaki

obese /əʊˈbiːs/ otyły
plump /plʌmp/ pulchny
sallow/flawless complexion /ˌsæləʊs/, flɔːləs ˌkəmˈplekʃən/ ziemista/nieskazitelna cera
stubble /ˈstʌbəl/ kilkudniowy zarost
sturdy/stocky /ˈstɜːdi/ ˈstɒki/ mocnej budowy
wig /wɪɡ/ peruka
wrinkles /ˈrɪŋkəlz/ zmarszczki

Verb phrases / Zwroty

be out of condition /bi ˌaʊt əv kənˈdɪʃən/ być w złej kondycji
blend into the crowd /ˌblend ɪntə ðə ˈkraʊd/ wtopiać się w tłum
conform to a style /kənˈfɔːm tu ə ˈstaɪl/ dopasować się do stylu
get back into shape /ˌget ˌbæk ɪntə ˈʃeɪp/ wracać do formy
grow out a fringe /ˌgrəʊ ˌaʊt ə ˈfrɪndʒ/ zapuścić grzywkę
let yourself go /ˌlet jəˈself ˈɡəʊ/ zaniedbać się
straighten your teeth /ˌstreɪtən jə ˈtiːθ/ wyprostować zęby
wear a dental brace /ˌweə ə ˈdental breɪs/ nosić aparat ortodontyczny
wear your hair loose/up /ˌweə jə ˈheə ˈluːs/ ˈʌp/ nosić rozpuszczone/spięte włosy
whiten your teeth /ˌwaɪtən jə ˈtiːθ/ wybielić zęby

MP3 04 Personal possessions / Rzeczy osobiste

Clothes and footwear / Ubrania i obuwie

blazer /ˈbleɪzə/ marynarka
cargo/combat pants /ˈkɑːɡəʊ/ ˈkɒmbæt pænts/ spodnie bojówki
clasp /kləːsp/ klamerka, sprzączka
dressing gown /ˈdresɪŋ ɡaʊn/ szlafrok
dungarees (BrE)/overalls (AmE) /ˌdʌŋɡəˈriːz/ ˈəʊvəːrˌɔːlz/ ogrodniczk
overalls /ˈəʊvəːrˌɔːlz/ kombinezon
patch /pætʃ/ łata
slippers /ˈslɪpəz/ kapcie
strap /stræp/ pasek, ramiączko, troczek
trench coat /ˈtrentʃ kəʊt/ trenaż, prochowiec
waistcoat /ˈweɪst kəʊt/ kamizelka
wellingtons/wellies /ˈwelɪŋtənz/ ˈwelɪz/ kalosze
zip /zɪp/ suwak

Describing clothes / Opisywanie ubrań

beige/nude /beɪʒ/ ˌnjuːd/ beżowy/cielisty
creased /kriːst/ pognieciony
dated /ˈdeɪtɪd/ starsowiecki
deep colour /ˌdiːp ˈkʌlə/ głęboki odcień koloru
drab /dræb/ bury, ponury
embroidered /ɪmˈbrɔɪdəd/ 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/ aksamienny, welurowy
worn out /ˌwɔːn ˈaʊt/ zniszczony

Verbs and phrases / Czasowniki i zwroty

button (up)/unbutton /ˌbʌtən (ˈʌp)/ ˌʌnˈbʌtən/ zapinąć na guziki/rozpinąć
clasp/unclasp /kləːsp/ ˌʌnˈkləːsp/ zapinąć na klamerkę/rozpinąć
come undone/unhooked /ˌkʌm ʌnˈdʌn/ ˌʌnˈhʊkt/ rozpinąć się

do up/undo the buttons /ˌduː ˌʌp/ ˌʌnˈduː ðə ˈbʌtənz/ zapinąć/rozpinąć guziki
dress up/down /ˌdres ˈʌp/ ˌdaʊn/ ubrać się elegancko/nieźbyt starannie
dress up as sb /ˌdres ˈʌp əz/ przebrać się za kogoś
give sth a new lease of life /ˌɡɪv ˌsmʌθɪŋ ə ˈnjuː ˌliːs əv ˈlaɪf/ dać czemuś drugie życie
roll up /ˌrəʊl ˈʌp/ podwinąć
slip/throw sth on /ˌslɪp/, θrəʊ ˌsmʌθɪŋ ˈɒn/ zarzucić coś na siebie
sth has seen better days /ˌsmʌθɪŋ hæz ˌsiːn ˌbetə ˈdeɪz/ coś jest zniszczone
tie up/untie the shoes/laces /ˌtaɪ ˌʌp/ ˌʌnˈtaɪ ðə ˈʃuːz/ ˈleɪsɪz/ zawiązać/rozwiązać buty/sznurówki
zip up/unzip /ˌzɪp ˌʌp/ ˌʌnˈzɪp/ zapinąć na suwak/rozpinąć

MP3 05 Personality traits / Cechy charakteru

absent-minded /ˌæbsənt ˈmaɪndɪd/ roztrzepany
affectionate /ə fekʃənət/ czuły
assertive /ə ˈsɜːtɪv/ asertywny
broad-/narrow-minded /ˌbrɔːd/, ˌnærəʊ ˈmaɪndɪd/ o szerokich/wąskich horyzontach
broad-/narrow-mindedness /ˌbrɔːd/, ˌnærəʊ ˈmaɪndɪdnəs/ szerokie/wąskie horyzonty
compassion /kəmˈpæʃən/ współczucie
compassionate /kəmˈpæʃənət/ pełen współczucia
conceit /kənˈsiːt/ zarozumiałstwo
conceited/big-headed /kənˈsiːtɪd/, ˌbɪɡ ˈhedɪd/ zarozumiały
condescending/patronising /ˌkɒndɪˈsendɪŋ/ ˈpætrənaɪzɪŋ/ protekcyjny
conscientious /ˌkɒnʃɪˈenʃəs/ sumienny
courteous /ˈkɜːtɪəs/ uprzejmy
courtesy /ˈkɜːtəsi/ uprzejmość
cowardice /ˈkəʊədɪs/ tchórzostwo
cowardly /ˈkəʊədli/ tchórzliwy
cynical /ˈsɪnɪkəl/ cyniczny
cynicism /ˈsɪnɪsɪzəm/ cynizm
discerning /dɪˈsɜːnɪŋ/ wnikliwy, bystry
down-to-earth /ˌdaʊn tə ˈɜːθ/ twardo stąpający po ziemi
efficiency /ɪˈfɪʃənsi/ efektywność
greed/greediness /ɡriːd/ ˌɡriːdɪnɪs/ chciwość
grumpy /ˈɡrʌmpi/ zrzędlawy
gullibility /ˌɡʌləˈbɪləti/ łatwowierność
gullible /ˌɡʌləbəl/ łatwowy
humble /ˈhʌmbəl/ skromny
humility /hjuː ˈmɪləti/ pokora, skromność
indecisive /ˌɪndɪˈsɪsɪv/ niezdecydowany
laid-back /ˌleɪd ˈbæk/ wyluzowany
mischievous /ˈmɪstɪʃɪvəs/ figlarny, szelmowski
naivety /ˈnaɪːvəti/ naiwność
objectivity /ˌɒbdʒekˈtɪvəti/ obiektywizm
open-mindedness /ˌəʊpən ˈmaɪndɪdnəs/ otwartość, brak uprzedzeń
perseverance /ˌpɜːsɪˈvɪərəns/ wytrwałość
quick-witted /ˌkwɪk ˈwɪtɪd/ bystry, rozzgarnięty
quirky /ˈkweːki/ ekscentryczny
reckless /ˈrekləs/ lekkomyślny
recklessness /ˈrekləsnəs/ lekkomyślność
resilience /rɪˈzɪliəns/ wytrzymałość
resilient /rɪˈzɪliənt/ wytrzymały
resourceful /ˌriːsɔːsfʊl/ zaradny
self-centred /ˌself ˈsentəd/ egocentryczny
self-pity /ˌself ˈpɪti/ rozczulanie się nad sobą
self-pitying /ˌself ˈpɪtɪŋ/ rozczulający się nad sobą
short-tempered /ˌʃɔːt ˈtempəd/ porywczy
shrewd /ʃruːd/ bystry, sprytny
single-minded /ˌsɪŋɡəl ˈmaɪndɪd/ wytrwały
soft-spoken /ˌsɒft ˈspəʊkən/ o łagodnym głosie
spiteful /ˈspaɪtful/ złośliwy
timid /ˈtɪmɪd/ nieśmiały, bojaźliwy
timidity /tɪˈmɪdəti/ lękliwość, płochliwość
trustworthiness /ˈtrʌst wɜːðɪnəs/ bycie godnym zaufania
trustworthy /ˈtrʌstwɜːði/ godny zaufania

two-faced /,tu: 'feist/ dwulicowy
uptight /ʌp'tait/ spięty, skryty
vain /veɪn/ próżny
vanity /'vænɪti/ 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/dɪs'deɪn/ pogarda
cross (with sb/at/about sth) /'krɒs wɪð/ət/ə'baʊt/ zły (na kogoś/coś)
despair/desperation /dɪ'speə/despə'reɪʃən/ rozpacz, desperacja
despise /dɪs'paɪz/ gardzić
devastated/shattered /'devəsteɪtɪd/'ʃætəd/ zdruzgotany
dismayed /dɪs'meɪd/ przerażony, zaniepokojony
distraught/distressed /dɪs'trɔ:t/dɪs'trest/ zrozpaczony
distress /dɪs'tres/ ból, cierpienie
downhearted /,daʊn'hɑ:tɪd/ przygnębiony
elated /i'leɪtɪd/ uszczęśliwiony
envious /'enviəs/ zawistny
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)
hatred (of/for sb) /'heɪtrɪd (əv/fə)/ nienawiść (do kogoś)
indifferent (to sth) /ɪn'dɪfrənt (tə)/ obojętny (w stosunku do czegoś)
intimidated /ɪn'tɪmɪdeɪtɪd/ onieśmielony
miserable /'mɪzərəbəl/ smutny, przygnębiony
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 /,twɪnzɪ əv 'gɪlt/'envi/'sædnəs/'dʒeləsi/ ukłucie 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 'ləs/ət jə 'wɪts 'end/ być w rozterce
be in the mood (for sth) /,bi ɪn ðə 'mu:d (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 szał, wściec się
bottle sth up /,bɒtl̩ 'sʌmθɪŋ 'ʌp/ dusić coś w sobie
burst into tears/out laughing /,bɜ:st ɪntə 'tiəz/,aʊt 'lɑ:ɪŋ/ wybuchnąć płaczem/śmiechem
fight your own battle /,faɪt jəʊ 'bætl̩/ zmagać się z czymś bez pomocy innych
get on sb's nerves /,get ɒn ,sʌmbədɪz 'nɜ:zv/ wkurzać kogoś
get sb down /,get ,sʌmbədɪ 'daʊn/ zasmucać kogoś

get/put sb's back up /,get/,pʊt ,sʌmbədɪz 'bæk ʌp/ irytować kogoś
give sb a new lease of life /,gɪv ,sʌmbədɪ 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 szał
make sb's blood boil /,meɪk ,sʌmbədɪz 'blʌd bɔɪl/ bardzo kogoś zdenerwować
my heart sank /,maɪ 'hɑ:t sæŋk/ załamane się
rattle sb's cage /,rætl̩ ,sʌmbədɪz '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 ,rezə,lju:ʃən skɪlz/ umiejętność rozwiązywania konfliktów
critical thinking skills /,krɪtɪkəl 'θɪŋkɪŋ skɪlz/ umiejętność krytycznego myślenia
digital literacy /,dɪdʒɪtəl 'lɪtərəsi/ umiejętność cyfrowe
entrepreneurial flair /,ɒntrəprə,nɜ:riəl 'flɛə/ smykałka do interesów
have an aptitude/a gift/faculty/flair for sth /,hæv ən 'æptɪtju:də 'gɪft/'fækəlti/ flɛə fə/ mieć dar/predyspozycje/zdolności/smykałkę do czegoś
interpersonal skills /,ɪntə,pɜ:sənəl 'skɪlz/ kompetencje społeczne
soft/people skills /'sɒft/'pi:pl̩ skɪlz/ kompetencje miękkie
strong work ethic /,strɒŋ 'wɜ:k ,eθɪk/ wysoka etyka zawodowa
think outside the box /,θɪŋk əʊt,sɑɪd ðə 'bɒks/ myśleć w nieszablonowy sposób
time management skills /'taɪm ,mænɪdʒmənt skɪlz/ umiejętność zarządzania czasem
troubleshooting/problem-solving skills /'trʌbl̩,ʃɒtɪŋ/'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,bɑɪd baɪ ə dɪ'sɪʒən/ podporządkować/trzymać się decyzji
accept your own shortcomings /ək'sept jəʊ əʊn 'ɔ:t,kʌmɪŋz/ zaakceptować swoje wady
acknowledge your weaknesses /ək,nɒlɪdʒ jə 'wi:kneɪsɪz/ 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,plai wɪθ ,regjə'leɪʃənz/ stosować się do uregulowań
compromise (n, v) /'kɒmpromaɪz/ kompromis; iść na kompromis
detest sth /dɪ'test/ gardzić czymś
discriminate against sb /dɪ'skrɪmɪneɪt ə,ɡenst/ dyskryminować kogoś
diversity /daɪ'vɜ:sɪti/ różnorodność
have the courage of your convictions /,hæv ðə ,kʌrɪdʒ əv jə kən'vɪkʃənz/ mieć przekonanie o swojej słuszności
hypocrisy /hɪ'pɒkrəsi/ hipokryzja
inclusivity /ɪnklju:'sɪvəti/ inkluzywność
integrity /ɪn'tegərɪti/ uczciwość
look out for sb /,lʊk 'aʊt fə/ dbać o kogoś
loyalty /'lɔɪlti/ lojalność

moral code /,mɒrəl 'kəʊd/ kodeks moralny
morality /mə'rælɪti/ moralność
privileged /'prɪvəlɪdʒd/ dobrze sytuowany, uprzywilejowany
put/hold one's hands up /,pʊt/,həʊld wʌnz 'hændz ʌp/ wziąć odpowiedzialność za błędy
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 /,'welʃeə əv 'lðəz/ dobro innych

MP3 09 Authority figures / Autorytety

aspire to do sth /æs,pɑɪə tə 'du:/ dążyć do zajmowania się czymś
bring about change /,brɪŋ ə,bəʊt 'tʃeɪndʒ/ doprowadzić do zmian
challenge authority /,tʃælɪndʒ ɔ:'θɒrɪti/ kwestionować autorytet/władzę
earn respect /,ɜ:n rɪ'spekt/ zyskać szacunek
gain recognition /,geɪn ,rekəɡ'nɪʃən/ zdobyć uznanie
hold sb in high/great esteem /,həʊld ,sʌmbədɪ ɪn ,haɪ ,ɡreɪt ɪs'ti:m/ darzyć kogoś ogromnym szacunkiem
live up to sb's standards /lɪv ʌp tə ,sʌmbədɪz 'stændədz/ sprostać czyimś standardom
look down on sb /,lʊk 'daʊn ɒn/ pogardzać kimś
put sb on a pedestal /,pʊt ,sʌmbədɪ ɒn ə 'pedɪstəl/ stawiać kogoś na piedestale
set a good example /,set ə ,ɡʊd ɪɡ'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 /,fɪɡər 'aʊt/ zrozumieć
fit in with sb/sth /,fɪt 'ɪn wɪð/ dopasować się do kogoś/czegoś
go through an identity crisis /,ɡəʊ θru: ən aɪ'dentɪti ,kraɪsɪs/ przechodzić kryzys tożsamości
retain/lose your individuality /rɪ'teɪn/,lu:z jəʊ ,ɪndɪ'vɪdʒu'æləti/ 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:kneɪs/ wyjątkowość

MP3 11 LISTENING


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

MP3 12 CZYTANIE

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:s 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
			

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.

- 1 Why does Speaker 1 think that we should not always copy what others are wearing?
 2 Why does Speaker 2 mention Mary Quant?
 3 Which particular groups does Speaker 3 mention and why?
 4 According to Speaker 4, what is the fashion industry responsible for?





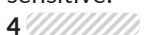
Use of English

TŁUMACZENIE FRAGMENTÓW ZDAŃ

- 3  Przetłumacz fragmenty zdań na język angielski. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.
- You should check when  (kończy ci się ważność paszportu) before you go on holidays outside of the European Union.
 - My eyesight  (się pogarsza) – I'm afraid I will have to wear glasses or contact lenses really soon.
 - She  (ciągle mówi) about jogging and working out – I'm really fed up with that.
 - I look up to President Strong as he  (zawsze dotrzymuje) his words.
 - I'm sorry I can't go shopping with you – I  (farbuję włosy) tomorrow afternoon.
 - My brother  (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  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  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  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  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  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.

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 _____.
- Mr Petersen doesn't think highly of people who don't have a university education. **DOWN**
Mr Petersen _____ people who don't have a university education.
- Carla keeps complaining about her hair – she's so annoying! **IS**
Carla _____ 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 _____ 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 _____ 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 _____.
- From my point of view, compassion and integrity are the most important values. **BE**
I find compassion and integrity _____ 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) _____ (**politics**) who are guided by integrity and (2) _____ (**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) _____ (**make**)? Justin Trudeau, the Canadian PM, is often given as an example of a politician who is an (4) _____ (**inspire**) role model to many people. He is praised especially for his policy of (5) _____ (**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) _____ (**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 _____ (**people / constantly / ask**) me about my age?
- My mother _____ (**always / cry / eyes**) when she watches children's films, like *The Lion King*.
- Jimmy, why _____ (**you / unbutton**) your jacket? It's cold and windy.
- You've got terrible bags under your eyes – you _____ (**not / get / enough / sleep**) these days.
- Hurry up, kids – _____ (**concert / start**) at 7 pm, and they won't let us in if we're late.
- Daniel _____ (**get / more**) assertive because he's taking part in assertiveness training.
- As far _____ (**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) _____ a sense of identity, which is of crucial importance for healthy psychological development. Yet many adults, parents and educators alike, often feel (2) _____ or confused when their children or students try to understand who they really are. Teenagers (3) _____ 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) _____ 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) _____ – 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) _____ a teen may seem, a supportive adult should not (7) _____ 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