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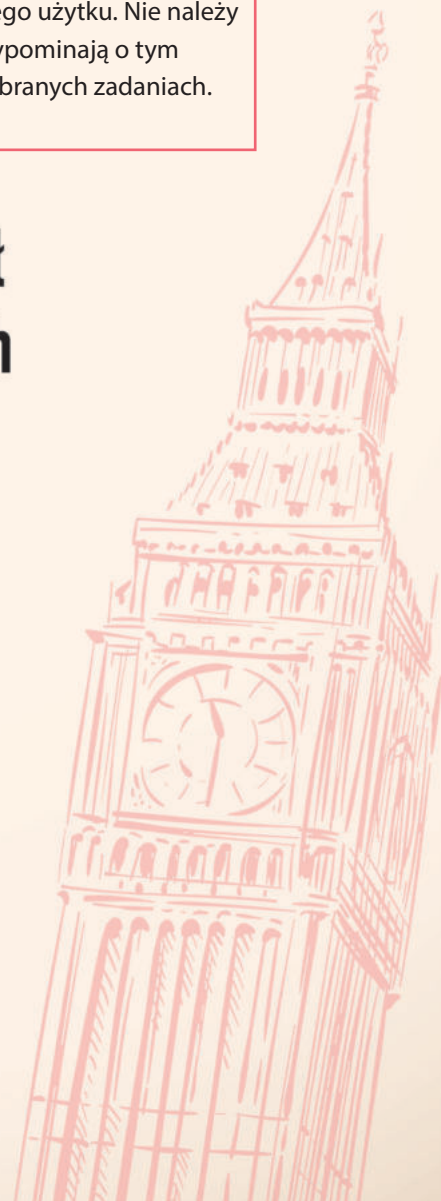
**Podręcznik dla szkół
ponadpodstawowych**

Cathy Dobb
Ken Lackman
Jenny Dooley

Konsultacja:
Monika Michalak



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SPIS TREŚCI

Moduł	Tematy i słownictwo	Rozumienie ze słuchu	Rozumienie tekstów pisanych
1 Człowiek 6–15 Vocabulary Bank 16–17 Grammar Bank GR1–GR12	<ul style="list-style-type: none"> wygląd zewnętrzny ubrania cechy charakteru uczucia i emocje rzeczy osobiste okresy życia społeczny i osobisty system wartości autorytety umiejętności i zainteresowania dane personalne poczucie tożsamości 	<ul style="list-style-type: none"> zadanie zamknięte: dobieranie wypowiedzi do zdań zadanie otwarte: tekst z lukami 	zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
2 Miejsce zamieszkania 18–27 Vocabulary Bank 28–29 Grammar Bank GR13–GR18	<ul style="list-style-type: none"> pomieszczenia i wyposażenie domu rodzaje domów i mieszkań architektura prace domowe wynajmowanie mieszkania kupno i sprzedaż mieszkania przeprowadzka dom i jego okolica 	zadania zamknięte: <ul style="list-style-type: none"> dobieranie wypowiedzi do zdań wybór wielokrotny 	<ul style="list-style-type: none"> zadanie zamknięte: dobieranie usuniętych zdań do luk w tekście zadanie otwarte: tekst z lukami (streszczenie) zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
Exam Skills Check I (Modules 1–2) 30–31			
3 Edukacja 32–41 Vocabulary Bank 42–43 Grammar Bank GR19–GR23	<ul style="list-style-type: none"> przedmioty nauczania pomieszczenia szkolne przybory szkolne i narzędzia edukacyjne oceny i wymagania życie szkoły zajęcia pozalekcyjne i kółka zainteresowań system edukacji uczenie się przez całe życie 	<ul style="list-style-type: none"> zadanie zamknięte: wybór wielokrotny zadanie otwarte: tekst z lukami 	<ul style="list-style-type: none"> zadanie zamknięte: dobieranie części tekstu do pytań zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
4 Praca 44–53 Vocabulary Bank 54–55 Grammar Bank GR24–GR27	<ul style="list-style-type: none"> zawody i związane z nimi czynności i obowiązki warunki zatrudnienia kariera i mobilność zawodowa miejsce pracy rynek i warunki pracy praca w niepełnym wymiarze godzin 	zadania zamknięte: <ul style="list-style-type: none"> dobieranie wypowiedzi do zdań wybór wielokrotny 	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> tekst z lukami (streszczenie) odpowiedzi na pytania zadanie zamknięte: dobieranie części tekstu do pytań
Exam Skills Check II (Modules 3–4) 56–57			
5 Życie prywatne 58–67 Vocabulary Bank 68–69 Grammar Bank GR28–GR30	<ul style="list-style-type: none"> rodzina przyjaciele i znajomi czynności codzienne i czas wolny aktywny i nieaktywny tryb życia uroczystości i wydarzenia konflikty i problemy 	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> tekst z lukami odpowiedzi na pytania zadanie zamknięte: dobieranie wypowiedzi do zdań 	<ul style="list-style-type: none"> zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja) zadanie zamknięte: dobieranie usuniętych zdań do luk w tekście
6 Żywnienie 70–79 Vocabulary Bank 80–81 Grammar Bank GR31–GR35	<ul style="list-style-type: none"> produkty żywnościowe jedzenie poza domem i lokale gastronomiczne przygotowywanie posiłków sposób odżywiania się i diety zaburzenia odżywiania nawyki żywieniowe 	<ul style="list-style-type: none"> zadanie zamknięte: wybór wielokrotny zadania otwarte: <ul style="list-style-type: none"> zdania z lukami tekst z lukami 	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> tekst z lukami (mediacja) tekst z lukami (streszczenie) zadanie zamknięte: dobieranie usuniętych zdań do luk w tekście
Exam Skills Check III (Modules 5–6) 82–83			
7 Zakupy i usługi 84–93 Vocabulary Bank 94–95 Grammar Bank GR36–GR42	<ul style="list-style-type: none"> sklepy i usługi reklama towary i ich cechy skargi i reklamacje prawa konsumenta kupowanie i sprzedawanie banki i pieniądze usługi bankowe i ubezpieczeniowe 	zadania zamknięte: <ul style="list-style-type: none"> dobieranie wypowiedzi do zdań wybór wielokrotny 	<ul style="list-style-type: none"> zadanie otwarte: tekst z lukami (mediacja) zadania zamknięte: <ul style="list-style-type: none"> dobieranie części tekstu do pytań wybór wielokrotny
8 Podróżowanie i turystyka 96–105 Vocabulary Bank 106–107 Grammar Bank GR43–GR48	<ul style="list-style-type: none"> środki transportu i korzystanie z nich ruch uliczny orientacja w terenie zawody związane z turystyką zakwaterowanie podróże i zwiedzanie zdarzenia losowe, awarie i wypadki w podróży bezpieczeństwo w podróży 	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> tekst z lukami odpowiedzi na pytania zadanie zamknięte: dobieranie wypowiedzi do zdań 	<ul style="list-style-type: none"> zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja) zadanie otwarte: tekst z lukami (streszczenie)
Exam Skills Check IV (Modules 7–8) 108–109			

	Znajomość środków językowych	Wypowiedź pisemna	Wypowiedź ustna	Grammar Bank
	<p>zadania otwarte:</p> <ul style="list-style-type: none"> – transformacje ze słowem kluczem – gramatyzacja – tekst z lukami i wyrazami w ramce – set leksykalny – tekst z lukami (bez podanych wyrazów) 	<p>artykuł publicystyczny:</p> <ul style="list-style-type: none"> – sposoby wzbudzania zainteresowania czytelnika – wprowadzanie i rozwijanie tematu (z wykorzystaniem różnych punktów widzenia) – formułowanie zakończenia 	<ul style="list-style-type: none"> • opis ilustracji i odpowiedzi na pytania • rozmowa z odgrywaniem roli 	<ul style="list-style-type: none"> • present tenses (present simple, present continuous, stative verbs, adverbs of frequency, present perfect, present perfect continuous) • past tenses (past simple, past continuous, past perfect, past perfect continuous, <i>used to/would</i>) • future tenses (future simple, <i>be going to</i>, future continuous, future perfect, future perfect continuous, <i>will/won't – shall</i>)
	<ul style="list-style-type: none"> • zadania otwarte: <ul style="list-style-type: none"> – transformacje ze słowem kluczem – tłumaczenie fragmentów zdań – słowotwórstwo • zadanie zamknięte: wybór wielokrotny 	<p>rozprawka wyrażająca opinię:</p> <ul style="list-style-type: none"> – formułowanie tezy – wprowadzanie argumentów wspierających opinię autora (w tym polemika z odmiennymi opiniami) – podsumowywanie 	<ul style="list-style-type: none"> • opis ilustracji i odpowiedzi na pytania • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania 	<p>infinitive/-ing form (tenses of the infinitive, active, passive, tenses of the <i>-ing</i> form, infinitive, <i>-ing</i> form, subject of the infinitive/<i>-ing</i> form, verbs taking the <i>to</i>-infinitive or the <i>-ing</i> form with a change in meaning, <i>too/enough</i>, participles)</p>
	<p>zadania otwarte:</p> <ul style="list-style-type: none"> – transformacje bez słowa klucza – gramatyzacja – tekst z lukami i wyrazami w ramce – tekst z lukami (bez podanych wyrazów) 	<p>rozprawka za i przeciw:</p> <ul style="list-style-type: none"> – formułowanie tezy – wprowadzanie argumentów za i przeciw – podsumowywanie (w tym wyrażenie własnej opinii) 	<ul style="list-style-type: none"> • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania • rozmowa z odgrywaniem roli 	<p>modals (use, present/future, past, continuous and simple forms with modals)</p>
	<ul style="list-style-type: none"> • zadania otwarte: <ul style="list-style-type: none"> – transformacje ze słowem kluczem – tłumaczenie fragmentów zdań – słowotwórstwo – set leksykalny • zadanie zamknięte: wybór wielokrotny 	<p>list formalny (list polecający):</p> <ul style="list-style-type: none"> – zwroty do adresata i formułowanie celu listu – opisywanie umiejętności zawodowych i cech charakteru kandydata do pracy – formułowanie zakończenia i zwroty zamykające 	<ul style="list-style-type: none"> • opis ilustracji i odpowiedzi na pytania • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania 	<ul style="list-style-type: none"> • relative clauses (relative clauses, prepositions in relative clauses, identifying and non-identifying relative clauses) • clauses of reason • clauses of result
	<p>zadania otwarte:</p> <ul style="list-style-type: none"> – transformacje bez słowa klucza – gramatyzacja – tekst z lukami i wyrazami w ramce – tekst z lukami (bez podanych wyrazów) 	<p>artykuł publicystyczny:</p> <ul style="list-style-type: none"> – opisywanie problemu (np. społecznego) i jego przyczyn – proponowanie rozwiązań 	<ul style="list-style-type: none"> • opis ilustracji i odpowiedzi na pytania • rozmowa z odgrywaniem roli 	<ul style="list-style-type: none"> • time clauses (sequence of tenses) • clauses of concession • clauses of manner
	<ul style="list-style-type: none"> • zadania otwarte: <ul style="list-style-type: none"> – transformacje ze słowem kluczem – tłumaczenie fragmentów zdań – słowotwórstwo – set leksykalny • zadanie zamknięte: wybór wielokrotny 	<p>list formalny:</p> <ul style="list-style-type: none"> – wyrażanie i uzasadnianie pochwał (np. na temat usługi) – sugerowanie zmian 	<ul style="list-style-type: none"> • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania • opis ilustracji i odpowiedzi na pytania 	<ul style="list-style-type: none"> • clauses of purpose • exclamations • clauses of place • linking words
	<p>zadania otwarte:</p> <ul style="list-style-type: none"> – transformacje bez słowa klucza – gramatyzacja – tekst z lukami i wyrazami w ramce – tekst z lukami (bez podanych wyrazów) – set leksykalny 	<p>rozprawka wyrażająca opinię:</p> <p>budowanie argumentacji poprzez opisywanie przyczyn i skutków oraz podawanie przykładów</p>	<ul style="list-style-type: none"> • opis ilustracji i odpowiedzi na pytania • rozmowa z odgrywaniem roli 	<p>adjectives/adverbs/comparisons (adjectives, order of adjectives, adverbs, formation of adverbs, order of adverbs, <i>quite/rather/fairly/pretty</i>, comparatives and superlatives)</p>
	<ul style="list-style-type: none"> • zadania otwarte: <ul style="list-style-type: none"> – transformacje bez słowa klucza – tłumaczenie fragmentów zdań – słowotwórstwo – set leksykalny – gramatyzacja • zadanie zamknięte: wybór wielokrotny 	<p>rozprawka za i przeciw:</p> <p>sposoby formułowania tezy i zakończenia</p>	<ul style="list-style-type: none"> • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania • opis ilustracji i odpowiedzi na pytania 	<ul style="list-style-type: none"> • the passive (the passive, personal/ impersonal constructions) • causative form

Moduł	Tematy i słownictwo	Rozumienie ze słuchu	Rozumienie tekstów pisanych
9 Kultura Vocabulary Bank 120–121 Grammar Bank GR49–GR54	110–119 <ul style="list-style-type: none"> dziedziny kultury autorzy i ich dzieła uczestnictwo w kulturze ochrona praw autorskich tradycje i zwyczaje media 	<ul style="list-style-type: none"> zadania zamknięte: <ul style="list-style-type: none"> wybór wielokrotny dobieranie wypowiedzi do zdań zadanie otwarte: odpowiedzi na pytania 	<ul style="list-style-type: none"> zadanie otwarte: tekst z lukami (streszczenie) zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i odpowiedzi na pytania
10 Sport Vocabulary Bank 132–133 Grammar Bank GR55–GR63	122–131 <ul style="list-style-type: none"> dyscypliny sportu obiekty sportowe sprzęt sportowy imprezy sportowe uprawianie sportu pozytywne i negatywne skutki uprawiania sportu problemy współczesnego sportu 	<ul style="list-style-type: none"> zadanie zamknięte: dobieranie wypowiedzi do zdań zadania otwarte: <ul style="list-style-type: none"> tekst z lukami odpowiedzi na pytania 	<ul style="list-style-type: none"> zadania zamknięte: <ul style="list-style-type: none"> dobieranie usuniętych zdań do luk w tekście dobieranie części tekstu do pytań zadanie otwarte: zdania z lukami
Exam Skills Check V (Modules 9–10) 134–135			
11 Zdrowie Vocabulary Bank 146–147 Grammar Bank GR64–GR67	136–145 <ul style="list-style-type: none"> zdrowy i niezdrowy tryb życia ciało człowieka zawody medyczne i dziedziny medycyny choroby (w tym choroby cywilizacyjne) i kontuzje pierwsza pomoc objawy chorób i metody leczenia uzależnienia niepełnosprawność dobry stan zdrowia 	<ul style="list-style-type: none"> zadanie zamknięte: dobieranie wypowiedzi do zdań zadanie zamknięte: wybór wielokrotny 	zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
12 Nauka i technika Vocabulary Bank 158–159 Grammar Bank GR68–GR83	148–157 <ul style="list-style-type: none"> nauka i odkrycia naukowe wynalazki ludzie nauki korzystanie z urządzeń technicznych i technologii informacyjno-komunikacyjnych wykorzystanie technologii – szanse i zagrożenia 	<ul style="list-style-type: none"> zadanie zamknięte: wybór wielokrotny zadanie otwarte: tekst z lukami 	<ul style="list-style-type: none"> zadania zamknięte: <ul style="list-style-type: none"> dobieranie usuniętych zdań do luk w tekście dobieranie tekstów do pytań zadanie otwarte: odpowiedzi na pytania
Exam Skills Check VI (Modules 11–12) 160–161			
13 Świat przyrody Vocabulary Bank 172–173 Grammar Bank GR84–GR91	162–171 <ul style="list-style-type: none"> pogoda kłęski żywiołowe klimat rośliny zwierzęta przestrzeń kosmiczna krajobraz zagrożenia i ochrona środowiska naturalnego katastrofy ekologiczne 	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> tekst z lukami odpowiedzi na pytania zadanie zamknięte: dobieranie wypowiedzi do zdań 	zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
14 Państwo i społeczeństwo Vocabulary Bank 184–185 Grammar Bank GR92–GR98	174–183 <ul style="list-style-type: none"> państwo i polityka urzędy, ministerstwa i agencje rządowe prawo, przestępczość i wymiar sprawiedliwości problemy społeczne i ideologie religia gospodarka konflikty wewnętrzne i międzynarodowe organizacje społeczne i międzynarodowe zjawiska społeczne i prawa człowieka 	<ul style="list-style-type: none"> zadania zamknięte: <ul style="list-style-type: none"> dobieranie wypowiedzi do zdań wybór wielokrotny zadania otwarte: <ul style="list-style-type: none"> zdania z lukami odpowiedzi na pytania 	<ul style="list-style-type: none"> zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i odpowiedzi na pytania zadania otwarte: <ul style="list-style-type: none"> tekst z lukami (streszczenie) odpowiedzi na pytania
Exam Skills Check VII (Modules 13–14) 186–187			
Extra Speaking Practice 188–199 Speaking Bank 200–203 Writing Bank 204–213 Grammar Bank GR1–GR98 Word Formation WF1–WF8 Phrasal Verbs PV1–PV6 Verbs/Adjectives/Nouns with Prepositions Pr1–Pr11 Words Often Confused WC1–WC4 Irregular Verbs IV1–IV2			

	Znajomość środków językowych	Wypowiedź pisemna	Wypowiedź ustna	Grammar Bank
	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> tłumaczenie fragmentów zdań transformacje bez słowa klucza gramatyzacja tekst z lukami i wyrazami w ramce zadanie zamknięte: wybór wielokrotny 	rozprawka wyrażająca opinię: wprowadzanie elementów polemiki	<ul style="list-style-type: none"> opis ilustracji i odpowiedzi na pytania rozmowa z odgrywaniem roli 	reported speech (reported speech, <i>say/tell</i> , reported statements, reported questions, indirect questions, reported orders, modals in reported speech, reported commands/ requests/suggestions/instructions etc, reporting a dialogue or a conversation, exclamations – <i>Yes/No</i> short answers, question tags, the subjunctive)
	zadania otwarte: <ul style="list-style-type: none"> transformacje bez słowa klucza gramatyzacja słowotwórstwo tekst z lukami (bez podanych wyrazów) tłumaczenie fragmentów zdań 	rozprawka za i przeciw: sposoby prowadzenia argumentacji za i przeciw	<ul style="list-style-type: none"> wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania opis ilustracji i odpowiedzi na pytania 	<ul style="list-style-type: none"> conditionals (types 0/1/2/3, mixed conditionals) wishes/unreal past (wishes, unreal past, <i>had better, would rather</i>)
	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> transformacje bez słowa klucza tłumaczenie fragmentów zdań tekst z lukami i wyrazami w ramce zadania zamknięte: wybór wielokrotny 	artykuł publicystyczny: stosowanie inwersji stylistycznej, struktur emfaticznych, pytań retorycznych i cytatów	<ul style="list-style-type: none"> opis ilustracji i odpowiedzi na pytania rozmowa z odgrywaniem roli 	emphasis/inversion
	zadania otwarte: <ul style="list-style-type: none"> transformacje ze słowem kluczem tłumaczenie fragmentów zdań słowotwórstwo gramatyzacja tekst z lukami (bez podanych wyrazów) 	list formalny (list/e-mail z reklamacją/zażaleniem): <ul style="list-style-type: none"> formułowanie celu listu opisywanie problemu przedstawianie oczekiwań 	<ul style="list-style-type: none"> wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania opis ilustracji i odpowiedzi na pytania 	<ul style="list-style-type: none"> determiners (demonstratives – <i>this/these, that/those</i>, quantifiers – <i>a lot of/many/much/(a) few/(a) little, some/any/no/ever</i>, other structures, articles – the indefinite article <i>a/an, a(n)/one, one/ones</i>, the definite article <i>the</i>, distributives – <i>all/none/both/ either ... neither/every – each</i>) possessives (possessive adjectives/ pronouns, possessive case) pronouns (subject/object pronouns, reflexive pronouns, <i>there/it</i>)
	zadania otwarte: <ul style="list-style-type: none"> transformacje bez słowa klucza tłumaczenie fragmentów zdań słowotwórstwo tekst z lukami (bez podanych wyrazów) 	list formalny (list perswazyjny): <ul style="list-style-type: none"> odwoływanie się do argumentów merytorycznych prezentowanie osobistych przekonań polemika z innymi opiniami 	<ul style="list-style-type: none"> opis ilustracji i odpowiedzi na pytania rozmowa z odgrywaniem roli 	<ul style="list-style-type: none"> nouns (nouns, the plural of nouns, countable/ uncountable nouns, plural nouns, group nouns, nouns used in singular and plural with a different meaning) prepositions of place/movement/time
	zadania otwarte: <ul style="list-style-type: none"> transformacje ze słowem kluczem gramatyzacja słowotwórstwo tekst z lukami (bez podanych wyrazów) 	rozprawka za i przeciw: sposoby formułowania zakończenia z uwzględnieniem opinii autora	<ul style="list-style-type: none"> opis ilustracji i odpowiedzi na pytania wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania 	<ul style="list-style-type: none"> questions and answers (questions with <i>Yes/No</i> answers, <i>wh-</i> questions, subject/ object questions, indirect questions, <i>so – neither/nor</i>, question tags, intonation) numerals (cardinal/ordinal numbers, fractions/ decimals)

Describing appearance

1 a) Place the following adjectives in the correct columns in the chart. Some may be used in more than one category.

- broad • full • button • oval • straight
- fair • clean-shaven • wavy • freckled
- thin • bow-shaped

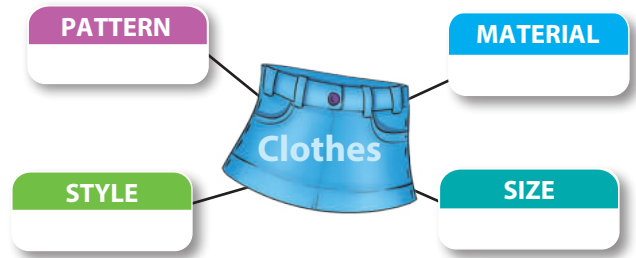
LIPS	HAIR	FACE	NOSE

b) Using the vocabulary from Ex. 1a, choose a person from the photos below, and describe them for a partner who will guess which person you have chosen.



2 a) Use the words in the list to complete the spidergram.

- short • loose • multi-coloured • baggy • floral
- cotton • large • tight-fitting • smart
- polka-dot • woollen • casual • striped • formal
- denim • small • trendy • checked • linen
- over-sized • plain • silk • long • leather
- high-heeled • polo-neck • long/short-sleeved



b) Use words from the spidergram to describe what your classmates are wearing.

Describing character

3 Use the adjectives (A–J) to match the descriptions (1–10).

- | | |
|----------------|-----------------|
| A gullible | F moody |
| B sentimental | G trustworthy |
| C conservative | H confident |
| D impatient | I passionate |
| E sociable | J knowledgeable |

- Our new headmaster seems very dedicated to our school and our success. She is about education.
- My little sister will believe anything you tell her. She's young and .
- Looking at these old family photos makes me remember the past fondly. I guess I'm a person.
- Chris is often in a bad mood and seems upset. He's been rather recently.
- We need to hire someone who is reliable and can be counted on. We need a employee.
- Jacob has a hard time waiting for anything without complaining. He's very .
- At weekends, we often go out with friends or visit family. We are very .
- Our neighbour doesn't like things changing and would prefer to keep to tradition. He's .
- The clerk at the hotel gave us a lot of information about the area and its history. He was extremely .
- Sandra always believes in herself and never doubts her abilities. She is .

Feelings & Emotions

4 a) Write the words in Polish.

- 1 miserable
- 2 furious
- 3 anxious
- 4 appalled
- 5 petrified
- 6 embarrassed
- 7 exhilarated
- 8 delighted

b) Listen to 8 people talking about their emotions, and complete the sentences using the words from Ex. 4a.

- 1 Frank is _____ about the match.
- 2 Lara felt _____ after her jump.
- 3 Petr was _____ by what he noticed.
- 4 Maryam is _____ about the exam.
- 5 Hannah feels _____ being the centre of attention.
- 6 Marco is _____ to be accepted.
- 7 Agata is _____ of dogs.
- 8 Christian felt _____ before.

c) Finish the sentences with your own ideas and discuss with a partner. Make sure to use the correct preposition when necessary.

- 1 I often see people get furious _____.
- 2 When I was younger, I was petrified _____.
- 3 I sometimes feel anxious _____.
- 4 I am delighted _____.
- 5 I felt exhilarated after I _____.

d) Use adjectives from Ex. 4a to replace the words in bold.

- 1 Billy was **scared** when a big dog appeared. _____
- 2 Joanne felt **excited** when she rode her new motorbike for the first time. _____
- 3 Ruth was **shocked** when she saw the dirty hotel room. _____
- 4 Martin's **happy** because he passed his exams. _____
- 5 Harriet missed her flight and she's **upset**. _____
- 6 I spilled cola all over the new carpet this morning and my mum was **angry**. _____

5 Label the pictures with the words below.

- clench your fists • wink • yawn • bite your nails
- shrug your shoulders • drop your head
- blush • stroke your chin • fold your arms
- scratch your head • cross your legs • frown



6 What possible feelings might someone have when they: pull their hair? cry? stamp their feet? sweat? tap their fingers? tremble?

When someone pulls their hair, it usually means that they are angry.

Culture Spot



To wish for good luck in the UK, people will cross their index and middle fingers and say: "Fingers crossed!"

To wish for good luck in Poland, people close all of their fingers around their thumbs into fists and say: "I'm holding my thumbs!"



- 7 Work with a partner or small group. What personality traits or personal qualities do you associate with each profession listed below?



dentist



elementary school teacher



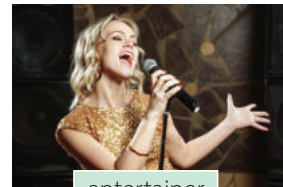
lawyer



construction worker



photographer



entertainer

I think dentists are often kind, patient and gentle.

Personal belongings

- 8 Listen to two people making police reports. Tick (✓) the items which have been stolen.

Speaker A

wallet
bank cards
rucksack
charger
earphones
phone

Speaker B

desktop computer
handbag
jewellery
credit card
driving licence
tablet

Stages in life

- 9 a) Put the words below in the correct order from youngest to oldest.

- teenager • middle-aged person
- school-aged child • newborn • senior citizen
- toddler • young adult • grown-up

- b) Match the words to the age group they describe.

- | | |
|--------------|---------------|
| 1 adult | A 5-12 years |
| 2 youngster | B 65+ years |
| 3 adolescent | C 20+ years |
| 4 pensioner | D 13-19 years |

Social & Personal systems of values

- 10 a) Match the words below to form collocations.

- | | |
|-------------|------------------|
| 1 racial | A immigration |
| 2 freedom | B rights |
| 3 rate of | C ill |
| 4 ethnic | D discrimination |
| 5 human | E generations |
| 6 death | F of the sexes |
| 7 social | G of speech |
| 8 future | H minorities |
| 9 equality | I penalty |
| 10 mentally | J security |

- b) Use the collocations formed in Ex. 10a to complete the sentences below.

- 1 Securing women's right to vote was one of the earliest battles in the fight for _____.
- 2 _____ refers to government benefits provided to the unemployed, poor and elderly.
- 3 Unfortunately, _____, or judging a person based on their skin colour or ethnicity, continues to be an issue.
- 4 Some countries which still use the _____ as punishment include the USA, Japan and Saudi Arabia.
- 5 _____ are defined as groups that have different national or cultural traditions from the main population.
- 6 In recent years, the _____ has been increasing, with more and more newcomers applying for citizenship.
- 7 Environmentalists focus on our responsibility to _____ in protecting nature and avoiding further environmental destruction.
- 8 _____ involves an individual's right to express his or her ideas and opinions.
- 9 Basic _____ include freedom from discrimination, the right to work and the right to education.
- 10 Providing psychiatric help to the _____ can improve other social issues such as homelessness and addiction.

- 11 Work with a partner. Create a short dialogue based on one of the following opinions:

- a In our society, we have achieved equality of the sexes.
- b Good looks are more important than a great personality.

1 Which stage of life do you think is the best and why?

- A youngster
- B adolescent
- C adult
- D pensioner

Dobieranie

Exam Tip: Listen for keywords and phrases connected to the topics of the given statements. Keywords are mostly nouns, verbs and adjectives. For example, for the statement: "The speaker is talking about when they were a baby" you hear "I have no memory of it, but apparently it was shortly after my birth when I said my first word." The keywords for *baby* are: *birth, first word*.

2 Usłyszysz dwukrotnie cztery wypowiedzi na temat różnych okresów życia. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Umieść rozwiązania w tabeli.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

- A wishes they were in another stage of their life.
- B had to adjust to big changes in their life.
- C mentions an important choice they have to make.
- D was able to keep some friends from their childhood.
- E is happy they aren't in another stage of their life.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

3 Listen to the recording again and identify which stage of life each speaker is talking about. Write one word next to each speaker.

- 1 Speaker 1
- 2 Speaker 2
- 3 Speaker 3
- 4 Speaker 4

Zadanie z lukami

Exam Tip: Look at the information that you are provided with and think about what form the missing information might be. It could be collocations, multi-word segments, grammar structures, spelt names or numbers. Then, listen for the type of information you expect for each gap.

4 Usłyszysz dwukrotnie rozmowę pracownicy restauracji z gościem o rzeczy, którą gość zostawił w lokalu. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.



Hi Ellen,
Customer named Peter 1) thinks he left his jacket here.
555 621- 2)
Description:
Type: lightweight spring jacket
Colour: 3) with dark blue collar.
Greenish-blue inside.
Size: 4)
Please call him 5)
Marta


5 Describe your favourite item of clothing to a partner. What kind of information did you and your partner include in your descriptions?

1 Work in small groups and discuss the following:

- Do you have any social media accounts? If yes, which ones?
- What are the benefits of using social media?
- Are there any negative aspects?

Wybór wielokrotny i zadanie z lukami

Exam Tip: When answering reading questions, it is helpful to be able to easily identify the main idea of each paragraph. You can often discover this by looking at the first or second sentence of the paragraph.

2 a)  **M** Przeczytaj dwa teksty związane z osobowością człowieka i zachowaniami społecznymi. Wykonaj zadania 1–8 zgodnie z poleceniami.

W zadaniach 1–4 z podanych odpowiedzi (A, B, C, D) wybierz właściwą, zgodną z treścią tekstu.

- The purpose of this text is to
 - warn users about the dangers of social media.
 - encourage readers to suggest a particular social media platform to friends.
 - explain some of the beneficial aspects of social media.
 - raise awareness about government controls over social media.
- According to the author, which of the following is NOT true?
 - Not using social media can lead to teens feeling lonely.
 - Students have used social media to stop financial cuts to their school budget.
 - Musicians can use YouTube to reach fans all over the world.
 - Social media is harmful for people who may feel alone or different.
- An alternative title for this text would be
 - Social Media: The good and the bad
 - Social Media: Looking on the bright side
 - What will social media look like in the future?
 - How social media changes young minds
- According to the text, which of the following is an opinion, not a fact?
 - People don't often consider the benefits of social media.
 - Social media give people opportunities they didn't have ten years ago.
 - Teenagers nowadays have fewer friends.
 - Freedom of speech is not available to everyone.

Text 1

In defence of social media

A ▶ **Peer pressure**; cyber bullying; **excessive** focus on physical appearance – these are just some of the negative impacts of social media. While these serious issues can't be ignored, we rarely hear about the benefits of social media, especially when considering how these networking platforms are used by young people. All over the world, social media is creating possibilities which did not exist even a decade ago, changing the way people connect, learn and even organise to make their world a better place.

B ▶ Initially developed as a way for people to communicate and **network** with peers, social media continues to lead to social connections, friendships and a sense of belonging. It is true that heavy use of social media can isolate young people, but for average users, popular social media platforms help us make friends, **maintain** friendships and feel less **isolated**. Research shows, although teenagers today have fewer friends than in the past, they also report feeling less lonely. This is especially true for young people who find acceptance online that is missing in their day-to-day lives. Whether it's being interested in an unusual subject which might be considered 'uncool', or dealing with more serious issues surrounding sexuality or mental health, there are online communities available which are **invaluable** sources of information, support and a sense of belonging. One amazing example occurred when members of a Minecraft forum on Reddit used voice-conferencing software to talk a teenager out of committing suicide.

C ▶ Allowing people to come together to do good as in the example above is another fantastic benefit of social media. Young people are **exposed** to important social issues in their news feeds, and these same platforms provide a space to organise and **promote** change. Social media has been used by students to protest against budget cuts to education. Teens have created their own resources to deal with problems of cyber-bullying. People have come together to protest against issues of racial discrimination, lack of equality between the sexes and destruction of the environment. Crowdfunding has also become a reliable way to raise money to help, whether it is for a family who lost everything in a fire or to fund much larger, world-wide **initiatives** such as the fight against global warming.

D ▶ Finally, social media allows young people to express themselves and be heard in new and far-reaching ways. Young musicians and YouTube stars can upload their music and content easily and find international fame and success. Authors of fan fiction (original stories based on existing books, films etc) can upload writing which may be read by thousands of other users. Even at a more personal level, social media accounts allow an individual to express their thoughts, feelings and opinions by posting a photo, link or update. However, not everyone enjoys the **privilege** of freedom of speech when it comes to expressing themselves through social media. Some countries have shut down popular platforms in efforts to limit public criticism and quiet opposing voices.

Text 2

What's your personality type?

- For years, popular psychology has been trying to define our personalities based on categories such as **introvert** or **extrovert** or A or B types*. In theory, by completing questionnaires about personal attitudes, behaviours and habits, these personality **sorters** help us understand ourselves and may be able to guide us in terms of career choices which 'match' our personality types. One well-known personality test is the Myers-Briggs, which was first developed during the World War II **era** based on Carl Jung's theories of personality. Multiple examples of the Myers-Briggs tests can be found online, most of them free to use.
- According to the test, personalities can be defined along four categories: introvert (I) or extrovert (E), **sensing** (S) or **intuitive** (N), thinking (T) or feeling (F), **judging** (J) or **perceiving** (P). This means that an individual may test as, for example, ISFJ: more introverted than extroverted, more guided by senses and feelings than intuition and thinking, and more likely to trust their judgements rather than **perceptions**. According to the Myers-Briggs test, there are sixteen different personality types which are given different names or titles, and each one is better suited to certain careers or occupations than others.
- To illustrate, ISFJ personalities are called 'Defenders' or 'Nurturers'. They are generous and like to do good for their communities, and they value cooperation. **Defenders** are sensitive to other people's feelings and generally kind-hearted. ISFJ types are also dedicated to their jobs and like to maintain orderly and neat work environments. According to Myers-Briggs, Defenders are well-suited to become accountants, photographers or elementary school teachers.
- Looking at the opposite, someone who tests as an ENTP is called a '**Visionary**'. Visionaries are intelligent and knowledgeable people who need to be constantly learning.
- They are logical and prefer focusing on big ideas rather than problem-solving specific issues. Suitable careers for Visionaries include lawyer, financial planner or psychologist.
- While many experts **dismiss** the Myers-Briggs and other personality sorters as **pseudo** or fake science, guidance and career counsellors often **utilise** these tests to help students and clients discover more about themselves and hopefully, make better educational and career choices for their future.
- If you are curious about your own personality type according to Myers-Briggs, search the Internet and complete an online test.

Mediacja

🚫 Uzupełnij w e-mailu luki 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

● ● ●
✉ — ↶ ✕

To: Sandra Gregg (sgregg@net.com)
From: Michael Granowski (mgi@mail.com)
Re: University in autumn

Hi Sandy! How is everything?

The last time I saw you we talked about what courses to take next year at university, and to be honest, I had no idea. My father suggested I see the guidance counsellor at school, and she recommended I do the Myers-Briggs 5) ██████████. I can't tell you how helpful it was, and I think you should do it too!

The Myers-Briggs can help us understand more about ourselves. To do the test, you must answer a set of questions about attitudes, behaviours and habits. The test defines people along four 6) ██████████. Each of these is associated with specific personality types. Each type also comes with a list of suitable career choices based on the 7) ██████████ you are.

I completed a free test online and I'm an ENTP or 'visionary' which means I'm knowledgeable and logical and prefer focussing on big ideas. Based on my Myers-Briggs test, I think I can 8) ██████████ a lawyer or psychologist. Don't laugh! I'm seriously thinking about it. I know that some experts think this is fake science but I disagree.

Anyway, let me know if you do the test. I'm curious what your results will be and hope you'll find it as useful as I did.

Talk to you soon!

Mike

b) Explain the words in bold in both texts.

3 Read the information below and discuss the question with a partner or a small group.

* The term **extroverts** (sometimes spelled **extraverts**) describes people who are outgoing and sociable. **Introverts** are more 'inward-turning' and enjoy spending time alone or with one other person or a small group.

Type A personalities are ambitious and set high expectations for themselves. They are often anxious, impatient and in a hurry. **Type B** individuals are the opposite: less focused on winning or being the best. B types experience less stress and are generally more creative.

Are you an introvert or an extrovert? Do you think you have more Type A or B personality traits?

Czasy gramatyczne See pp. GR1-GR12

- 1 Complete the explanations with one of the following: *continuous, simple (x2), perfect continuous, perfect*.
- The past 1) is used to talk about past finished actions at a specific time in the past.
 - The present 2) is used to talk about states and actions that are usually or always true.
 - For past, present and future actions that happen surrounding a point in time, 3) tenses are used.
 - For past, present and future actions and states that happen somewhere inside a period of time leading up to a point in time, 4) tenses are used.
 - For past, present and future actions that happen inside a period of time leading up to a point and continue for the whole time, 5) tenses are used.
 - *Will, be going to* and *shall* are also used for the future.
 - *Used to* and *would* can be used to talk about repeated actions in the past. For repeated states in the past that are no longer true, we use *used to*.

Transformacje ze słowem kluczem

- 2 **M** Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–6). W każdą lukę możesz wpisać **maksymalnie pięć wyrazów**, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów.
- 1 He is in the middle of working on his two-year master's degree.
FOR His two-year master's degree is what he the last year.
- 2 Before Carla moved to Brussels, she lived in Vienna.
USED Carla Vienna before she moved to Brussels.
- 3 When I was a child, it was my mother who drove the car.
WOULD My mother car when I was a child.
- 4 Eva screamed with excitement when watching the film.
WAS Eva screamed with excitement while the film.
- 5 My cousin got married two years ago.
BEEN My cousin for two years.
- 6 It's my plan to buy a new laptop when I go to university.
GOING I am a new laptop when I go to university.

Gramatykalizacja

- 3 **M** Uzupełnij zdania 1–4. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać **maksymalnie pięć wyrazów**, wliczając wyrazy już podane.
- 1 Dave (give up/play) football after his injury.
- 2 You should take up running! (apart/keep) you fit, it'll help you lose weight.
- 3 It was (wrong/tell) everyone Joe's secret; I can't believe you did that.
- 4 His present was really generous. He is the (kind/person/know).

Zadanie z lukami

- 4 **M** Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.



Freckles are nothing more than 1) skin cells that appear as light brown or red spots on the skin. They are most noticed on people who have a fair complexion, like those of Northern European background. Freckles are very common with people who have red hair, which again is most common to people of Northern European ancestry, 2) those from the British Isles. However, freckled people can also be found in places like Japan, where there are no redheads. As freckles are 3) by exposure to sunlight, it is unusual to see them on infants. Most people develop freckles in early adolescence. Young people who have never had freckles can suddenly develop them with extended exposure to sunlight. Freckles show up mostly on the face, but they also appear on other areas exposed to sunlight, particularly the shoulders and arms. Because of the 4) of freckles with childhood, they are often considered to give an adult a more youthful appearance.

5 Change the following nouns and verbs to adjectives using either *-able* or *-ible*. What often happens with nouns or verbs that end in *e* and *y*?

- 1 response
- 2 value
- 3 predict
- 4 recognise
- 5 question
- 6 access
- 7 identify
- 8 horror

6 Choose the correct answer.

- 1 Parents should a good example for their children.
A make B create C set
- 2 Women had to for the right to vote.
A conflict B argue C fight
- 3 I think your driving licence has .
A worn out B expired C cancelled.
- 4 Robert more confident as he got older.
A grew B raised C developed
- 5 Pavel didn't nervous at all.
A show B appear C perform

Set leksykalny

7 **M** W zadaniach 1–3 podaj wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna zapisywanych wyrazów.

- 1
 - There is a chance he will get the job; he is very experienced.
 - He's not very at dancing, but he is getting better.
 - If you have a fair complexion, it is a(n) idea to wear sunscreen to protect your skin.
- 2
 - The photographer up his equipment ready for the wedding.
 - Managers targets for their teams to give them something to work towards.
 - The film is in New York, near where the director grew up.
- 3
 - The of social security is to protect the poor and the vulnerable.
 - I don't see the of taking a personality test; I already know what career I want.
 - We should discuss this further at some .

Zadanie z lukami

8 **M** Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Collective



IDENTITY

Collective identity refers 1) the sense of identity that a person gets from belonging to a group. 2) a person may shape their own personal identity as they age, the social community that one is born into is the first influencer of our sense of identity. For some people, no other sense of identity is required as they are satisfied with their role as a member of their town, neighbourhood, city or country.

There are people who choose a community that they want to be a member of, and therefore they get the feeling of belonging that leads to a sense of identity. Whatever community it is, it needs to have a specific culture. 3) culture we mean the shared beliefs, customs and behaviours that belong to a particular group. For example, a New Yorker may get their sense of identity from 4) a resident of that city, but they may also define themselves by being a member of a certain work community, like being a university professor or designer.

Artykuł publicystyczny

Prepare for the task

Writing Tip:

Articles express a writer's viewpoint on a certain topic and may contain elements of description, review, summary, opinion, etc. and may attempt to shape the opinion of the readers. They are usually found in newspapers or magazines and websites such as blogs. Their style is formal to neutral depending on the audience. Articles consist of:

- a title that catches the reader's attention,
- an introduction (that encourages the reader to read the text e.g. by using a rhetorical question, recalling a fact or anecdote, etc.),
- a main body (paragraphs opening with a topic sentence which is then developed with supporting details (reasons/examples) covering each of the two points raised in the rubric),
- a conclusion summarising the main points.

- 1 Read the article on the positive and negative impacts of celebrity role models. What is the purpose of each paragraph?

Entertain me but ...

Celebrities have always had a unique place within society. These days they are ever-present thanks to social media and have an unprecedented amount of influence over people, particularly young, impressionable people, who copy them in every way. But are they always good role models?

Celebrities can do enormous amounts of good and set fantastic examples for their fans. Think about the amount of money and media coverage celebrities have brought to good causes over the years, or how some famous people have championed environmental causes. As a result of this kind of behaviour, their fans join these good causes, exaggerating the positive impact the celebrities have had.

At the same time, some celebrities can set terrible examples for their fans. When a celebrity lives a lavish lifestyle, for example, showing off their wealth, they encourage others to be overly materialistic. Some celebrities indulge in antisocial behaviour, believing that they can get away with anything. To my mind, this kind of activity inspires their followers to behave in a similar way. Shouldn't we expect a bit more from those who ought to be grateful to us for their fame and fortune? I'm sure you've asked this question at some point, too.

Celebrities live a privileged life in which they have the chance to use their popularity to do good. However, in this writer's opinion many choose to waste this opportunity, and they may live to regret it. As the old saying goes; "you get back what you give." Wouldn't you agree?

- 2 Writers can use certain techniques to develop the reader's interest. Read the article again and decide if the following are true (T) or false (F).

- 1 A title encourages the reader to read the article.
- 2 The writer should never address the reader directly.
- 3 A writer may include a rhetorical question.
- 4 A quotation or popular saying may be included.
- 5 Quotations need to be formal or academic.

- 3 Certain words and phrases can be used to link ideas within the main body paragraphs. Write words or phrases from the article in Ex. 1 that match the ones below.

- 1 For instance
- 2 I am certain
- 3 From my point of view
- 4 But
- 5 For that reason

Your turn

- 4 a) Read the following statement and decide if you agree or disagree with it.

Professional athletes should be expected to be good role models to young people.

Exam Strategy

You should always start by making an outline of what will be in each paragraph of your writing. For a four-paragraph article, decide on your viewpoint about the topic, and then make notes of the two points supporting your viewpoint that will start each main body paragraph. Next to each main point, add some supporting details. Keep your notes short and to the point.

- b) **M** Życiem wybitnych sportowców interesują się ludzie na całym świecie. Napisz artykuł (200–250 wyrazów), w którym omówisz potencjalne korzyści i zagrożenia wynikające z naśladowania znanych sportowców przez młodych ludzi.

How do you feel around authority figures?

- 1 Complete this chart with five examples of other authority figures.

parent		

- 2 Tell a partner which of the above authority figures you feel most and least comfortable with and why.

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

When describing photos with people, you can start by mentioning who is in the picture. You can refer to people as adults (men or women) and children or teenagers (boys or girls) or use a noun for their role in society (job name) or their role in the family (mother, father, etc.). You can also mention the person's age, describe their appearance and/or personality, and say what they are doing in the photo (e.g. a cute, young girl with red hair holding a doll). You may also try to identify people's feelings (he/she seems thrilled/frightened/delighted/miserable/exhilarated, etc.).

USEFUL LANGUAGE

Describing people in pictures

Appearance

There is a(n) ... (infant, toddler, child, tall old man, teenage girl, middle-aged professor, etc.)

There is a young man with ... (short brown curly hair, a big smile, etc.)

She has ... (long blonde wavy hair, a beaming smile, etc.)

Posture

She is standing with her hands ... (on her hips, in her pockets, by her sides, clasped behind her head, etc.)

His arms are folded across his chest.

He is ... (kneeling, sitting cross-legged, crawling on all fours, standing on tiptoe, extending his hand to..., leaning forward, etc.)

Actions

He is ... (looking at ..., laughing, smiling, holding..., talking to..., etc.)

Speculating about feelings & emotions

She looks/seems ... (angry, anxious, over the moon, joyful, etc.)

He seems to be a bit nervous/impatient because ... (he is tapping his fingers, biting his fingernails, chewing the tip of his pencil, etc.)

She appears to be annoyed as ... (she is rubbing the back of her neck, clenching her hands, etc.)

- 3 Describe the picture.



- 4 Answer the questions.

- Why do you think the police officer is giving the young boy the stuffed toy?
- Would you like to be a police officer? Why or why not?
- Tell us about a situation when someone helped you.

Rozmowa z odgrywaniem roli

Exam Strategy

Read the rubric and the four pieces of information you need to include. Brainstorm some ideas you could mention or some questions you could ask before you begin the conversation.

- 5 Chcesz w wolnym czasie rozwijać swoje zainteresowania i postanawiasz znaleźć sobie nowe hobby lub zacząć uprawiać jakiś sport. Rozmawiasz na ten temat z kolegą lub koleżanką. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.

- Twoje stare hobby lub kiedyś uprawiany przez Ciebie sport.
- Twoje zainteresowania.
- Umiejętności, które możesz rozwijać.
- Rzeczy, których możesz potrzebować.

USEFUL LANGUAGE

- I am good at ...
- I'd like to ...
- I'm thinking of (-ing) ...
- I've always wanted to ...
- I'm interested in ...

Człowiek

Appearance – Wygląd zewnętrzny

bow-shaped /'baʊ ʃeɪpt/ (adj) = wygięty w łuk
 broad nose (phr) = szeroki nos
 button nose (phr) = nos jak guzik
 clean-shaven face (phr) = gładko ogolona twarz
 fair hair (phr) = jasne włosy
 fair complexion (phr) = jasna cera
 freckled face (phr) = twarz upstrzona piegami
 full lips (phr) = pełne usta
 long /lɒŋ/ (adj) = podłużny
 oval face (phr) = owalna twarz
 puffy face (phr) = opuchnięta/obrzymała twarz
 straight hair (phr) = proste włosy
 thin lips (phr) = wąskie usta
 wavy hair (phr) = faliste włosy
 youthful appearance (phr) = młodzięcy wygląd

Clothes – Ubrania

baggy /'bægi/ (adj) = obszerny, workowaty
 casual /'kæʒuəl/ (adj) = swobodny, codzienny, nieformalny
 checked /tʃekt/ (adj) = w kratkę, kraciasty
 cotton /kɒtən/ (adj) = bawełniany
 denim /'denɪm/ (adj) = dżinsowy
 floral /'flɔ:rəl/ (adj) = w kwiaty
 formal /'fɔ:məl/ (adj) = wizytowy, oficjalny, odświętny
 high-heeled /'haɪ 'hi:lɪd/ (adj) = na wysokim obcasie
 leather /'leðə/ (adj) = skórzany
 linen /'lɪnən/ (adj) = płócienny
 long-sleeved /'lɒŋ 'sli:vɪd/ (adj) = z długim rękawem
 loose /lu:s/ (adj) = luźny
 material /mə'tɪəriəl/ (n) = materiał
 multi-coloured /'mʌlti:kələd/ (adj) = różnokolorowy, wielobarwny
 oversized /'əʊvə'saɪzɪd/ (adj) = za duży, bardzo obszerny
 pattern /'pætn/ (n) = wzór
 plain /pleɪn/ (adj) = gładki (bez żadnego wzoru)
 polka-dot /'pɒlkə dɒt/ (adj) = kropkowany, w kropki
 polo-neck /'pəʊləʊ nek/ (n) = golf (rodzaj swetra)
 short-sleeved /'ʃɔ:t 'sli:vɪd/ (adj) = z krótkim rękawem
 silk /sɪlk/ (adj) = jedwabny
 smart /smɑ:t/ (adj) = elegancki, wytworny
 striped /'straɪpt/ (adj) = w pasy/paski, pasiasty
 tight-fitting /'taɪt 'fɪtɪŋ/ (adj) = obcisły
 trendy /'trendi/ (adj) = modny
 woollen /'wʊlən/ (adj) = wełniany

Character – Cechy charakteru

confident /kɒnfɪdənt/ (adj) = pewny siebie
 conservative /kɒn'sɜ:vətɪv/ (adj) = konserwatywny, zachowawczy
 creative /kri:'eɪtɪv/ (adj) = kreatywny, twórczy, pomysłowy
 dedicated (to sth) /'dedɪkeɪtɪd/ (adj) = oddany (czemuś), zaangażowany (w coś)
 extrovert /'ekstrəvɜ:t/ (adj) = ekstrawertyczny
 gullible /'gʌlɪbəl/ (adj) = łatwowierny
 impatient /ɪm'peɪjənt/ (adj) = niecierpliwy
 introvert /ɪn'trəvɜ:t/ (adj) = introwertyczny
 kind-hearted /kaɪnd 'hɑ:tɪd/ (adj) = życzliwy
 knowledgeable /'nɒlɪdʒəbəl/ (adj) = mądry, znający się na rzeczy
 moody /'mu:di/ (adj) = kapryśny, humorzysty
 passionate /'pæʃənət/ (adj) = żarliwy, pełen pasji

perceiving /pə'si:vɪŋ/ (adj) = postrzegający (typ osobowości)
 reliable /rɪ'laɪəbl/ (adj) = niezawodny, solidny, wiarygodny
 sensitive /sensətɪv/ (adj) = wrażliwy, czuły
 sentimental /,sentɪ'mentəl/ (adj) = sentymentalny, emocjonalny, uczuciowy
 sociable /'səʊʃəbəl/ (adj) = towarzyski
 trustworthy /'trʌst,wɜ:ði/ (adj) = godny zaufania
 visionary /'vɪʒənəri/ (adj) = marzycielski, wizjonerski

Feelings & Emotions – Uczucia i emocje

anxious /'æŋkʃəs/ (adj) = zaniepokojony, zatroskany
 appalled /ə'pɔ:lɪd/ (adj) = przerażony, zbulwersowany
 delighted /dɪ'leɪtɪd/ (adj) = zachwycony, uszczęśliwiony, uradowany
 embarrassed /ɪm'bærəst/ (adj) = zakłopotany
 excessive /ɪk'sesɪv/ (adj) = nadmierny
 excited /ɪk'saɪtɪd/ (adj) = podekscytowany
 exhilarated /ɪg'zɪləreɪtɪd/ (adj) = radosny, szczęśliwy
 furious /'fjʊəriəs/ (adj) = wściekły, rozwścieczony
 intuitive /ɪn'tju:ətɪv/ (adj) = intuicyjny, posługujący się intuicją
 isolated /'aɪsəleɪtɪd/ (adj) = odizolowany
 judging /'dʒʌdʒɪŋ/ (adj) = oceniający (typ osobowości)
 miserable /'mɪzərəbəl/ (adj) = smutny, przygnębiony, nieszczęśliwy
 petrified /'petrɪfaɪd/ (adj) = sparaliżowany strachem
 scared /skeəd/ (adj) = przerażony
 sensing /sensɪŋ/ (adj) = czujący (typ osobowości)
 shocked /'ʃɒkt/ (adj) = wstrząśnięty, zszokowany
 upset /'ʌp'set/ (adj) = zasmucony, zmartwiony, zły

Useful phrases and verbs

bite one's nails (phr) = obgryzać paznokcie (np. ze zdenerwowania)
 blush /blʌʃ/ (v) = rumienić się
 clench one's fists (phr) = zaciskać pięści
 cross one's legs (phr) = zakładać nogę na nogę
 drop one's head (phr) = spuszczać głowę
 fold one's arms (phr) = skrzyżować ramiona
 frown /fraʊn/ (v) = marszczyć brwi
 scratch one's head (phr) = drapać się po głowie; zachodzić w głowę, łamać sobie głowę
 shrug one's shoulders (phr) = wzruszyć ramionami
 stroke one's chin (phr) = gładzić się po brodzie
 wink /wɪŋk/ (v) = mrugać okiem
 yawn /jɔ:n/ (v) = ziewać

Personal belongings – Rzeczy osobiste

bank card /'bæŋk kɑ:d/ (n) = karta kredytowa (Am. English), karta czekowa (Br. English)
 charger /'tʃɑ:dʒə/ (n) = ładowarka
 credit card /'kredɪt kɑ:d/ (n) = karta kredytowa
 desktop computer /'deskɒp kəm'pjʊ:tə/ (n) = komputer stacjonarny
 driving licence /'draɪvɪŋ ,laɪsəns/ (n) = prawo jazdy
 earphone /'ɪəfəʊn/ (n) = słuchawka douszna
 handbag /'hændbæg/ (n) = torebka, torba (damska)
 jewellery /'dʒu:əlri/ (n) = biżuteria
 phone /fəʊn/ (n) = telefon
 rucksack /'rʌksæk/ (n) = plecak
 tablet /'tæblət/ (n) = tablet
 wallet /'wɒlɪt/ (n) = portfel

Stages in life – Okresy życia

adolescent /'ædə'lesənt/ (n) = dorastający chłopak, dorastająca dziewczyna (w wieku ok. 13–19 lat)
 adult /'ædʌlt/ (n) = osoba dorosła
 era /'ɪərə/ (n) = era, epoka
 grown-up /,grəʊn 'ʌp/ (adj) = dorosły
 infant /'ɪnfənt/ (n) = niemowlę
 middle-aged /'mɪdl 'eɪdʒd/ (adj) = w średnim wieku
 newborn /'nju:bɔ:n/ (adj) = nowo narodzony
 pensioner /'penʃənə/ (n) = emeryt
 school-aged /'sku:l 'eɪdʒd/ (adj) = w wieku szkolnym
 senior citizen (phr) = starsza osoba
 teenager /'ti:neɪdʒə/ (n) = nastolatek/nastolatka
 toddler /'tɒdlə/ (n) = małe dziecko (uczące się chodzić)
 young adult (phr) = młoda, dorosła osoba
 youngster /'jʌŋstə/ (n) = młoda osoba, dzieciak

Social & Personal system of value – Społeczny i osobisty system wartości

addiction /ə'dɪkʃən/ (n) = uzależnienie, nałóg
 celebrity /'seɪləbrɪti/ (n) = celebryta, znana osoba
 death penalty /'deθ ,penəlti/ (n) = kara śmierci
 equality of the sexes (phr) = równouprawnienie płci
 ethnic minorities (phr) = mniejszości etniczne
 freedom of speech (phr) = wolność słowa
 future generations (phr) = przyszłe pokolenia
 homelessness /'həʊmləsnes/ (n) = bezdomność
 human rights (phr) = prawa człowieka
 impact /'ɪmpækt/ (n) = wpływ
 impressionable /ɪm'preʃənəbəl/ (adj) = łatwowierny, podatny na wpływ
 in the public eye (idm) = w centrum zainteresowania opinii publicznej
 influence /'ɪnfluəns/ (n) = wpływ
 mentally ill (phr) = umysłowo chory
 moral duty (phr) = moralny obowiązek
 network (with) /'netwɜ:k/ (v) = nawiązywać kontakty (z)
 obligation /'ɒblɪ'geɪʃən/ (n) = zobowiązanie
 peer /piə/ (n) = rówieśnik/rówieśnica
 peer pressure (phr) = presja rówieśników
 persecution /'pɜ:sɪ'kju:ʃən/ (n) = prześladowanie
 popular /'pɒpjələ/ (adj) = popularny
 positive /'pɒzətɪv/ (adj) = pozytywny
 promote change (phr) = promować zmiany
 protest (against sth) /'prɒ'test/ (v) = protestować (przeciw czemuś)
 racial discrimination (phr) = dyskryminacja na tle rasowym
 responsibility /rɪ'spɒnsə'bɪləti/ (n) = odpowiedzialność
 social security (phr) = tu: opieka społeczna
 society /'sə'saɪəti/ (n) = społeczeństwo
 the privilege of freedom (phr) = przywilej wolności
 the right to vote (phr) = prawo wyborcze, prawo do głosowania

Authority figures – Autorytety

career counsellor /kə'rɪə 'kaʊn'sələ/ (n) = doradca zawodowy
 coach /kəʊtʃ/ (n) = trener
 headteacher /'hed'ti:tʃə/ (n) = dyrektor szkoły
 older sibling (phr) = starszy brat, starsza siostra
 parents /'peərənts/ (pl n) = rodzice
 police officer /pə'li:s ,ɒfɪsə/ (n) = policjant/policjantka

president /prezɪdnt/ (n) = prezydent
 supervisor /su:pəvaɪzə/ (n) = osoba sprawująca nadzór, przełożony, kierownik

Skills & Interests – Umiejętności i zainteresowania

active /æktɪv/ (adj) = aktywny
 analysis /ə'nælɪsɪs/ (n) = analiza
 birdwatching /bɜ:d,wɒtʃɪŋ/ (n) = obserwacja ptaków
 blogging /'blɒɡɪŋ/ (n) = prowadzenie bloga
 boring /'bɔ:ɪŋ/ (adj) = nudny
 camping /'kæmpɪŋ/ (n) = biwakowanie, spanie pod namiotem
 chess /tʃes/ (n) = szachy
 editing /'edɪtɪŋ/ (n) = edycja, redagowanie
 fishing /'fɪʃɪŋ/ (n) = wędkarstwo
 focus on sth /'fəʊkəs ɒn/ (v) = tu: skupiać uwagę na czymś
 hiking /'haɪkɪŋ/ (n) = turystyka piesza (zwykle górską)
 hunting /'hʌŋtɪŋ/ (n) = polowanie
 map reading /'mæp ri:ɪdɪŋ/ (n) = czytanie mapy
 memory /'meməri/ (n) = pamięć
 navigation /,nævɪ'geɪʃən/ (n) = nawigacja
 organisation /,ɔ:gənə'raɪzɪʃən/ (n) = organizacja
 patience /'peɪʃəns/ (n) = cierpliwość
 planning /'plænɪŋ/ (n) = planowanie
 reading /'ri:ɪdɪŋ/ (n) = czytanie
 self-confidence /,self 'kɒnfɪdəns/ (n) = pewność siebie, śmiałość
 spend time outdoors (phr) = spędzać czas poza domem na świeżym powietrzu
 strategy /'strætədʒi/ (n) = strategia
 teamwork /'ti:mwɜ:k/ (n) = praca zespołowa
 travelling /'trævəlɪŋ/ (n) = podróżowanie
 white water rafting /,waɪt wɔ:tə 'rɑ:ftɪŋ/ (n) = spływy górskimi rzekami na pontonach
 writing /'raɪtɪŋ/ (n) = pisanie, wypracowanie, wypowiedź pisemna

Personal data – Dane osobowe

age /eɪdʒ/ (n) = wiek
 age group /eɪdʒ gru:p/ (n) = grupa wiekowa
 appearance /ə'piərəns/ (n) = wygląd
 career /kə'riə/ (n) = kariera zawodowa
 citizenship /'sɪtɪzənʃɪp/ (n) = obywatelstwo
 education /'edʒu'keɪʃən/ (n) = wykształcenie
 employee /'ɪm'plɔ:ɪ/ (n) = pracownik, osoba zatrudniona
 ethnicity /eθ'nɪsəti/ (n) = tożsamość etniczna
 habit /'hæbɪt/ (n) = nawyk, zwyczaj, przyzwyczajenie
 occupation /'ɒkjʊ'peɪʃən/ (n) = zawód
 personality /,pɜ:sə'næləti/ (n) = osobowość
 profession /prə'feʃən/ (n) = profesja, zawód
 unemployed /,ʌnɪ'mplɔɪd/ (adj) = bezrobotny

Sense of identity – Poczucie tożsamości

be a member of (phr) = być członkiem (organizacji, klubu itp.)
 community /kə'mju:nəti/ (n) = społeczność, wspólnota
 collective identity (phr) = tożsamość zbiorowa
 custom /'kʌstəm/ (n) = zwyczaj, tradycja, obyczaj
 define (oneself) /dɪ'faɪn/ (v) = określić (się)
 get a feeling of belonging (phr) = mieć poczucie przynależności
 maintain friendship (phr) = podtrzymywać przyjaźń
 personal identity (phr) = tożsamość osobista
 resident /'rezɪdnt/ (n) = mieszkaniec
 sense of belonging (phr) = poczucie przynależności
 sexuality /,seksju'æləti/ (n) = seksualność
 shared belief (phr) = wspólne przekonania

1 Choose the correct item.

- Jane bought a lovely dress with a rose pattern.
A checked B floral C striped D multi-coloured
- Jack has large lips and a beautiful smile.
A full B broad C baggy D loose
- Joanne is a very girl who gets upset easily.
A intuitive B sensitive C perceiving D excessive
- Lewis was so furious that he his fists in anger.
A clenched B pursed C scratched D shrugged
- Many people when they are embarrassed.
A wink B yawn C blush D frown
- Mr Henderson is very old-fashioned and in his views.
A gullible B conservative C confident D impatient
- The team is firm with his players but fair.
A supervisor B coach C president D headteacher
- After emigrating to Britain, Oliver applied for .
A ethnicity B generation C community D citizenship

Collocations

2 Fill in with: *freckled, personal, ethnic, young, death, wavy, human, moral, senior, shared, racial, physical.*

- Multicultural cities like London include many minorities.
- Red-haired people tend to have faces.
- Helping others is a(n) duty that we should all follow.
- Henry's love of fashion is a big part of his own identity.
- Religion is a(n) belief that many people follow.
- At sixty-five years old, Mr Jones has to accept he is now a(n) citizen.
- Often, black people face discrimination.
- Karen's appearance is very important to her, so she always wears make-up.
- Tim has long hair that never sits straight on his shoulders.
- Now that Jane is 20, she's no longer a teenager, she's a(n) adult.
- Freedom from persecution is a fundamental right.
- In some countries, the penalty is used to punish severe crimes.

Prepositions

3 Complete with the correct particle.

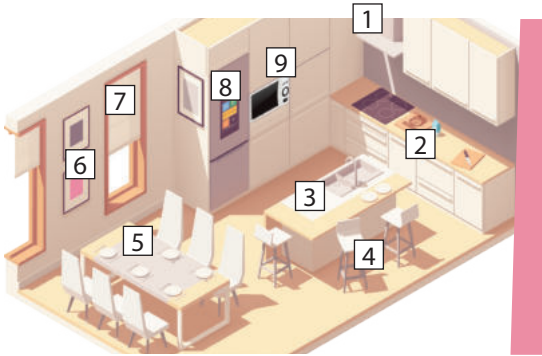
- In the UK, newspapers have freedom speech.
- The women's group campaigns for equality the sexes.
- The famous celebrity is always the public eye.
- Students decided to protest the new government reforms.
- Fred was appalled the rude thing that Mile said.
- In a democracy, everyone has the right vote.

Rooms & Furniture

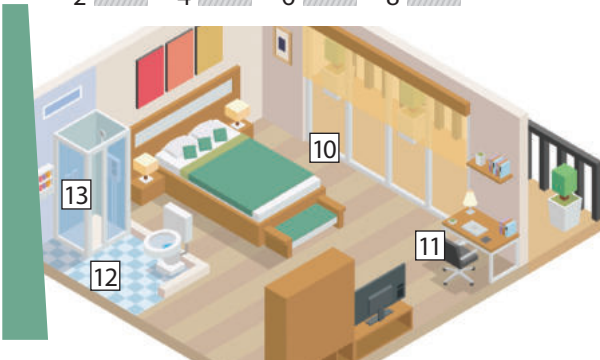
1 Listen to the descriptions of three different rooms (A, B and C). Tick (✓) the words that you hear. There are five extra.

- | | |
|-------------------------|---------------------------|
| A marble work surfaces | J floor-to-ceiling window |
| B built-in microwave | K framed art |
| C glass shower | L coffee table |
| D floor speakers | M office chair |
| E built-in refrigerator | N wall shelf |
| F stools | O sectional sofa |
| G blinds | P cooker hood |
| H modern floor lamp | Q kitchen island |
| I tiled floor | R dining table |

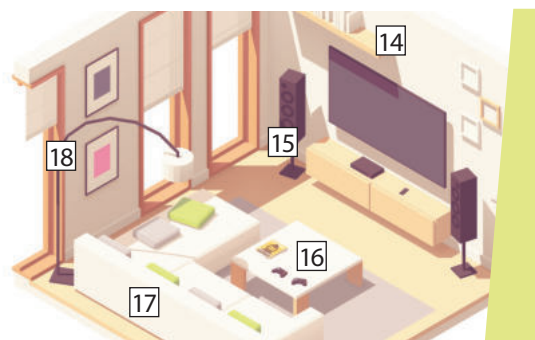
2 Look at the pictures. Match the objects (1–18) to the words (A–R) from Ex. 1.



- | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 3 <input type="checkbox"/> | 5 <input type="checkbox"/> | 7 <input type="checkbox"/> | 9 <input type="checkbox"/> |
| 2 <input type="checkbox"/> | 4 <input type="checkbox"/> | 6 <input type="checkbox"/> | 8 <input type="checkbox"/> | |



- | | | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 10 <input type="checkbox"/> | 11 <input type="checkbox"/> | 12 <input type="checkbox"/> | 13 <input type="checkbox"/> |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|



- | | | | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 14 <input type="checkbox"/> | 15 <input type="checkbox"/> | 16 <input type="checkbox"/> | 17 <input type="checkbox"/> | 18 <input type="checkbox"/> |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|

3 Which of the items from Ex. 1 do you have in your home?

Types of homes

4 Unscramble the letters to create words that match the meanings below.

- A a flat which consists of only one room: **tsuido**
- B part of a house or building located underground: **amnetbse**
- C a large, luxurious home: **nsoiamn**
- D a home that is not connected to any other buildings: **dehctaed ehosu**
- E a small flat with a combined bedroom/living room space: **seditb**
- F a building or group of buildings made up of many apartments: **klbco fo stalf**
- G a small home in the country: **tgetoca**
- H a flat or apartment that occupies the top floor of a residential building: **tposuehen**

Architecture

5 Complete the table by placing the words below in the correct categories.

- plaster • care home • balcony • brick • attic
- semi-detached house • cement • stairwell
- car park • lobby • fire station • stone
- community centre • open-concept kitchen
- en suite • walk-in closet

building materials	
parts of a flat/block of flats	
types of buildings	

Household chores

6 a) Choose the word or phrase that doesn't belong.

- 1 do laundry, iron, dust, fold
- 2 do the washing-up, set the table, cut the grass, wipe the work surface
- 3 hang the laundry, mop, sweep, Hoover/vacuum
- 4 buy groceries, tidy up, walk the dog, cut the grass

b) Which of the above correct groups of chores ...

- A are done outside of the home?
- B are done in the kitchen?
- C refer to cleaning floors?
- D involve clothes?

Renting a flat

7 Translate the following words/phrases into Polish.

- | | | |
|---|-------------------|-------|
| 1 | cosy | _____ |
| 2 | fireplace | _____ |
| 3 | central heating | _____ |
| 4 | tenant | _____ |
| 5 | estate agent | _____ |
| 6 | flatmate | _____ |
| 7 | entrance hall | _____ |
| 8 | lease agreement | _____ |
| 9 | landlord/landlady | _____ |

8 Listen to the conversation and fill in the missing words.



Miranda: Have you had any luck finding a place?

Jacob: Yes, actually. I think I may have finally found the right flat. My 1) _____ took me round to see an affordable bedsit last Friday, and the 2) _____ letting the place is a lovely elder woman.

Miranda: How exciting! Tell me all about it.

Jacob: It's 3) _____, and located above a shop in the city centre. It's on a busy street but the flat has new windows, so noise shouldn't be too much of a concern. It's in an older building, so there is a large 4) _____ and an amazing, antique mantelpiece around the 5) _____.

Miranda: Fireplace? There is 6) _____, isn't there?

Jacob: Of course, I'm not even sure the fireplace works. The previous 7) _____ was using it as a decorative feature.

Miranda: So, when will you make your decision?

Jacob: I've already signed the 8) _____, and now I'm just waiting to hear back from my agent to finalise everything.

Miranda: I can't believe you'll be moving into a place all by yourself! No parents, siblings or 9) _____. I'm jealous!

9 Complete the exchanges using the following phrases in the correct form: *fall behind*, *do (sth) up*, *give a month's notice*, *pay in advance* and *get on well with*.

- 1 X: Have you got the keys for your new flat?
Y: Not yet. My landlord's asked me to _____ for the first two months, and I don't get paid until tomorrow.
- 2 X: Can you afford that studio? It seems a bit expensive.
Y: Don't worry. I won't _____ with the rent. I've been saving money all summer.
- 3 X: I had no idea you were planning on moving.
Y: Yes, it's all happened rather suddenly. We _____ to our landlord just yesterday.
- 4 X: Why did she move?
Y: She didn't _____ one of her flatmates. They were always arguing.
- 5 X: I can't wait to see your new place!
Y: It looks a lot better now that I have _____ with some fresh paint and new curtains.

10 Work with a partner to write a short dialogue (4–6 exchanges) about renting a flat. Use the phrases from Ex. 9.



Culture Spot



In the UK, small villages typically have a group of houses surrounding a central square, a village church, a village hall and shop. They are often in valleys or tucked between hills.

Because most of the landscape in Poland is flat, small villages usually have houses strung out one after the other along a straight road. There is a village church and shop but no identifiable centre.



Buying & Selling property

Exam Tip: Read the text quickly to see what it is about.

Read the text again carefully and decide which word best fits each gap. The options are close in meaning but only one is correct. Read the completed text to make sure it makes sense.

11 Choose the correct word (A, B or C) from the list below to complete the text.

Buying or selling your home?

We can help!

Johnson Limited specialises in property in Leeds and the surrounding 1) areas. Our services include:

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- | | | |
|-------------------|-------------------|------------|
| 1 A suburban | B undeveloped | C rural |
| 2 A separate | B divided | C detached |
| 3 A offer | B order | C amount |
| 4 A credit | B savings account | C mortgage |
| 5 A rate | B fee | C charge |
| 6 A borrowing | B lending | C giving |
| 7 A allowance | B loan | C credit |
| 8 A centrally | B importantly | C mainly |
| 9 A prize | B value | C price |
| 10 A registration | B form | C paper |

Exam Tip: For each gap, decide what part of speech the missing word should be (e.g. noun, adjective, etc). This will help you do the task.

12 Complete the text with the correct form of the word in brackets and choose the correct preposition.

We asked people: *if you could change something about your home, what would you change?*

A Our house doesn't have any outdoor space. I'd love to have somewhere to do some 1) (garden). That's one problem with living close 2) to the centre, but I can't imagine living 3) at/in the suburbs either!

B I didn't notice until after we'd moved 4) into/in, but we've got no place for storage in our current flat. 5) (fit) cupboards would be a nice addition to the bedrooms.

C This is my first flat since moving out 6) of/from my parents' house and it's in a basement. It's a bit dark and rather small. I hope my next place will be more 7) (air) and 8) (space).

D My family lives 9) in/on the outskirts of town, so we have to drive everywhere. It's not very 10) (environment) friendly and makes visiting friends or going to the shops difficult. When I'm older, I'd like to have a place 11) in/on the heart of the city so that everything I need is 12) with/within walking distance.

13 What would you change about your current home? Use the vocabulary you've learned so far in this module to tell your partner or group.




14 Write the word which correctly fills in the gaps in all three sentences.

-
- We are installing heating in our old farmhouse.
 - Buying a flat in a(n) location will cost you significantly more.
 - Riads, a type of home common in North Africa, are built with a(n) courtyard often containing a tree or fountain.

- 1 Describe your childhood home and what you liked and disliked about it.

Dobieranie



Exam Tip: Be careful of statements that start out positive and then turn negative. For example, you are asked if the speaker liked the colour of her bedroom, and you hear the speaker say: "I actually like that shade of green BUT it looked awful on my walls."










- 2    Usłyszysz dwukrotnie wypowiedzi czterech osób na temat miejsc, w których się wychowywały. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Umieść rozwiązania w tabeli. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

- A thought their house was really big.
 B wanted to move to a better neighbourhood.
 C liked the social aspect of where they lived.
 D complained about some noise in the neighbourhood.
 E said they didn't like a feature of their house.




Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

- 3   Listen to the recordings again and complete the sentences.

- 1 Speaker 1 said that the train caused 

 .
- 2 Speaker 2's parents now live in 
 .
- 3 Speaker 3 would use the lift to 
 .
- 4 Speaker 4's parents got angry because 
 .

- 4 Which of the four living situations from Ex. 2 would you prefer and why?

Wybór wielokrotny

- 5    Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 wybierz jedną z liter: A, B albo C.

Text 1

- 1 Anna is
 A a refuse manager.
 B a product designer.
 C an academic.

Text 2

- 2 Which of the following is stated in the dialogue as a fact, not an opinion?
 A Honeymoon is the same shade of colour as Orchid White.
 B Specific formulations of paint have to be used in certain rooms.
 C High shine is the best finish for a bathroom environment.


W zadaniach 3–6 wybierz jedną z liter: A, B, C albo D.

Text 3


- 3 **At the beginning of her talk, the speaker**
 A shares an anecdote about the start of her career.
 B explains her motivation for becoming a developer.
 C gives an outline of her accomplishments in the industry.
 D recalls an early ambition that she held.
- 4 **What does the speaker expect from delegates?**
 A They will use her as a role model in their careers.
 B They won't be able to match her level of success.
 C They will go on to achieve great things in the industry.
 D They will keep looking for new ways to maintain their passion.
- 5 **The speaker quotes the saying about homes and castles in order to**
 A reiterate the need for good building materials.
 B stress the importance of a home to people and society.
 C encourage delegates to look for period properties.
 D highlight that properties should be as glamorous as possible.
- 6 **What is the key element in the speaker's professional philosophy?**
 A being able to predict market trends accurately
 B acting as a pioneer in new design fashions
 C identifying the most desirable property locations
 D placing clients above all other considerations



- 1 Do you think your current home is big enough? Why or why not?


Dobieranie


- 2  **M** Przeczytaj tekst, z którego usunięto pięć zdań. Uzupełnij każdą lukę (1–5) literą, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.



A new housing trend has been gaining popularity in recent years: the 'tiny home'. If you have a social media account, chances are you are familiar with tiny homes and their appeal, most notably for young people. In essence, a tiny home is exactly what it sounds like; a micro-home usually consisting of one room and perhaps a loft area for sleeping. 1)  Whether built as a permanent structure, in a converted school bus or even on a boat, tiny homes offer a number of advantages over more traditional housing.

Affordable housing is becoming increasingly difficult to find, especially in large urban centres. 2)  Lara Sanchez lives in a micro-home located on her parents' rural property on the outskirts of Mexico City. 3)  "I'd been paying high rents in the city since moving out of my parents' home to attend university. I was tired of having flatmates and paying my landlord's mortgage. Now, I have a place to myself, and I'm able to save money."


For Casper Van Bleek, monetary reasons were less of a factor. He currently lives in a converted riverboat on a canal in Leiden, Netherlands. "My father and I started restoring this old boat as a hobby when I was a teenager. I've always enjoyed building and repairing things, but to be honest, I never thought I'd be living here; but I love it! Everything I need is on board, and I have the freedom to move my home whenever the mood strikes me. 4)  I'm 190 centimetres tall, so I have to be careful not to bang my head in certain spots."

In addition to affordability and flexibility, tiny homes are also environmentally conscious. 5)  Despite these benefits, living in less than 30 square metres may not be a reasonable or practical choice for everyone. There are also issues surrounding where tiny homes can or should be located.





Exam Tip: Read the text quickly to get the gist of it. Read the sentences, then read the text again carefully and see which sentence best fits each gap. Look at the words before and after each gap as they will help you decide on the best answer. Read the completed text to see if it makes sense.

- A Financial considerations were her main reason for choosing a tiny home.
- B They demand far fewer resources to build and maintain than more conventional housing.
- C Tiny homes exist in a legal grey area.
- D However, living in such a small space does have its drawbacks.
- E These homes contain everything a regular home would, except on a much smaller scale.
- F As a result, more and more young people are turning to tiny homes as a solution to the housing crisis.

Zadanie z lukami

- 3  **M** Uzupełnij luki 1–4 w streszczeniu tekstu *Tiny House*, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

summary

A new kind of home is becoming more and more 1)  recently. Tiny homes are just like traditional flats or homes except much smaller. These homes are 2)  than regular housing which has become extremely expensive in some regions. In addition to being cheaper, some tiny homes offer increased flexibility as they can be 3) . Another benefit is tiny homes are generally 4) , using far fewer resources to build and maintain than a typical home.

- 4 Could you live in a tiny home? Why or why not?
- 5 Look at the photos of three tiny homes. Rank them in order from most to least preferred and give reasons to support your opinions.




B





A



C

- 6  Imagine you were a billionaire. What special features would your home have?
tennis court, media room, gourmet kitchen etc.

Wybór wielokrotny i zadanie z lukami

- 7 a)   Przeczytaj dwa teksty o luksusowych budynkach. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1 Antilia: Mansion in the Sky

Topped only by Buckingham Palace, Antilia, a skyscraper mansion located in Mumbai, is the world's second most valuable piece of **residential** real estate. Built for India's wealthiest man, Mukesh Ambani, Antilia cost an astronomical one billion US dollars to **construct** and stands 27 stories high. Inside, six floors are devoted solely to housing Ambani's extensive **luxury** car collection, a full service petrol station and mechanic's garage. Antilia also boasts a fifty-seat cinema, Hindu **temple** and health spa. Numerous rooms are purpose-built for specific activities including a ballroom for throwing lavish events, a **tranquil** yoga room and even a 'snow room' designed to offer respite from Mumbai's sweltering summer temperatures. In it, artificially-created snowflakes are pumped through continuously, regardless of whether the room is occupied or not. In terms of more practical **amenities**, there are nine elevators and three separate helipads complete with their own air-traffic control centre. In order to keep the mega-mansion operating smoothly, Ambani employs over six hundred people, making monthly staffing costs alone more than most people spend **purchasing** their family home.

W zadaniach 1–4 z podanych odpowiedzi (A, B, C, D) wybierz właściwą, zgodną z treścią tekstu.

- According to the article, Buckingham Palace
 - cost more to build than Antilia.
 - is more expensive than Antilia.
 - is not considered to be residential.
 - is bigger than Antilia.
- Six floors are dedicated to
 - cinema entertainment and relaxation.
 - specific activities.
 - guest parking.
 - expensive automobiles and their maintenance.
- In the snow room, artificial snow is produced
 - constantly despite use.
 - only during the summer season.
 - using a special pump.
 - when someone enters the room.
- According to the article, Ambani
 - pays his staff more than most people earn.
 - spends a ridiculous amount on upkeep.
 - employs an appropriate amount of workers.
 - hires only local people.

Text 2





Old **versus** New
Luxury

Recently, two of the world's top five most expensive private residences have been up for sale. Although both properties are similarly valued, they could not be more different in character. The first is Villa Leopolda, **nestled** in the lush, green hills of the Cote D'Azur region of the French Riviera. This eleven bedroom, fourteen bathroom villa is named after the estate's original owner, King Leopold II of Belgium. However, the original structure was entirely replaced from 1929 to 1931. With twelve swimming pools, sport courts and over eight **hectares** of gardens including olive, lemon and orange trees, the exterior grounds of Villa Leopolda rival its luxurious interior, which is **adorned with** antiques and priceless artwork throughout. With a rich history and **idyllic** rural setting, Villa Leopolda appeals to buyers searching for a one-of-a-kind, grand luxury property.

For investors looking for a more modern take on ultra-luxury, one of the world's most expensive 'flats' is located in Monaco, the famed playground of the rich and famous. The Sky Penthouse Suite occupies the top five stories of the Tour Odeon, the second tallest building on the Mediterranean coast. **Occupants** of The Sky Suite can take in 360-degree views over the sea and city centre. On the roof, you will find a circular pool complete with a waterslide that descends to a balcony on a lower floor. There are **state-of-the-art** chefs' kitchens located on every level of the residence and the grand entrance hall, central staircase and most surfaces are constructed from the finest granite and marble. While The Sky Suite currently remains unsold, in a global economy in which the world's ultra-wealthy continue to amass massive personal fortunes, the developers and current owners Groupe Marzocco are confident the right buyer is out there.

Mediacja

Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

- The area around the Villa Leopolda estate is  .
- Compared to the interior, the exterior of Villa Leopolda is  .
- According to the article, Monaco has a reputation for  of the wealthy people.
- Although the Sky Suite  yet, its owners are sure someone will purchase it soon.

b) Explain the words in bold in both texts.

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowcy

See pp. GR13-GR18

- 1 a) Complete each sentence in four different ways with words in the same form as in the examples.

She plans *to buy* / _____ / _____ / _____ / _____ the house.
I enjoy *cleaning* / _____ / _____ / _____ / _____.

Some verbs and adjectives are followed by infinitives. Other verbs and adjectives are followed by gerunds.

- b) Look at the box, then expand the prompts to form sentences using present and past participles.

Present participles (verb + *-ing*) describe what sb/sth is.

The luxury of the hotel was amazing.

Past participles describe how sb feels.

They were amazed at the luxury of the hotel.

- 1 (view/penthouse/be/astonish)

(she/be/astonish/view/penthouse)

- 2 (price/house/be/shock)

(he/be/shock/price/house)

Transformacje ze słowem kluczem

- 2 **M** Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 Why is finding the perfect flat difficult?
EASY Why is it _____ the perfect flat?
- 2 Why do some young people not have enough money to live downtown?
AFFORD Why can't some young people _____ downtown?
- 3 Do you like modern furniture and not antiques?
PREFER Do you _____ antiques?
- 4 Why is sharing a flat usually not a problem for university students?
MIND Why do university students usually _____ a flat?

- 3 Ask and answer the questions in Ex. 2.

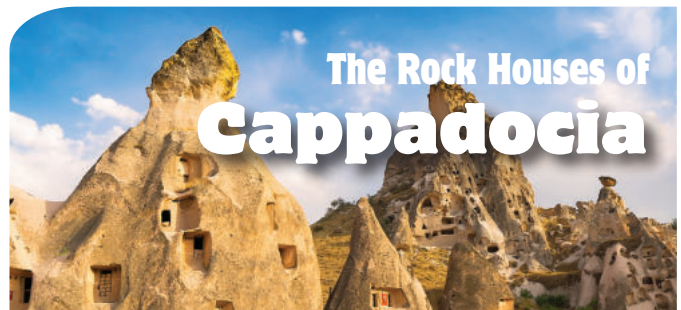
Tłumaczenie fragmentów zdań

- 4 **M** Przetłumacz na język angielski fragmenty 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 cztery wyrazy.

- 1 There's no point (*oddawać do naprawy kuchenkę mikrofalową*) _____.
- 2 There was a very good reason for (*nie przeprowadzać się*) _____ to London this year.
- 3 Whynot (*kupić dom*) _____ in the country?
- 4 We advised her (*żeby przestała wynajmować*) _____ the flat to students.
- 5 We are looking forward (*żeby zobaczyć*) _____ your new penthouse.

Słownictwo

- 5 **M** Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem. Przekształć wyraz podany w nawiasie, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



In an area of Central Turkey known as Cappadocia, one can find perhaps the world's strangest homes. What makes them particularly unusual is that they were carved into rock **1)** _____ (**form**) created by the many volcanoes in the area. In **2)** _____ (**prehistory**) times, the eruption of these volcanoes covered Cappadocia with volcanic rock that was soft enough to carve into with simple tools but hard enough to withstand thousands of years of erosion.

As early as 2000 BC, people in the area carved their homes into the rock. Some of these homes were as tall as four storeys and there are even a couple of castles **3)** _____ (**reach**) as high as 90 metres. Floors were connected by stairways carved into the rock and there were large openings which served as windows to let in air and sunlight. **4)** _____ (**Surprise**), some of these ancient rock homes were inhabited until the late 1950s.

6 Change the following verbs into nouns using *-ation* or *-ion*.

- | | | |
|----|-----------|-------|
| 1 | organise | _____ |
| 2 | infect | _____ |
| 3 | inform | _____ |
| 4 | invent | _____ |
| 5 | educate | _____ |
| 6 | transport | _____ |
| 7 | perfect | _____ |
| 8 | converse | _____ |
| 9 | locate | _____ |
| 10 | relate | _____ |
| 11 | examine | _____ |
| 12 | observe | _____ |

7 Choose the correct answer.

- June would be a good time to put your house on the _____.
A sale B market C offer
- Please make yourself at _____ while we wait for the estate agent.
A accommodation B home C place
- There is a splendid _____ of the park from the bedroom window.
A view B sight C scene
- They really _____ a chance when they bought that old villa; it was a big risk.
A took B collected C grabbed
- Apart from the double bed, the house had no other _____.
A equipment B appliances C furniture
- Marek wanted a flat in a central _____ close to the university.
A region B district C location
- We can leave whenever we want because we didn't _____ a lease.
A sign B autograph C write
- If you need money, you can _____ out rooms to students.
A change B rent C hire
- We should get some dark curtains to _____ out the light.
A block B close C cut
- The new owner _____ the building into four flats.
A sectioned B detached C divided

Wybór wielokrotny

8 M Przeczytaj tekst. Z podanych odpowiedzi (A, B, C, D) wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst.



After only being in 1) _____ for a little over six months, their business fell like a house of cards. 'House of cards' is a common idiom based on the children's pastime of constructing little houses with playing cards. One starts on a flat surface with two cards placed vertically and leaning against each other to form an upside down V. Then, more pairs of cards forming triangles 2) _____ next to the first pair to make a row. Cards then go horizontally on top of the pairs, thus 3) _____ roofs. The entire process is repeated using the roof cards as the flat surface to build 4) _____ . More storeys can then be added. Of course, the higher it gets, the more likely it is to collapse, which is why the idiom is used to describe a plan, organisation or system that can collapse or fail easily.

- | | | |
|---|-------------------|---------------|
| 1 | A construction | C destruction |
| | B existence | D membership |
| 2 | A placed | C are placing |
| | B had been placed | D are placed |
| 3 | A creating | C doing |
| | B originating | D inspiring |
| 4 | A over | C on |
| | B into | D along |

9 Build a house of cards described in the text.

Rozprawka wyrażająca opinię

Prepare for the task

Writing Tip:

Opinion essays are written in formal style. The writer expresses his/her viewpoint in the thesis statement, develops it in the main body and repeats it in the conclusion using different words. Arguments contrary to the viewpoint expressed in the thesis statement can be presented provided that the writer explicitly states that these are the views of others and explains why he/she does not agree with them.

- 1 Read the essay below on whether living in a hall of residence is better than a private flat when studying. What is the writer's opinion on the topic?

A Living in a hall of residence rather than a private flat seems to be the preference for most university students these days. 1) , having lived in both, I am of the opinion that living in one's own flat is better.



B 2) , living in a flat gives you more control over your daily routine. 3) , you can set your sleeping schedule and not worry about being kept awake by partying on your floor or being woken up by students leaving for early classes. 4) , you can set aside time for studying and be certain that you will not be disturbed.

C 5) , you can choose when you want to be social and when you want to be alone. Although you will not have other students around you, you can make friends with people in your classes. You can go out with them after class and know that, whenever you come back to your flat, you will have peace and quiet.

D 6) , when choosing to live in your own flat, you can choose the location that you want to be in. Instead of having to spend all of your time on the university campus, you can enjoy the benefits of living in any neighbourhood in the town or city. Also, you can live as close to or as far away from the campus as you like.

E 7) , living in one's own place is better than being in a hall of residence because you have more control of your routines, you can decide when to be social, and you can choose what area you would like to live in.

- 2 A five-paragraph opinion essay can have the following parts. Match the descriptions (1–5) to the parts of the essay (A–E).

- 1 The writer's third viewpoint with supporting ideas
- 2 Restatement of the writer's opinion
- 3 The writer's first viewpoint with supporting ideas
- 4 Thesis statement and the writer's opinion
- 5 The writer's second viewpoint with supporting ideas

- 3 Opinion essays contain linking words and phrases for different purposes. For the numbers 1 to 7, choose a word or phrase in bold that fits in the text based on the purpose it is used for. Sometimes more than one word/phrase is possible.

To list viewpoints:

To start with, Firstly, In the first place, In addition, Besides, Furthermore, Lastly, Moreover, Also

To introduce supporting sentences (examples):

For example, For instance, In particular, Such as/like

To introduce opposing ideas:

On the other hand, However

To conclude:

All in all, Lastly, Taking everything into account, To sum up, All things considered

Your turn

- 4 Look at the rubric in Ex. 5 and make notes in support of each side of the argument. Then, decide which side you agree with.

Exam Strategy

When you write an opinion essay where you need to take a side, brainstorm quickly and write down notes for the main points of both sides of the argument. Then, look at the points you have written down and choose the side based on where you have the most and best main points.

- 5 **M** Wielu ludzi uważa, że mieszkanie w domu na przedmieściach jest lepszą opcją dla osób pracujących zawodowo niż mieszkanie w centrum miasta. Napisz rozprawkę (200–250 wyrazów), w której przedstawisz swoją opinię na ten temat, odnosząc się do związanych z danym miejscem udogodnień i aspektów społecznych.

"Home is where the heart is."

Gaius Plinius Secundus, philosopher in Ancient Rome

- 1 Discuss what the quote means and what kind of answers the people below might have about where they feel at home and why.

- a teacher • a grandmother • a university student
- a teenager • a new immigrant

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

When describing a picture, remember to include the following elements: place (where?), people and objects (who and what?), activities (what are they doing?)

- 2 **M** Describe the picture.



USEFUL LANGUAGE

Picture Description

Setting the scene

This (scene) could be in .../This picture could have been taken in ...

What/who is in the picture and where are they?

- In the picture I can see .../There's/There are .../There isn't a(n) .../There aren't any ...
- At the top/bottom of the picture .../In the middle of the picture .../On the left/right of the picture .../next to/ in front of/behind/near/on top of/under

What is happening?

The man/woman is ... -ing/The people are ... -ing/
It's raining.

How people feel

- I think they are adj. (happy, content, sad, excited, bored, relaxed, nervous, etc.)
- I think they are feeling + adj.
- They look (very/quite/really) + adj.
- They appear to be (very/quite/really) + adj.

If something is not clear

It looks like a(n) .../It might be a(n) .../He/she could be ...
-ing/Maybe/Perhaps it's a(n) ...

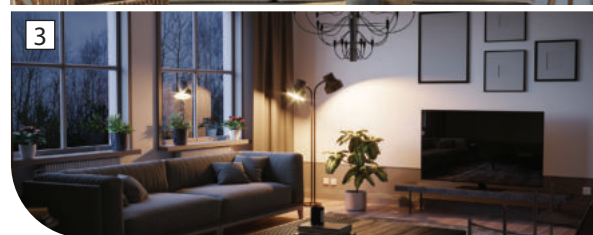
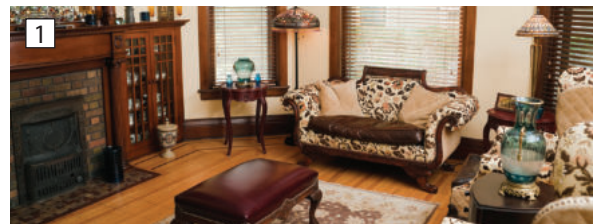
- 3 **M** Answer the questions.

- 1 How do you think the people feel about their living situation?
- 2 Would you like to live in a mobile home? Why or why not?
- 3 Tell me about a situation when you or someone you know experienced problems while moving house.

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania

- 4 **M** Popatrz na zdjęcie 1., 2. i 3. Razem ze współlokatorem wygraliście konkurs, w którym nagrodą jest odnowienie mieszkania w jednym z trzech stylów.

- Wybierz zdjęcie ilustrujące styl, który, Twoim zdaniem, będzie najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



USEFUL LANGUAGE

Making a choice

- I'd/would choose/I choose/My choice is/I'd go for Picture ... because ...
- I wouldn't choose Picture ... because .../I wouldn't go for Picture ... as it .../I reject Pictures ... and ... because they .../The reason why I wouldn't choose Picture ... is ...

- 5 **M** Answer these questions.

- 1 Why do some people want rooms in their homes decorated in different styles?
- 2 Why would teenagers want their room to be decorated in a modern style?

Miejsce zamieszkania

Rooms & Household objects – Pomieszczenia i wyposażenie domu

blinds /blaɪndz/ (pl n) = żaluzje
 built-in microwave (phr) = wbudowana kuchenka mikrofalowa
 central heating (phr) = centralne ogrzewanie
 coffee table /kɒfiˌteɪbəl/ (n) = stolik do kawy
 converted /kənˈvɜːtɪd/ (adj) = przerobiony, zaadaptowany
 cooker hood /kʊkəˌhʊd/ (n) = okap kuchenny
 curtain /kɜːtən/ (n) = zasłona, firanka
 dining table /daɪnɪŋˌteɪbəl/ (n) = stół do jadalni
 fireplace /ˈfaɪəplɛs/ (n) = kominek
 fitted cupboards (phr) = szafki do zabudowy
 floor-to-ceiling window (phr) = okno sięgające od podłogi do sufitu
 floor speakers (phr) = głośniki podłogowe, kolumny głośnikowe
 framed art (phr) = dzieło sztuki oprawione w ramę
 glass shower (phr) = szklana kabina prysznicowa
 kitchen island /kɪtʃənˌaɪlənd/ (n) = wyspa kuchenna (dodatkowa powierzchnia robocza w kuchni)
 loft area (phr) = poddasze, strych; tu: antresola
 mantelpiece /mæntlpiːs/ (n) = gzyms, obramowanie kominka
 marble work surfaces (phr) = wykonane z marmuru powierzchnie robocze
 modern floor lamp (phr) = nowoczesna lampa podłogowa
 office chair /ɒfɪsˌtʃeə/ (n) = krzesło biurowe
 purpose-built /ˌpʊrpsˌbɪlt/ (adj) = zaprojektowany i zbudowany w konkretnym celu
 tiled floor (phr) = podłoga wyłożona płytkami/kafelkami
 refrigerator /rɪˈfrɪdʒəreɪtə/ (n) = lodówka
 sectional sofa /ˌsekʃənəlˌsəʊfə/ (n) = sofa modułowa (składająca się z części)
 stool /stʊːl/ (n) = stołek, taboret
 wall shelf /wɔːlˌʃelf/ (n) = półka ścienna

Types of homes – Rodzaje domów i mieszkań

basement /beɪsmənt/ (n) = piwnica, podpiwniczenie
 basement flat (phr) = suterena
 bedsit /bedsɪt/ (n) = pokój do wynajęcia
 block of flats (phr) = blok mieszkalny
 cottage /kɒtɪdʒ/ (n) = domek wiejski
 detached house (phr) = dom jednorodzinny
 hall of residence /hɔːl əvˈrezɪdəns/ (n) = akademik, dom studencki, internat, bursa
 mansion /mænjən/ (n) = rezydencja, willa, posiadłość
 penthouse /penˈhaʊs/ (n) = luksusowy apartament na ostatnim piętrze budynku
 semi-detached house (phr) = bliźniak (dom połączony z innym)
 studio /ˈstjuːdiəʊ/ (n) = tu: kawalerka

Architecture – Architektura

Building materials – Materiały budowlane

brick /brɪk/ (n) = cegła
 cement /səˈment/ (n) = cement
 granite /ˈgrænɪt/ (n) = granit
 marble /ˈmɑːbəl/ (n) = marmur
 plaster /ˈplɑːstə/ (n) = gips
 stone /stəʊn/ (n) = kamień

Parts of a flat/house – Części mieszkania/domu

attic /ætk/ (n) = strych, poddasze
 balcony /ˈbælkəni/ (n) = balkon
 ensuite /ɒnˈswiːt/ (adv) = łazienka w pokoju, przyległa łazienka
 entrance hall /entrənsˌhɔːl/ (n) = hol wejściowy
 lobby /lɒbi/ (n) = korytarz
 open-concept kitchen (phr) = kuchnia na planie otwartym (bez ścianek działowych)
 stairwell /steəwel/ (n) = klatka schodowa
 walk-in closet /wɔːkɪnˌklɒzɪt/ (n) = garderoba (w postaci osobnego pomieszczenia)

Buildings – Rodzaje budynków

car park /kɑːˈpɑːk/ (n) = parking
 care home /keəˌhəʊm/ (n) = dom opieki
 community centre /kəˈmjuːnətiˌsentə/ (n) = dom, ośrodek kultury
 fire station /ˈfaɪəˌsteɪʃən/ (n) = remiza strażacka
 health spa /heɪlθˌspɑː/ (n) = centrum odnowy biologicznej

Household chores – Prace domowe

buy groceries (phr) = kupować artykuły spożywcze
 cut the grass (phr) = kosić, przycinać trawę
 do laundry (phr) = robić pranie
 do the washing-up (phr) = mywać naczynia
 dust /dʌst/ (v) = ścierać kurze
 fold clothes (phr) = składać ubrania
 hang the laundry (phr) = wieszać pranie
 Hoover/vacuum /ˈhuːvəˌvækjuəm/ (v) = odkurzać (odkurzaczem)
 iron /aɪən/ (v) = prasować
 mop /mɒp/ (v) = wycierać/zmywać mopem
 set the table (phr) = nakrywać do stołu
 sweep /swiːp/ (v) = zamiatać
 tidy up /ˈtaɪdiˌʌp/ (phr v) = robić porządk, sprzątać
 walk the dog (phr) = wyprowadzać psa
 wipe surfaces (phr) = przecierać ściereczką różne powierzchnie

Renting – Wynajmowanie mieszkania

affordable /əˈfɔːdəbəl/ (adj) = w przystępnej cenie
 antique /æntɪːk/ (adj) = zabytkowy, antyczny, starożytny
 cosy /kəʊzi/ (adj) = przytulny, wygodny, komfortowy
 decorative /dekəreɪtɪv/ (adj) = ozdobny, dekoracyjny
 estate agent /ˈiːsteɪtˌeɪdʒənt/ (n) = agent nieruchomości
 flatmate /ˈflætmeɪt/ (n) = współlokator
 financial considerations (phr) = uwarunkowania finansowe
 landlord/landlady /ˈlændlɔːd/ˈlændˌleɪdi/ (n) = gospodarz/gospodyni, właściciel/właścielka
 let /let/ (v) = wynajmować (np. mieszkanie, dom)
 lease agreement (phr) = umowa najmu
 occupant /ɒkjʊpənt/ (n) = lokator, mieszkaniec
 resident /ˈrezɪdənt/ (n) = mieszkaniec, rezydent
 rent /rent/ (v) = wynajmować (np. mieszkanie, dom)
 rent /rent/ (n) = czynsz, komorne
 tenant /ˈtenənt/ (n) = lokator, najemca

Buying & Selling – Kupno i sprzedaż mieszkania

allowance /əˈlaʊəns/ (n) = tu: rabat, zniżka, bonifikata
 borrow /ˈbɒrəʊ/ (v) = pożyczać (coś od kogoś)
 credit /kredit/ (n) = kredyt
 credit history /kreditˌhɪstəri/ (n) = historia kredytowa
 consist of /kənˈsɪst əv/ (phr v) = składać się z
 conventional housing (phr) = tradycyjne budownictwo
 fee /fiː/ (n) = opłata, honorarium
 interest rate /ˈɪntərəstˌreɪt/ (n) = stopa procentowa
 investor /ˈɪnvestə/ (n) = inwestor
 lend /lend/ (v) = pożyczać (komuś coś)
 loan /ləʊn/ (n) = pożyczka
 monetary /ˈmɒnɪtəri/ (adj) = walutowy, pieniężny
 mortgage /ˈmɔːɡɪdʒ/ (n) = hipoteka (kredyt pod zastaw domu)
 price /praɪs/ (n) = cena
 property /ˈprɒpəti/ (n) = posiadłość, nieruchomość, własność, mienie
 purchase /ˈpɜːtʃəs/ (v) = nabywać, kupować
 real estate /riːəlˌɪsteɪt/ (n) = nieruchomość
 reasonable offer (phr) = rozsądna oferta
 savings account (phr) = konto oszczędnościowe
 take out a mortgage (phr) = obciążyć hipotekę

Moving houses – Przeprowadzka









do up a house (phr) = odnowić dom
 down payment /daʊnˌpeɪmənt/ (n) = zadełek, przedpłata
 exterior /ɪkˈstɪəriə/ (n) = część zewnętrzna
 fall behind with the rent (phr) = zalegać z czynszem
 flexibility /ˌfleksəˈbɪləti/ (n) = elastyczność
 give a month's notice (phr) = złożyć wypowiedzenie z miesięcznym wyprzedzeniem
 interior /ɪnˈtɪəriə/ (n) = wnętrze
 maintain /meɪntɪn/ (v) = utrzymywać, konserwować
 make an offer (phr) = składać ofertę
 move into a house/flat, etc (phr) = wprowadzić się do domu/mieszkania itd.
 pay in advance (phr) = płacić z góry
 place an offer (phr) = składać ofertę
 sign a lease (phr) = podpisać umowę najmu
 trend /trend/ (n) = kierunek, tendencja, trend

Home/House & its neighbourhood – Dom i jego okolica

amenity /əˈmɪːnəti/ (n) = udogodnienie
 campus /ˈkæmpəs/ (n) = miasteczko studenckie
 central location (phr) = położenie w centrum
 centrally located (phr) = położony w centrum
 construct /kənˈstrʌkt/ (v) = budować, konstruować
 city centre /sɪtiˌsentə/ (n) = centrum miasta
 developer /dɪˈveləpə/ (n) = deweloper, przedsiębiorca budowlany
 environmentally friendly (phr) = przyjazny dla środowiska, ekologiczny
 get on with your neighbours (phr) = mieć dobre relacje z sąsiadami
 glamorous /ˈglæməərəs/ (adj) = efektowny, olśniewający
 hectare /hekteə/ (n) = hektar
 housing trend (phr) = trend w budownictwie

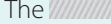

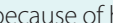
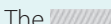
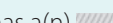
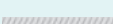
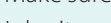
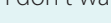
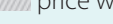
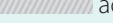
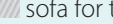

idyllic /'ɪdɪlɪk/ (adj) = sielankowy, idylliczny
 lavish /'lævɪʃ/ (adj) = wystawny, pełen przepychu
 lush /lʌʃ/ (adj) = (o roślinności) bujny
 luxury /'lʌkʃəri/ (adj) = luksusowy
 nestled /'nesəld/ (pp) = tu: umiejscowiony
 outskirts /'aʊtskɜːts/ (pl n) = peryferie, obrzeża miasta
 restore /rɪ'stɔː/ (v) = odnawiać
 region /rɪ'dʒən/ (n) = region, okolica
 residence /'rezɪdəns/ (n) = rezydencja
 residential /'rezɪ'denʃəl/ (adj) = mieszkalny
 rural /'rʊərəl/ (adj) = wiejski
 spacious /'speɪʃəs/ (adj) = obszerny, przestronny
 state-of-the-art /steɪt əv ði: 'ɑːt/ (adj)
 = supernowoczesny, najnowocześniejszy
 suburban /sə'bʌbən/ (adj) = podmiejski
 suburbs /sʌbɜːbz/ (pl n) = przedmieścia
 temple /'tempəl/ (n) = świątynia
 tiny /taɪni/ (adj) = niewielki, mały, malutki
 traditional housing (phr) = tradycyjne budownictwo
 tranquil /træŋkwɪl/ (adj) = cichy, spokojny
 undeveloped /ˌʌndɪ'veləpt/ (adj) = niezabudowany
 urban /'ɜːbən/ (adj) = miejski

1 Choose the correct item.

- Harry just  a lease for a beautiful property.
A made B placed C paid D signed
- Mum asked me to help  the carpet for her.
A dust B mop C Hoover D wipe
- Mary asked to  some tools from us to fix her shelf.
A borrow B lend C give D purchase
- David decided to install a  microwave in his kitchen.
A framed B fitted C converted D built-in
- Tim did a lot of work to  the old cottage to its former glory.
A maintain B construct C restore D fold
- Moving to a(n)  area on the edge of the city was a great idea.
A rural B suburban C urban D central
- The  hotel was full of the finest furniture and expensive items.
A amenity B luxury C lush D tranquil
- Andy is a great  who always helps me do our chores.
A tenant B resident C occupant D flatmate

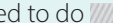

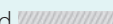
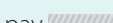
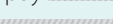
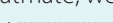
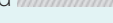
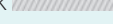
Collocations

2 Fill in with: *loft, entrance, credit, real, interest, tiled, detached, reasonable, centrally, savings, cooker, sectional.*

- The  hall is a huge space that we share with the other flat.
- Robert's house has a(n)  area that's great for storage.
- Vicky couldn't get a mortgage because of her poor  history.
- The  rate on this loan is really high.
- My aunt has a(n)  house surrounded by a huge garden.
- Make sure you turn on the  hood before you start cooking.
- I don't want to spend too much on the TV. Any model that's a  price will do.
- Kim's  account has £1000 kept away for emergencies.
- We bought a lovely  sofa for the living room.
- Prices are so high.  estate in the area is booming.
- Fred prefers to live somewhere  located, near the heart of town.
- Penny's kitchen has a gorgeous  floor.

Phrasal verbs/Prepositions

3 Complete with the correct particle.

- We decided to do  the house when we moved in.
- Don't fall behind  the rent.
- Joe moved  the house last year.
- Some landlords ask you to pay  advance.
- I like my flatmate; we get  with each other really well.
- Bella tidied  the living room after work.
- Laura took  a mortgage with the bank.
- The property consists  two floors.



Rozumienie tekstów pisanych

Wybór wielokrotny i zadanie z lukami

- 1 Przeczytaj dwa teksty o osobowości człowieka. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1 CAN I CHANGE WHO I AM?

“You can be whoever you want to be!” my mother and father used to encourage me. Go into any bookshop these days, and it would seem as though the world agrees. A large section of the bookshelves will be full of self-help and motivational books, many of which promise to turn you from a shy wallflower into a bold lion, from a stressed bungler into a confident over-achiever, from a loser into a winner. But psychologists from Freud and onwards have often stated that who we are – our personality, in other words – is pretty much fixed and finished by the age of five or six. Since the discovery of genes, there are others that say even five is way too late: who we are going to be is written on our chromosomes. So which is true? Can we really change who we are, or is that just a pipe dream?

Certainly, research does point to genetics and early childhood development as the key factors in creation of character. The questioning of identical twins who grew up apart never fails to discover two lives that mirror one another to an astounding degree. Twins raised hundreds or even thousands of miles distant dress in the same way and make similar life choices, have married people that resemble each other and pursue identical careers. This seems to point to the fact that the genes play a defining role in shaping people. Similarly, long-term studies which interview the same people every few years from childhood into adulthood reveal that personality traits at the ages of two and three are still present at the ages of forty-two and forty-three. So, isn't it completely pointless to make any attempt to change from an introvert, say, into an extrovert?

Yes and no, according to motivational experts. While a shy person is never likely to become a social star, they could learn behaviour that means their shyness does not create obstacles for them in their lives. Psychologist Christopher Peterson, for example, naturally an introvert, took up acting as a hobby when he realised public speaking was going to be part of his career. It allowed him to approach a lecture as playing a role in a play, until eventually it became learned behaviour. This can work because, though our genes are fixed from conception, our brain keeps developing well into our twenties and possibly beyond, and the way we react to life events is laid down in the neural pathways. Another good example of this is New Year's resolutions. They are commonly believed to be examples of wishful thinking, promises made one day and broken the next, but what is remarkable is how often they actually stick. Psychologists say they work so well because by deliberately performing, let's say, one kind act per day, we begin laying down a new neural pathway in our brain, which is, in the end, wide and permanent enough to make it an automatic reaction. You have essentially made yourself into a kinder person.

You can never change yourself completely, however, and in many ways it is wrong to try – or want to. Self-hatred is far more damaging mentally than not being the centre of attention at a party, and if you were shy and quiet as a child, it's perhaps better to find a career that suits you, like writing. What is more important is accepting and learning to love who you are, while at the same time addressing any parts of your personality that seem to be getting in the way of your dreams, goals and wishes. While I was writing this piece, I asked my mother what she had meant by “You can be whoever you want to be.” She made no apologies, but simply said that I was lacking in confidence as a child, and her words were meant more as encouragement than a statement of fact. She was acting, in other words, like my own personal motivational speaker, and I thank her for that.

W zadaniach 1–4 z podanych odpowiedzi (A, B, C, D) wybierz właściwą, zgodną z treścią tekstu.

- Self-help book authors claim that
 - they can radically alter your personality.
 - psychologists are attacking them wrongly.
 - they can only make small changes to your character.
 - who you are is determined by your genes.
- From the example of twins, we can conclude that
 - brothers and sisters raised apart would also show some similarities.
 - identical twins that grew up together would be different in character.
 - upbringing plays no role in the development of personality.
 - non-identical twins raised apart would show no such resemblance.
- Which of the following is presented as an opinion?
 - We can teach ourselves to deal with uncomfortable situations.
 - The brain does not stop developing as soon as the body does.
 - People who make New Year's resolutions break them more often than not.
 - We have an ability to change our personality through repeated action.
- In the article, the author argues that
 - nothing we do can change anything about us.
 - we can entirely change our character if we wish.
 - our personality develops slowly over time.
 - we can improve ourselves with work and time.

PHRENOLOGY-THE HANDS-ON SCIENCE Text 2

It may be hard to believe now, but in the 19th century, many top doctors and scientists believed that you could understand an individual's character simply by feeling the bumps on their head. Known as the science of phrenology, it influenced thinking in fields from criminology to education.

The principle behind the science was simple. The brain developed in proportion to the qualities an individual possessed or developed. Particular areas of the brain were believed to be responsible for particular traits, and if those were well-developed, it would show as a bump on that person's head.

Theorists divided the brain up into different areas, sometimes numbering more than 40, each responsible for a different character trait or mental ability. A phrenologist would finger the skull of a patient and make a diagnosis as to where they needed to make improvements. This was not an obscure corner of medicine, either: Queen Victoria and Prince Albert invited a famous phrenologist to examine their children's heads.

Phrenology fell out of favour when it was unable to prove any of its theories worked in practice. It has been criticised ever since for providing scientific backing for racial discrimination, by arguing for the superiority of the European skull shape, and against equality of the sexes, by pointing to the smaller female forehead as evidence of their lesser intellectual ability.

Yet, the effects of phrenology were not all negative. Since it was believed that areas of the brain could change in size, the logical conclusion was that people's character and behaviour could change. This led to a radically different approach to areas such as criminology, where prisons began to be seen less as places of punishment and more as places where criminals could be turned into law-abiding citizens.

Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

- In the title, the author refers to phrenology as "hands-on" because _____.
- The author uses the example of _____ to show how popular phrenology was.
- Phrenology was used to argue that non-Europeans were _____.
- Phrenology benefited people _____.

Rozumienie ze słuchu

Zadanie z lukami

Usłyszysz dwukrotnie wywiad na temat ciekawego muzeum. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

- A New York tenement was a two or three-room home in a _____, which landlords rented to poor immigrants.
- Using a place where people once actually lived has allowed the museum to create _____ experience.
- During their stay in the building, the Levines used their apartment for _____ as well as a place to raise their family.
- City laws and rising wealth are mentioned as factors which _____.
Overcrowding still exists to this day in New York City, however.

Znajomość środków językowych Gramatykalizacja

Uzupełnij zdania (1–4). Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

- We (finish/paint) _____ the house by the time you return.
- Susan would prefer (not/have) _____ any visitors this weekend.
- The Smiths (go/hike) _____ in the countryside next weekend.
- When Philip was younger, he (not/mind/help) _____ his mum with chores.

Część ustna

Rozmowa wstępna

4 Ask and answer.

Człowiek

- What do you like to do with your family? (Why?)
- What does your best friend look like? What is he/she like?
- Do you think your clothes reflect your character? (Why?/Why not?)

Miejsce zamieszkania

- What's your favourite room in your house? (Why?)
- Would you like to change anything about your house? (Why/Why not?)
- Which household chores do you do regularly?

Opis ilustracji i odpowiedzi na pytania

5 Describe the picture. Then answer the questions.



- Why do you think these chess players are in a park?
- Is it important to live near a park? Why? Why not?
- Tell us about the last time you went to the park.