

01 Człowiek

Dane osobowe

- 1 Complete the voicemail message with the correct words. The first letters have been given. Write the answers in your notebook.**

Hello. This is Andrew Browne and I'm returning your call. You left a message yesterday because you need some more information from me. So, my (1) surname is Browne – that's with an 'e' at the end and my (2) first names are Andrew Barry. My (3) gender is, of course, male and my (4) marital status is single. I'm not married, (5) divorced or widowed! My (6) nationality is British and my (7) occupation is a builder. Oh, and I nearly forgot – my date of (8) birth is 4th October 1990. I hope that's all the information you need.

- 2 Complete the reply to the voicemail message in exercise 1 with the correct words. The first letters have been given. Write the answers in your notebook.**

Hello, Andrew. This is John Parker. Thanks for the information. There are just a couple more things I need to know to complete the form. Firstly, I'm sure it's obvious, but could you confirm your country of (1) residence? I also have to fill in your next of (2) kin. It can be your mother, father or sister. And finally, your (3) ethnic origin, please. I imagine it's Caucasian – but if you could just confirm, I'd be grateful. Oh yes, and do you have any (4) distinguishing features? Thank you.

Wygląd zewnętrzny

- 3 Put the words into the correct columns. Write the answers in your notebook. Then describe the people in the pictures below.**

plump wrinkles good-looking freckles dyed ugly overweight curly pretty
dark / blond beautiful tanned wavy bald attractive tattoo obese straight shoulder-length
scar spotty pierced ears skinny handsome slim muscular

hair

curly
straight
dark / blond
bald
shoulder-length
wavy
dyed

opinions about appearance

pretty
beautiful
attractive
good-looking
handsome
ugly

distinguishing features

tattoo
pierced ears
scar
wrinkles
spotty
tanned
freckles

build

skinny
obese
overweight
muscular
slim
plump



PHRASAL VERBS

4 Complete the sentences with the correct particles. Write the answers in your notebook.

- I've put on a lot of weight this year and I can't do up my jeans!
- I really need to go on a diet before the holiday.
- I must cut down on the number of chocolate bars I eat every day.
- If you take up a sport, you'll get slim really quickly.
- You should go for darker colours because they're more slimming.

CONFUSING WORDS

5 Choose the correct words to complete the sentences. Write the answers in your notebook.

- Paula's nickname is 'Ginger' because her hair is brown / red.
- I always colour / paint my nails before going to a party.
- My sister was quite normal / plain when she was a child but now she's very attractive.
- My hair goes / is curly in the rain so I have to straighten / flatten it when it's dry.
- I get / become spots if I eat chocolate.

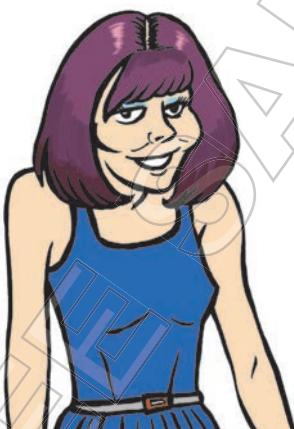


COLLOCATIONS

6 Complete the notice with the correct words in the box. Write the answers in your notebook.

cheekbones receding loose shaven clear parting piercing high auburn distinguishing

HAVE YOU SEEN THEM?



The police are looking for a couple who stole money from a pensioner in the High Street yesterday. The man is stocky with fine, blond hair and a (1) receding hairline. He's clean- (2) shaven and has a small, red birthmark on his cheek. A notable feature is his (3) piercing blue eyes. His female partner is quite nondescript with no (4) distinguishing features. But she is tall and lanky with thick (5) auburn air



that she wears (6) loose or up in a ponytail. She has a centre (7) parting and a long fringe that covers a (8) high forehead. She has (9) clear skin and high (10) cheekbones. Any information should be sent to ...

Ubrania

7 Find the words that are under the wrong heading and put them in the correct columns. Then add two more words to each column. Write the answers in your notebook.

clothes	accessories	patterns and materials
jeans	handbag	wool
blouse	scarf	waistcoat
fleece	pyjamas	cotton
tartan	sun hat	silk
suit	gloves	checked
hoodie	ring	necklace
belt	gold	silver
underwear	tie	leather
tracksuit	earrings	spotted
sweatshirt	cap	striped
<u>pyjamas</u>	<u>necklace</u>	<u>gold</u>
<u>waistcoat</u>	<u>belt</u>	<u>tartan</u>

8 Complete the sentences with your own ideas. Write the answers in your notebook.

- When I am cold, I wear _____.
- When I am hot, I wear _____.
- When I go to school, I wear _____.

9 Tell your partner about a piece of clothes that

- you have bought recently.
- you haven't worn much and need to throw away.
- you often borrow from a family member or a friend.

EXTENDED

COLLOCATIONS

- 10** Unscramble the words to complete the advertisement. Write the answers in your notebook.

END OF LINE CLOTHING ITEMS! CHECK OUT OUR ONLINE SALE!

There are some excellent bargains!

How about a (1) SLERPASST strapless top with a (2) CLAY lacy cardigan for those warm summer evenings or maybe a (3) GOLN-VELESDE long-sleeved V-neck jumper in this year's fashionable royal blue for cooler days? For the guys who need (4) MARST smart business clothes, there are a range of inexpensive shirts with varying (5) LOCRAI collar sizes and styles of cuffs. For everything you need from (6) GRINSESD dressing gowns to the more luxurious gold (7) TREBLASCE bracelets and (8) LALB ball gowns visit our website and buy now.

Cechy charakteru

- 11** In your notebook, write the opposites of adjectives 1–10. Use *un-*, *dis-*, *im-* and *-less*.

- | | |
|----------------------------|-------------------------------------|
| 1 careful <u>careless</u> | 6 polite <u>impolite</u> |
| 2 selfish <u>unselfish</u> | 7 sociable <u>unsociable</u> |
| 3 honest <u>dishonest</u> | 8 reliable <u>unreliable</u> |
| 4 tidy <u>untidy</u> | 9 helpful <u>unhelpful</u> |
| 5 patient <u>impatient</u> | 10 imaginative <u>unimaginative</u> |

- 12** Work in pairs. Choose three personality adjectives from exercise 11. Tell your partner what people who have these qualities typically do to see if he / she can guess the words.

- 13** Complete the sentences with the correct adjectives. The first letters have been given. Write the answers in your notebook.

- Maria is a hard-working student but her sister isn't. She's very lazy.
- Paul is generous and pays for everyone when we're out but Jack is the opposite. He is so mean.
- I'm usually talkative but if I don't know people, I'm really quiet.
- My sister is very intelligent. When she wants to, she can get excellent marks without much effort.
- There are two judges on the talent show. One is nice while the other is nasty!

- 14** Think of students in your class that these adjectives could describe. Then compare your answers with a partner and explain why you chose these people.

talkative reliable generous
shy tidy honest
polite patient

EXTENDED

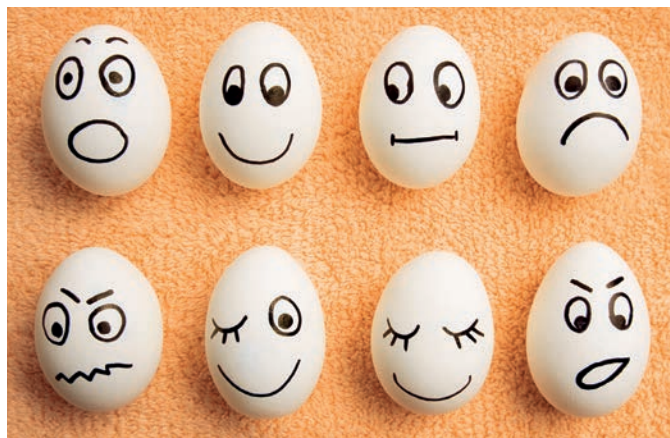
- 15** Match the comments with the adjectives in the box that describe the speakers. Write the answers in your notebook.

bossy cowardly sympathetic materialistic
sensitive sporty modest

- sympathetic That's terrible news! I'm so sorry.
- bossy Just do what I say. No questions!
- modest It's not a big thing. I was really just very lucky.
- materialistic I just love buying new things – the more the better.
- sensitive I was very hurt by what Rita said to me.
- cowardly There's no way I'm going to tell my mum that! She'd kill me!
- sporty I adore doing athletics, especially running and jumping.

EXTENDED

Uczucia i emocje



- 16** Complete the sentences with the correct words. Write the answers in your notebook. When did you last feel like this?

worried nervous embarrassed bad mood
bored exhausted upset

- I get bored when I don't have anything to do.
- I get embarrassed when I say something stupid in class.
- I get exhausted if I work too late at night.
- I get worried if I hear some bad news.
- I get upset if my little brother messes up my room.
- I get nervous before an important exam.
- I am in a bad mood if the weather's not very good.

EXTENDED

- 17 Replace the underlined words with the adjectives in the box. You have to use one adjective twice. Write the answers in your notebook.

very surprised very tired very frightened
very pleased

- 1 I was worn out after the marathon.
very tired
- 2 I was stunned by the beauty of the view.
very surprised
- 3 I was shattered after the four-hour exam.
very tired
- 4 I was delighted to hear that my English friend was coming to visit.
very pleased
- 5 I was petrified when I saw the huge spider on my bed.
very frightened

- 18 Choose three of the underlined words from exercise 17 and tell your partner about a situation when you felt like this.

Zainteresowania

- 19 Complete the survey questions with the correct words in the box. Write the answers in your notebook. Then answer them with a partner.

into keen hopeless hobbies fan stand

ABOUT YOU



- 1 What are your main interests and hobbies?
- 2 What do you love doing and what can't you stand doing?
- 3 What were you into when you were a child?
- 4 Are you a fan of any particular sports team?
- 5 Are you keen on reality TV shows?
- 6 Is there anything that you're really hopeless at?

Problemy etyczne

- 20 Which ethical issues (A–F) are the people in 1–4 talking about? Do you agree with their opinions?

- | | |
|--------------|----------------|
| A drug abuse | D homelessness |
| B abortion | E corruption |
| C charity | F racism |

- 1 **C** It's important to give money to help people who are worse off than we are.

- 2 **A** We need to make the punishments for using these substances much harder.

- 3 **F** We shouldn't make decisions about people based on their colour or ethnic origin.

- 4 **D** The government should pay for everyone to have a place to live.

EXTENDED

- 21 Read the definitions and complete them with the correct words or expressions. Write the answers in your notebook.

- 1 when people want to end their own lives because of severe illness: euthanasia
- 2 when scientists change a baby's genes to stop a possible future illness: genetic engineering
- 3 when governments kill people who have committed very serious crimes: death penalty
- 4 when people can say freely what they believe: freedom of speech
- 5 when people spend all their money in casinos: gambling



WHO ARE YOU?

Zoom in

1 Work in pairs. Discuss the questions.

- Look at the adjectives describing personality types below. Who would you least like to socialise with? Who wouldn't you like to work with?
- Describe the most eccentric person that you have ever met.

talkative extrovert

hard-working perfectionist

lazy daydreamer shy introvert

Practise

GET SMARTER

Gdy rozwiązujesz zadanie typu prawda/fałsz, zwróć szczególną uwagę na zdania przeczące, słowa o negatywnym znaczeniu (np. *few*, *hardly ever*, *never*, *seldom*) oraz słowa z negatywnymi przedrostkami (np. *dishonest*, *impolite*) lub przyrostkami (*helpless*). Bardzo często to one sprawiają, że dane zdanie jest fałszywe lub prawdziwe.

2 CD 1.01 MP3 01 Complete the second sentence so that it means the same as the first one. Write the answers in your notebook. Then listen and check your answers.

- A Young people are usually sociable.
B Teenagers are hardly ever unsociable.
- A Not many teens prefer to spend their time alone.
B Few teenagers want to be on their own.

3 CD 1.02 MP3 02 Listen to the dialogue and explain why sentences 1–3 are true or false.

- Anna doesn't mind people who lie. T/F F
I find it hard to be with people who don't tell the truth, who are dishonest.
- Anna is quite untidy. T/F F
I'm well organised and not messy ...
- Anna would like to be more imaginative. T/F T
I've got little imagination ... so I think I'd love to change that.

TEST IT!

Prawda/Fałsz

- 4 CD 1.03 MP3 03 Usłyszysz dwukrotnie wywiad z psychologiem szkolnym na temat typów osobowości nastolatków. Zdecyduj, które zdania (1–5) są zgodne z treścią nagrania (T – True), a które nie (F – False). Zapisz odpowiedzi w zeszycie.

	T	F
1 According to Josh, young people do not show their feelings very often.		X
2 Beauty kings and queens don't wear only brand new clothes.	X	
3 It's easy for over-achievers to find friends.		X
4 There is little difference between how teenagers and adults show their emotions.		X
5 Teenagers' personalities most often change in the future.	X	

Fish for words

5 Choose the correct prepositions to complete the sentences. Write the answers in your notebook.

- We have little in with common with each other.
- Certain types of reactions are more typical of for younger than more mature people.
- We often come up / across oversensitive teenagers.
- Lots of teenagers spend their money for / on top brands.
- Over-achievers focus off / on achieving success.
- Other students often look on / up to ambitious people.
- When we grow up / on, we become more sensible.
- When teenagers develop to / into adults, they change their personalities.

6 Find the expressions which describe people obsessed with something. Write the answers in your notebook.

- Peter is an eco-freak. ☒
- Ruth is into fashion. ☐
- Jane is a fitness maniac. ☒
- Chris is keen on sports. ☐
- Mark is a health nut. ☒
- Jessica is a drama queen. ☐

Wrap it up

7 Work in pairs. Discuss the questions.

- Is it possible not to judge people by their appearance?
- Do you agree with the statement that 'You never have a second chance to make the first impression'?
- Have you changed in any way since you were a child?

Practise

GET SMARTER

Pamiętaj, że informacje podane w zdaniu są sformułowane inaczej niż w nagraniu, np.
I enjoyed myself. = *I had the time of my life.*
She's a bit strange. = *She's a bit of an oddball.*
 W trakcie słuchania staraj się więc zrozumieć sens wypowiedzi, a nie pojedyncze wyrazy.

- 1 CD 1.04 MP3 04 Listen to the recording and choose the correct answer A, B or C. Why are the other two answers wrong?

The speaker

- A heard his neighbour's loud voice.
 B was scared when he saw the man.
 C didn't like the man in the end.



TEST IT!

Dobieranie

- 2 CD 1.05 MP3 05 Usłyszysz dwukrotnie cztery wypowiedzi na temat zaskakujących sytuacji. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

- A discovered personal similarities with someone.
 B found the conversation with someone very stressful.
 C met someone who looked elegant.
 D was surprised with someone's unpleasant reaction.
 E hadn't had a better time ever before.

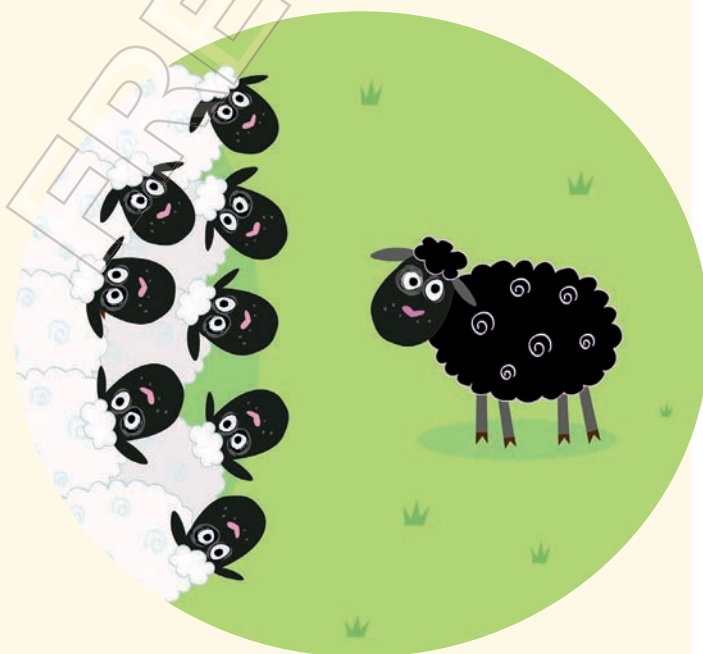
1	2	3	4
D	A	C	E

Fish for words

- 3 Find the words that mean 'being strange'. What do the other words mean?

uneasy weirdo odd stunned
bizarre unusual weird
 whizzkid eccentric oddball
 unwilling ridiculous freak

uneasy – slightly nervous, worried or upset
 unwilling – not wanting to do sth or refusing to do it
 ridiculous – silly or unreasonable and deserving to be laughed at
 stunned – very shocked or upset so that you are unable to act normally
 whizzkid – a young person who is very intelligent or successful



- 4 Complete the sentences with the words in the box. Write the answers in your notebook. Then use the expressions in bold to talk about people you have met or about events in your life.

time person courage ground nature
 conversation ears

- 1 I need to pluck up some courage to say hello to her.
 2 It isn't always easy to strike up a conversation with a stranger.
 3 He wasn't the person I wanted to befriend.
 4 I had the time of my life when we were together.
 5 I couldn't believe my ears!
 6 It's part of my nature to want to socialise.
 7 In the end, we found some common ground.



Zoom in

- 1 Work in pairs. Are you good at recognising faces and remembering what people look like?
- 2 Close your eyes. Describe a student in the class. Give details about his / her appearance, hairstyle and clothes he / she is wearing today.
- 3 Tell your partner about a stranger you saw this morning on the way to school. What did this person look like? Would you recognise him / her if you saw him / her again?

Practise

GET SMARTER

Pamiętaj, że nagłówek jest podsumowaniem całego akapitu, a nie tylko jednej z kwestii w nim poruszonych.

- 4 Read the headings and decide what the paragraph they refer to may be about. Then read the text below and choose the correct heading.
 - A Expensive clothes make a difference.
 - B Choosing what to wear can be very hard.
 - C What people can learn from our clothes.

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

- A Best places for storing photos
- B My favourite picture**
- C An unforgettable moment

Photographs are important in my life. I take one around with me wherever I go. It's of me and my very best mate with her dog and we're posing for the camera in the park near her home. We're all looking cheerful and relaxed – the dog as well! The photo is in my wallet as well as on my phone. I've also used it as a screen saver for my laptop, so I see it every time I go online! It reminds me of a very happy period in my life.



A – incorrect as places where I store the photo are mentioned but in a different context, only to emphasise how important this photo is for me but it is not the focus of the paragraph
C – incorrect as happy period in life mentioned, not a moment, plus it's not the gist of the whole text

FASHION GIRL BLOG

« PREVIOUS ENTRY



The decision about what you're going to wear every day is a significant one. Your clothes can say a lot about you. They tell people how you are feeling and what impression you want to make. Your personality is also reflected in the clothes you wear as well as how clean and tidy you are. And, of course, they show how much money you are willing to spend on your appearance.

[add a comment](#)



TEST IT!

Dobieranie

- 6 Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdego fragmentu tekstu (1–4). Zapisz odpowiedzi w zeszycie. Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego fragmentu tekstu.

Are you one of THEM? Read on to find out.

1 C

Imagine the situation. You're walking down the crowded high street and suddenly a complete stranger stops you and says, 'Hi! You were on the beach in the south of Spain six years ago. How are you doing?' This stranger isn't necessarily mad. He or she might be a 'super-recogniser'. These are people who have the unusual ability to recognise people they have seen only once – a long time ago, maybe in a crowd.

2 D

It doesn't matter what the person looks like now. People change, get different hairstyles, dye their hair or go grey. Wrinkles, new scars and tattoos give them new appearance, but the 'super-recognisers' can still recognise them.

face-blindness, which means that they have huge problems recognising faces, they are only now realising that some people are the complete opposite. Tests have shown that a 'super-recogniser' can identify people that they only saw for a brief moment – and this is not an ability that we can acquire, it's something we are born with.

4 A

The police are starting to use 'super-recognisers' to spot criminal faces in videos of crowds. They look for people with a specific build and facial features like beards and moustaches but they can even recognise quite nondescript people, with no distinguishing features at all. As well as surprising our holidaymaker in Spain six years later, this ability can be used for a very practical purpose indeed.

- A A great help
- B An inborn skill
- C A rare experience
- D Whatever the differences in appearances
- E Fear of upsetting criminals
- F A common skill

3 B

Although scientists have known for a long time that about 2% of people suffer from

Fish for words

- 7 Find the parts of the text that helped you choose the correct headings. Why are the other answers wrong?

- 8 In the text, find synonyms of the words and expressions A–D. Then use them to complete sentences 1–4. Write the answers in your notebook.

- A very big (paragraph 3) huge
 B totally different (paragraph 3) complete opposite
 C short (paragraph 3) brief
 D notice (paragraph 4) spot

- 1 I had a huge lunch today, so I'm not hungry.
 2 Did you spot the mistake in my email?
 3 It'll take us only a brief moment, I promise.
 4 She is tall and fair, the complete opposite of her sister, who is short and dark!

- 9 Complete the sentences with either **complete** or **brief**. Write the answers in your notebook.

- 1 The journey took me an hour and was a complete nightmare.
 2 He only caught a brief glimpse of the girl's eyes, but he fell in love with her at first sight.
 3 Let me just say a brief word about our guest.
 4 I told them I could swim, but it was a complete lie.
 5 You're a complete fool if you think she'll give you the money back.
 6 Hi, I know you're having extra classes in an hour, so I'm just calling for a brief chat.

- 10 Complete the sentences with the correct forms of the verbs in the box. Write the answers in your notebook.

remember recognise remind
identify realise

- 1 I realised we were going in the wrong direction when I saw the church.
 2 I didn't recognise the email address, so I didn't open the email. Sometimes they have viruses, don't they?
 3 I reminded my sister to record the film for me while I was out and she did.
 4 The police can identify the criminal by the fingerprints.
 5 Do you remember meeting Fleur at my birthday party last year?

Wrap it up

- 11 Work in pairs. Discuss the questions.

- 1 What can people do to change their appearance?
 2 Think of a person you have known for a long time. How has this person changed since you first met him / her?
 3 Would you ever consider having cosmetic surgery? Why? Why not?

Practise

GET SMARTER

Gdy rozwiązujesz zadanie polegające na dobieraniu pytań do odpowiednich części tekstu, przeczytaj pytania i znajdź fragmenty artykułu, których one dotyczą. Szukaj w tekście tych samych treści wyrażonych innymi słowami.

- 1 Read the sentences from an article about how early a baby can recognise their mother's face. Rephrase each sentence using as few of the original words as possible. Write the answers in your notebook.

- There is a widely held belief that newborn babies have the immediate ability to recognise their mother's face.
e.g. Many people think that new babies know their mother's face straight away.
- The truth is that newborns know who their mother is primarily thanks to voice recognition.
e.g. But in reality newborn babies identify their mother mainly by recognising their voice.
- Paediatricians maintain that there is little evidence of visual recognition before the age of three weeks.
e.g. According to specialists, it hasn't been proven whether children under the age of three weeks can recognise anything by sight or not.
- An infant's vision is initially very blurry but sharpening each month until perfect vision is achieved by the child's second birthday.
e.g. A newborn baby cannot see clearly, but its eyesight gradually improves until it becomes ideal at the age of two.

Fish for words

EXTENDED

- 3 Find the parts of the text in exercise 2 that helped you find the correct answers.

- 4 Complete the sentences with words and collocations from the text. Write the answers in your notebook.

- I've got a nagging feeling that I've forgotten something! (paragraph A)
- I've heard that song before but I can't quite place it. (paragraph A)
- Going into a room and then forgetting why you've gone there is quite a common experience! (paragraph A)
- Recent incidents at our stadiums raise questions about the level of violence in football. (paragraph A)
- The new equipment in the computer room is extremely sophisticated, so be careful when you use it! (paragraph B)
- I've scanned the letter and it looks as if you've included everything we said. (paragraph B)

- 5 Choose the correct words to form collocations. Write the answers in your notebook.

- nagging doubt / complaint
- common weather / cold
- raise your voice / temper
- sophisticated language / view
- scan a text / an idea

TEST IT!

Dobieranie

- 2 Przeczytaj artykuł na temat umiejętności rozpoznawania twarzy. Do każdego pytania (1–4) dopasuj właściwą część tekstu (A–C). Zapisz odpowiedzi w zeszyte. Uwaga: jedna część tekstu pasuje do dwóch pytań.

In which paragraph does the author

- explain that several mental processes are involved in our ability to remember people? [C]
- mention a situation that many of us have found ourselves in? [A]
- indicate the amount of information we can recall? [C]
- talk about measuring people's reactions to visual information? [B]

Do I know you?

A How many times have you seen someone on TV or in a crowd and had that nagging feeling that you've seen them somewhere before but can't quite place them? This seems to be quite a common experience and it raises questions about exactly how we recognise faces. What's going on in our brains when we see a face?

B Scientists have recently carried out tests on volunteers to find out which areas in the brain are involved in face recognition. The tests must have been a lot of fun to take part in! The volunteers were shown a photograph of a famous person on a computer and then the face gradually changed into another famous person's. For example a picture of the 1950s film star Marilyn Monroe slowly changed into a picture of the British Prime Minister Margaret Thatcher! Obviously, Marilyn's beautiful curly blonde hair became greyer, her nose

became sharper and longer, and her creamy complexion developed wrinkles and lines around the mouth. As they watched the person change, sophisticated equipment scanned the volunteers' brains to see which parts of the brain were lighting up.

- C The results showed that we use three main areas of the brain to identify people's faces. While one section of the brain looks at the physical aspects such as size and shape of eyes and distinguishing features, another part identifies the face as known or unknown. At the same time, a third part of the brain is checking out the name or other information about the face in our memory. It sounds amazing but it seems that human beings can store as many as 10,000 faces in their memories and most of us can recognise about ninety per cent of our classmates up to thirty five years after we last saw them!



Zoom in

1 Work in pairs. Discuss the questions.

- 1 Do you follow fashion? Why? Why not?
- 2 What clothes, colours and patterns are trendy at the moment?
- 3 Describe the most fashionable person you know.

KNOW YOUR PHRASES

• In the photograph, I can see a beautiful woman / a good-looking man.

Na zdjęciu widzę piękną kobietę / atrakcyjnego mężczyznę.

• The photograph shows a young woman / a handsome man.
Zdjęcie przedstawia młodą kobietę / przystojnego mężczyznę.

• She's on the beach / in a room / at a bus stop.

Ona jest na plaży / w pokoju / na przystanku autobusowym.

• She looks like a model / a teacher.

Ona wygląda na modelkę / nauczycielkę.

• He seems to be a politician / a mechanic.

On zdaje się być politykiem / mechanikiem.

• She's wearing a short dress / jeans and a cardigan.

Ona ma na sobie krótką sukienkę / dżinsy i rozpinany sweter.

• I think that / In my opinion, she looks happy / sad.

Myślę, że / Moim zdaniem ona wygląda na szczęśliwą / smutną.

• I guess he feels relaxed / nervous.

Wydaje mi się, że on jest zrelaksowany / zdenerwowany.

• I believe she's posing for a photograph / studying / commuting to work.

Uważam, że ona pozuje do zdjęcia / uczy się / jedzie do pracy.

Activate

2 Powiedz, że:

- 1 na zdjęciu widzisz modnie ubraną kobietę w średnim wieku. *e.g. In the photograph, I can see a fashionably dressed middle-aged woman.*
- 2 nastolatka na zdjęciu wygląda jak modelka. *e.g. The teenager in the picture looks like a model.*
- 3 masz dziś na sobie koszulę w kratę, lniane spodnie i skórzane sandały. *e.g. Today I am wearing a checked shirt, linen trousers and leather sandals.*
- 4 zdjęcie pokazuje starszego mężczyznę, który wygląda na smutnego. *e.g. The photograph shows an elderly man who looks sad.*

Practise

GET SMARTER

Gdy opisujesz zdjęcie, pamiętaj, aby uwzględnić następujące informacje: kogo widzisz, gdzie znajduje się ta osoba, co robi, jak wygląda oraz – jeśli można to wywnioskować – jak się czuje.

3 Look at the photograph and read the description. Does it include all the necessary information?

No information about who is in the picture and where this person is

She is wearing a red dress and holding a sun umbrella. She is standing. I think she's posing for a photo.



4 Look at the photograph and answer the questions.

1 Who does the picture show?

2 Where is the man?

5 How do you think he is feeling?

4 What is he wearing?

3 What is he doing?



TEST IT!

Rozmowa na podstawie ilustracji

5 Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.



Uczeń A

- 1 Why do you think the girl is smiling?
- 2 Is appearance important to you? Why? Why not?
- 3 Describe the last time you or someone you know wanted to make a good impression on someone.



Uczeń B

- 1 What makes the woman look unusual?
- 2 Do you judge people by appearance? Why? Why not?
- 3 Describe the last time you met someone who looked unusual.

Speaking bank ► s. 305

Wrap it up

6 Work in pairs. Discuss the questions.

- 1 What's your idea of beauty?
- 2 Who's the most beautiful / handsome person you can think of? Why?

Mówienie – zestaw zadań 01 ► s. 290

TEST IT!

Wybór wielokrotny

4 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz odpowiedzi w zeszycie.

I'm 19 years old and I'm quite shy. (1) ___ like that ever since I remember and probably would still be if I hadn't met Rebecca. She's my age and we first met online on one of the social networking sites. We share similar interests as we're both (2) ___ on photography and painting. When we made friends, Rebecca invited me to a photo exhibition – a big event with TV cameras and journalists. I said I wouldn't go because I was too shy and I didn't like (3) ___. Rebecca, however, kept encouraging me to go. She gave me (4) ___ on how to be more self-confident by practising conversations in front of the mirror. It helped a lot. In the end, I went along and even had a chat with one or two people. I (5) ___ although I still felt pretty nervous. Well, I took the first step and I hope I'll find more courage to go out and talk to others.

- 1 ☐ A I always was ☐ B I'm always ☒ C I've always been
 2 ☐ A fond ☒ B keen ☐ C fascinated
 3 ☒ A crowds of ☐ B the crowd of ☐ C crowded people
 4 ☒ A some advice ☐ B any advice ☐ C little advice
 5 ☐ A enjoyed ☐ B was enjoying ☒ C enjoyed myself



Zoom in

1 Work in pairs. Discuss the questions.

- What personal information do people often share on social networking sites? Is it always a good idea?
- Compare your Facebook / social networking site profiles. How much could a stranger learn about you?

Practise

GET SMARTER

Gdy rozwiązujesz zadanie wielokrotnego wyboru, przeczytaj tekst i możliwe odpowiedzi, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, w jakim czasie należy użyć czasownika, aby poprawnie uzupełnić lukę. Sprawdź, czy rzeczownik powinien być w liczbie pojedynczej czy mnogiej.

2 Read the text and choose the correct answer A, B or C. Write the answers in your notebook.

Parents often feel worried when their teenage children leave too much personal (1) ___ on different networking sites for everybody to read. Teenagers, on the other hand, (2) ___ seem to bother about what details about themselves they make public. So apart from their photographs, they include their full names, age, email addresses, phone numbers, the name of the school they go to and even in (3) ___ cases their place of residence.

- 1 ☐ A details ☒ B information ☐ C space
 2 ☒ A don't ☐ B didn't ☐ C haven't
 3 ☐ A few ☐ B some of ☒ C some

TEST IT!

Wybór wielokrotny

3 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz odpowiedzi w zeszycie.

There are social networking sites which are called 'friend-of-a-friend' sites and which connect users to new friends through people they know and (1) ___ interests. The idea sounds great as you get a chance to get to know people like you. These sites invite you to share quite (2) ___ personal information with other users so that you can find individuals with similar passions, personalities or even looks. Most people (3) ___ that regularly, forgetting that this information will be available not only to friends of friends but also to hundreds of strangers out there. All is fine when the people who read your personal profiles are honest and won't use

your details for wrong purposes. But what if your personal information (4) ___ against you? Young people often seem not to worry about it at all, but perhaps they should give it a (5) ___ before posting too many details online for the whole world to read.

- 1 ☐ A casual ☒ B common ☐ C same
 2 ☒ A a lot of ☐ B many ☐ C lots
 3 ☐ A are doing ☒ B do ☐ C did
 4 ☒ A will be used ☐ B will use ☐ C be used
 5 ☒ A thought ☐ B chance ☐ C try

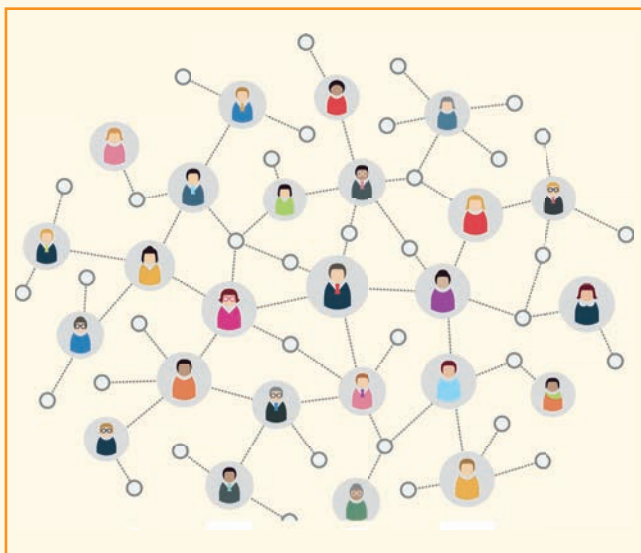
Wrap it up

- 5 Work in pairs. Write at least five questions to find out some personal information about your partner (e.g. their lucky number, their mother's maiden name or a new hobby they would like to take up). Then interview each other and write a personal profile of your partner to present to the class. Write all answers in your notebook.

TEST IT!

Wybór wielokrotny

- 1 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz odpowiedzi w zeszytce.



The Internet is, no doubt, a wonderful meeting place. At the same time, it poses certain risks to all its users no matter how old they are.

And (1) ___ some eighteen or nineteen-year-olds realise the potential threats they face online, they don't seem to give much thought to the fact that university administrators and employers more and more often scrutinise their profiles before admitting them to prestigious colleges or giving them jobs.

Young adults who post provocative photos and comments about their partying habits or, what's worse, about drinking or drug abuse can make themselves (2) ___ immature and lacking common sense.

Experts advise against posting any material that would make you feel ashamed of yourself in the future and, as one media expert said, 'wouldn't make your grandmother proud of you!' So, it's high time you (3) ___ social networking sites as space to promote yourself personally, academically and professionally by sharing information that will help you leave a positive impression on your future employers. Too young to agonise over it? Think twice before you (4) ___ this advice down.

- | | |
|--|---|
| 1 A however | C in spite of |
| B despite | <input checked="" type="radio"/> D although |
| 2 A recognise | C appear |
| <input checked="" type="radio"/> B come across | D show up |
| 3 A treat | <input checked="" type="radio"/> C treated |
| B to treat | D would treat |
| 4 <input checked="" type="radio"/> A turn | C take |
| B play | D hold |

TEST IT!

Wybór wielokrotny

EXTENDED

- 2 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz odpowiedzi w zeszytce.

Personal marketing uses business principles to help people succeed in life and realise their own goals. It (1) ___ people to look deeper inside themselves in order to discover their strengths and weaknesses which are then used to teach them how to use their personality (2) ___. What it amounts to is creating an advert for yourself.

The idea has proved extremely popular and personal marketing courses are springing up everywhere. People sign up because they want to learn how to fulfil their dreams and control their lives better. The courses usually offer very practical training in motivation techniques and (3) ___ ideas for self-development, but the main aim is to get people to produce an advert for themselves, supported by a photo and a video clip, which they could post online when they're looking for a partner or a job. People who have given it a go seem delighted and they say this is (4) ___ trying!

- | | |
|---|--|
| 1 A makes | C suggests |
| <input checked="" type="radio"/> B encourages | D lets |
| 2 <input checked="" type="radio"/> A to their advantage | C by chance |
| B up to the point | D under no circumstances |
| 3 A a lot | C great variety of |
| B an amount of | <input checked="" type="radio"/> D plenty of |
| 4 A sensible | <input checked="" type="radio"/> C worth |
| B wise | D advisable |





Zoom in

1 Work in pairs. Discuss the questions.

- Which famous people are in the news at the moment? Why?
- Describe a Polish celebrity without giving the name. Can your partner guess who it is?

KNOW YOUR PHRASES

- The person I admire most these days is the American actress Angelina Jolie.**
Osobą, którą teraz najbardziej podziwiam, jest amerykańska aktorka Angelina Jolie.
- My favourite celebrity of all time is Madonna.**
Moją ulubioną gwiazdą wszechczasów jest Madonna.
- She is making headlines at the moment because she's adopted a child.**
Pisze się teraz o niej na pierwszych stronach gazet, ponieważ adoptowała dziecko.
- There's a lot about him in the newspapers right now because he's had a plastic surgery.**
Dużo się o nim ostatnio pisze, gdyż poddał się operacji plastycznej.
- She's very fashionable.**
Ona jest bardzo modna.
- He's got long dark hair.**
On ma długie ciemne włosy.
- He's been in lots of films.**
On występował w wielu filmach.
- She's done a lot of work for charity.**
Ona zrobiła bardzo wiele na rzecz organizacji charytatywnych.
- The thing I most like about her is her engagement in fighting the poverty in Africa.**
To, co najbardziej mi się w niej podoba, to jej zaangażowanie w walkę z ubóstwem w Afryce.
- I have a lot of respect for this person because she's using her fame and money to help others.**
Mam mnóstwo szacunku dla tej osoby, gdyż używa swoich pieniędzy i sławy po to, aby nieść pomoc innym.
- I think he may be admired / remembered most for being a Goodwill Ambassador of UNICEF in the future.**
Myślę, że w przyszłości może być podziwiany / zapamiętany za bycie Ambasadorem Dobrej Woli UNICEF.
- I believe she'll get an Oscar for the best actress next year.**
Uważam, że w przyszłym roku dostanie Oscara dla najlepszej aktorki.

Activate

2 Powiedz, że:

- Ryan Gosling jest Twoim ulubionym celebrytą.
e.g. Ryan Gosling is my favourite celebrity.
- bardzo szanujesz swoją mamę.
e.g. I have a lot of respect for my mother.
- to, co najbardziej Ci się podoba w Leo Messim, to jego skromność.
e.g. What I like most about Leo Messi is his modesty.
- Justin Timberlake jest najatrakcyjniejszą osobą, jaką kiedykolwiek widziałeś/widziałaś.
e.g. Justin Timberlake is the most attractive person I have ever seen.
- podziwiasz Angelinę Jolie za jej pracę na rzecz organizacji charytatywnych.
e.g. I admire Angelina Jolie for her charity work.

Practise

GET SMARTER

Przed napisaniem pracy przeczytaj uważnie polecenie i znajdź informacje, które należy przekazać. Każdy podpunkt zadania może się składać z jednej lub dwóch części. Zwróć uwagę, aby w swojej wypowiedzi nie pominąć żadnego elementu wymienionego w poleceniu. Pisz zwięźle i nie odbiegaj od tematu, aby nie przekroczyć wyznaczonego limitu słów.

3 Read the instructions in the bullet point and two sample paragraphs below. Which answer is better? Why?

- Poinformuj, kto jest Twoim ulubionym celebrytą i z jakiego powodu w mediach jest głośno o tej osobie.

A

I'm writing about my favourite celebrity, Angelina Jolie. She's often in the news because of her great acting. But she has recently been in the newspapers because she had an operation and she wanted everyone to know about it and not to worry if it happened to them.

B

My favourite celebrity is Angelina Jolie. She started making movies a long time ago. She acts very well and she also married one of my favourite actors, Brad Pitt. Everyone remembers Brad from films like 'Fight Club' and 'Seven' and he still makes films now. He used to be married to Jennifer Anniston, who was in the hit TV show 'Friends', but they broke up and then he met Angelina on the set of another film and they got married. Unfortunately, they split up in 2016.



TEST IT!

Wiadomość na blogu

4 Podziel się na blogu swoimi przemyśleniami na temat Twojej ulubionej postaci życia publicznego:

- przedstaw tę osobę i wyjaśnij, dlaczego ostatnio dużo się o niej mówi,
- opisz jej charakter i wygląd,
- napisz, za co tę osobę cenisz,
- podziel się swoimi przypuszczeniami na temat losów tej osoby w przyszłości.

Zapisz odpowiedź w zeszycie. Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że długość wiadomości powinna wynosić **od 80 do 130 słów** (nie licząc słów w zdaniach, które są już podane). Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

Hi everyone! Today I want to start a thread about our favourite celebrities.

(...)

That's all from me. Now it's your turn!

Writing bank ► s. 309

Zoom in

1 Which celebrities have been in the news recently for behaving badly? What did they do?

KNOW YOUR PHRASES

- **I feel very strongly that celebrities should behave decently.**
Jestem głęboko przekonany/przekonana, że celebryci powinni się zachowywać przyzwoicie.
- **In my opinion, they shouldn't show disrespect for their fans.**
Według mnie nie powinni okazywać braku szacunku dla swoich fanów.
- **I definitely believe that he shouldn't have behaved like that.**
Zdecydowanie uważam, że on nie powinien się być tak zachować.
- **The first thing he did was to laugh at his teenage fans.**
Pierwsza rzecz, jaką zrobił, to wyśmianie jego nastoletnich fanów.
- **He followed that by insulting his manager.**
Następnie obraził swojego menedżera.
- **It's hard to believe but then he walked out of the award ceremony.**
Trudno w to uwierzyć, ale następnie opuścił uroczystość wręczenia nagród.

Activate

2 Powiedz, że:

- 1 według Ciebie celebryci powinni być wzorem do naśladowania dla młodych ludzi. *e.g. In my opinion, celebrities should be role models for young people.*
- 2 pierwszą rzeczą, jaką dziś zrobiłeś/zrobiłaś, było wzięcie prysznica. *e.g. The first thing I did today was to have a shower.*
- 3 następnie zjadłeś/zjadłaś szybko śniadanie. *e.g. I followed that by having a quick breakfast.*
- 4 trudno w to uwierzyć, ale nigdy nie jadłeś/jadłaś zupy pomidorowej. *e.g. It's hard to believe but I've never eaten tomato soup.*
- 5 Justin Bieber źle się ostatnio zachował w miejscu publicznym. *e.g. Justin Bieber has recently behaved badly in a public place.*

Practise

GET SMARTER

Ważnym elementem każdego artykułu jest chwytliwy tytuł – krótki, przyciągający wzrok i zachęcający do dalszej lektury.

3 Read the text topics and choose the most suitable titles. Explain your answers.

- 1 An article about the advantages and disadvantages of being famous.
 - A A difficult life *not interesting*
 - B The fame game** *(it's short, catchy, rhymes and gets the idea that it's give and take = a game)*
 - C A lot of responsibility *quite formal and uninteresting*
- 2 An article about the value of TV talent shows that promote new singers and musicians.
 - A How valuable are TV talent shows? *boring*
 - B Value for money? *irrelevant*
 - C Stars in their eyes?** *(it relates to the contestants and their high opinion of themselves, it is short and catchy)*

TEST IT!

Artykuł

4 Przeczytaj polecenie i wypowiedz się na poniższy temat. Zanim napiszesz artykuł, z podanych odpowiedzi (A–C) wybierz najtrafniejszy tytuł.

Znana gwiazda filmowa zachowała się ostatnio niewłaściwie na ważnej ceremonii wręczenia nagród. Napisz **artykuł** na szkolną stronę internetową, w którym zrelacjonujesz przebieg incydentu oraz przedstawisz i uzasadnisz swoje zdanie na temat tego, czy i jakie obowiązki mają celebryci wobec młodych ludzi w dzisiejszych czasach.

- A** A good example? *(it covers both the incident and opinion. The question mark opens up the idea of differing opinions.)*
- B** A night to remember! *Only focuses on the event, and doesn't imply anything wrong happened.*
- C** The front page – again! *Only focuses on the event but not on celebrities as role models.*

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

Writing bank ► s. 311

MP3 06 Personal data / Dane osobowe

address /ə'dres/ adres
 age /eɪdʒ/ wiek
 date of birth /ˌdeɪt əv 'bɜːθ/ data urodzenia
 divorced /dɪ'vɔːst/ rozwiedziony
 female /'fiːmeɪl/ kobieta
 first name /'fɜːst 'neɪm/ imię
 gender /'dʒendə/ płeć
 male /meɪl/ mężczyzna
 marital status /'mærɪtl 'stetəs/ stan cywilny
 married /'mærɪd/ żonaty/zamężna
 nationality /ˌnæʃə'næləti/ narodowość
 occupation /ˌɒkjʊ'peɪʃn/ zawód
 single /'sɪŋɡl/ stanu wolnego
 surname /'sɜːneɪm/ nazwisko
 widowed /'wɪdəʊd/ owdowiały
 country of residence /ˌkʌntri ɒv 'rezɪdəns/ kraj zamieszkania
 distinguishing features /ˌdɪstɪŋɡwɪʃɪŋ 'fi:tʃəz/ znaki szczególne
 ethnic origin /ˌeθnɪk 'ɒrɪdʒɪn/ pochodzenie etniczne
 next of kin /ˌnekst ɒv 'kɪn/ najbliższy krewny

MP3 07 Appearance / Wygląd zewnętrzny

attractive /unattractive /ə'træktɪv / ˌʌnə'træktɪv/ atrakcyjny/nieatrakcyjny
 beautiful /'bjʊ:tɪfəl/ piękny
 fit /fɪt/ sprawny, w dobrej formie
 good-looking /ˌɡʊd 'lʊkɪŋ/ przystojny, ładny
 handsome /'hænsəm/ przystojny
 plain /pleɪn/ pospolity, nieatrakcyjny
 pretty /'prɪti/ ładny
 ugly /'ʌɡli/ brzydki

Appearance expressions / Zwroty związane z wyglądem

cut down on /kʌt 'daʊn ɒn/ ograniczać (ilość czegoś)
 go for (darker colours) /ˌɡəʊ fə (ˌdɑːkə 'kʌləz)/ wybierać, sięgać po (ciemniejsze kolory)
 paint your nails /ˌpeɪnt jə 'neɪlz/ malować paznokcie
 put on /lose weight /ˌpʊt ɒn / ˌluːz 'weɪt/ przybierać/tracić na wadze
 straighten /'streɪtən/ prostować (włosy)
 take up (a hobby / a sport) /ˌteɪk 'ʌp (ə 'hɒbi ə 'spɔːt)/ zacząć (hobby/ uprawiać sport)

Build / Budowa ciała

fat /fæt/ gruby
 muscular /'mʌskjʊlə/ umięśniony
 obese /əʊ'biːs/ otyły
 overweight /underweight /ˌəʊvə'weɪt/ ˌʌndə'weɪt/ z nadwagą/niedowagą
 plump /plʌmp/ pusty/pulchny
 skinny /'skɪni/ chudy
 slim /slɪm/ szczupły
 well-built /ˌwel 'bɪlt/ dobrze zbudowany
 lanky /'læŋki/ tyczkowaty, wysoki i chudy
 stocky /'stɒki/ krępy

Hair / Włosy

bald /bɔːld/ łysy
 blond /blɒnd/ blond
 curly /'kɜːli/ kręcone
 dark /dɑːk/ ciemne
 dyed /daɪd/ farbowane
 red /red/ rude
 shoulder-length /ˌʃəʊldə 'leŋθ/ do ramion
 straight /streɪt/ proste
 wavy /'weɪvi/ falujące
 auburn /ˌɔːbərn/ kasztanowe
 fine /thick /faɪn / θɪk/ cienkie, rzadkie/gęste
 fringe /frɪŋdʒ/ grzywka
 have a centre /side parting /hæv ə 'sentə / ˌsaɪd 'pɑːtɪŋ/ mieć przedziałek na środku/z boku

ponytail /'pəʊni'teɪl/ kitka, koński ogon
 receding hairline /ˌriːsɪdɪŋ 'heəlaɪn/ włosy rzednące na skroniach
 wear your hair loose / up /ˌweə jə 'heə 'luːs/ ˌʌp/ nosić włosy rozpuszczone/spięte

Distinguishing features / Cechy szczególne

beard /brɪəd/ broda
 freckles /'freɪklz/ piegry
 moustache /mə'staːʃ/ wąsy
 pale /tanned / dark complexion /ˌpeɪl / ˌtænd / ˌdɑːk kəm'plekʃn/ blada/opalona/ciemna cera, karnacja
 pierced ears /ˌpɪəst 'ɪəz/ przekłute uszy
 scar /skɑː/ blizna
 spotty /'spɒti/ pryszczaty
 tattoo /tæ'tuː/ tatuaż
 wrinkles /'rɪŋklz/ zmarszczki
 birthmark /'bɜːθmɑːk/ znamię
 clean-shaven /ˌkliːn'sheɪvən/ gładko ogolony
 clear skin /ˌkliː 'skɪn/ gładka skóra
 double chin /ˌdʌbl 'tʃɪn/ podwójny podbródek
 high cheekbones /ˌhaɪ 'tʃiːkbəʊnz/ wystające kości policzkowe
 high forehead /ˌhaɪ 'fɔːhed/ wysokie czoło
 piercing blue eyes /ˌpɪəriŋ ˌbluː 'aɪz/ przenikliwe niebieskie oczy

MP3 08 Clothes / Ubrania

blouse /blauz/ bluzka
 boots /buːts/ wysokie buty, kozaki
 bra /brɑː/ biustonosz
 casual /'kæʒʊəl/ codzienny, swobodny
 coat /kəʊt/ płaszcz
 dress /dres/ sukienka
 fashionable /trendy /'fæʃənəbl / 'trendi/ modny
 fleece /fliːs/ bluza polarowa
 gloves /glʌvz/ rękawiczki
 hat /hæt/ kapelusz, czapka
 jacket /'dʒækt/ kurtka, marynarka, żakiet
 jeans /dʒiːnz/ dżinsy
 jumper /'dʒʌmpə/ sweter
 old-fashioned /ˌəld 'fæʃənd/ staromodny, staroświecki
 pyjamas /ˌpɪdʒə'mæz/ piżama
 sandals /'sændəlz/ sandały
 shirt /ʃɜːt/ koszula
 shoes /ʃuːz/ buty
 shorts /ʃɔːts/ szorty
 skirt /skɜːt/ spódnica
 smart /smɑːt/ elegancki
 socks /sɒks/ skarpety
 suit /suːt/ garnitur
 sweatshirt /'swet ʃɜːt/ bluza sportowa
 tracksuit /'træksuɪt/ dres
 trainers /'treɪnəz/ obuwie sportowe
 trousers /'traʊzəz/ spodnie
 underwear /ˌʌndə'weə/ bielizna
 waistcoat /'weɪstˌkəʊt/ kamizelka
 wear /weə/ nosić, mieć na sobie
 ballgown /'bɔːlgəʊn/ suknia balowa, strój balowy
 boat-necked /'bəʊt nekt/ z szerokim dekoltem (bluzka, sweter)
 cardigan /'kɑːdɪɡən/ rozpinany sweter
 collar /'kɒlə/ kołnierzyk
 cuffs /kʌfs/ mankiety
 dressing gown /'dresɪŋ ɡaʊn/ szlafrok
 high heels /ˌhaɪ 'hiːlz/ wysokie obcasy
 hoodie /'hudi/ bluza z kapturem
 long-sleeved /short-sleeved /ˌlɒŋ 'sliːvd / ˌʃɔːt 'sliːvd/ z długim/krótkim rękawem (koszula)
 strapless top /ˌstrəpləs 'tɒp/ bluzka bez ramiączek
 V-neck /'viːnek/ dekolt w szpic (bluzka, sweter)

Accessories / Dodatki

belt /belt/ pasek
 button /'bʌtn/ guzik
 cap /kæp/ czapka z daszkiem

earrings /'ɪərɪŋz/ kolczyki
 glasses /'glɑːsɪz/ okulary
 handbag /bag /'hændbæg / bæɡ/ torebka
 jewellery /'dʒuːlri/ biżuteria
 necklace /'nekləs/ naszyjnik
 ring /rɪŋ/ pierścionek
 scarf /skɑːf/ szalik
 tie /taɪ/ krawat
 bracelet /'breɪslət/ bransoletka
 brooch /brəʊtʃ/ broszka
 shoe laces /'ʃuː 'leɪsɪz/ sznurówki
 slippers /'slɪpəz/ kapcie
 zip-up /'zɪpʌp/ na zamek

Patterns and materials / Wzory i materiały

checked /tʃekt/ w kratę
 cotton /'kɒtn/ bawełna
 gold /ɡəʊld/ złoto
 leather /'leðə/ skóra, skórzany
 plain /pleɪn/ gładki
 silk /sɪlk/ jedwab
 silver /'sɪlvə/ srebro, srebrny
 spotted /'spɒtɪd/ w kropki
 striped /straɪpt/ w paski
 tartan /'tɑːtn/ w szkocką kratę
 wool /wʊl/ wełna
 elastic /'elæstɪk/ elastyczny
 fur /fɜː/ futro; futrzany
 lace /leɪs/ koronkowy
 lined /laɪnd/ na podszewce, ocieplany

MP3 09 Features of character / Cechy charakteru

aggressive /ə'ɡresɪv/ agresywny
 ambitious /æm'bɪʃəs/ ambitny
 bad-tempered /ˌbæd 'tempəd/ wybuchowy
 big-headed /ˌbɪɡ 'hedɪd/ zarozumiały
 brave /breɪv/ odważny
 careful /careless /'keəfl / 'keələs/ ostrożny/ nieostrożny
 caring /'keərɪŋ/ troskliwy
 cheerful /'tʃiːfəl/ radosny, pogodny
 clever /'kleɪvə/ mądry
 confident /overconfident /'kɒnfɪdənt / ˌəʊvə'kɒnfɪdənt/ pewny siebie/zbyt pewny siebie
 drama queen /'drɑːmə 'kwɪːn/ panikarz, osoba nadmiernie dramatyzująca
 easygoing /ˌiːzi'ɡəʊɪŋ/ wyluzowany, opanowany
 energetic /enə'dʒetɪk/ energiczny
 extrovert /'ekstrəˌvɜːt/ ekstrawertyk
 friendly /'frendli/ przyjacielski, miły
 fun-loving /'fʌn 'lʌvɪŋ/ lubiący dobrą zabawę
 generous /'dʒenərəs/ szczodry, hojny
 gentle /'dʒentl/ delikatny, łagodny
 hard-working /ˌhɑːd 'wɜːkɪŋ/ pracowity
 helpful /unhelpful /'helpfəl / ˌʌn'helpfəl/ uczynny/nieskory do pomocy
 honest /dishonest /'ɒnɪst / dɪs'ɒnɪst/ uczciwy/ nieuczciwy
 imaginative/unimaginative /ɪ'mædʒɪnətɪv / ˌʌnɪ'mædʒɪnətɪv/ pomysłowy, kreatywny/bez wyobraźni
 independent /ˌɪndɪ'pendənt/ niezależny
 intelligent /ɪn'telɪdʒənt/ inteligentny
 introvert /ɪntrəˌvɜːt/ introwertyk
 lazy /leɪzi/ leniwy
 mean /miːn/ skąpy, złośliwy
 messy /'mesi/ bałaganiarski
 nasty /'nɑːsti/ złośliwy, wstrętny, nieprzyjemny
 nice /naɪs/ miły
 open /əʊpən/ otwarty
 optimistic /pessimistic /ˌɒptɪ'mɪstɪk / ˌpesɪ'mɪstɪk/ optymistyczny/pesymistyczny
 outgoing /ˌaʊt'ɡəʊɪŋ/ otwarty, towarzyski
 patient /impatient /'peɪʃnt / ɪm'peɪʃnt/ cierpliwy/niecierpliwy
 polite /pə'laɪt/ uprzejmy
 quiet /kwaɪət/ cichy
 reliable /unreliable /'reɪləbl / ˌʌnrɪ'leɪəbl/ solidny, niezawodny/niezawodny, zawodny

responsible /rɪ'spɒnsəbl/ odpowiedzialny
 rude /ruːd/ niegrzeczny
 selfish /ˈselfɪʃ/ ˌʌn'selfɪʃ/ samolubny/
 bezinteresowny
 serious /ˈsɪəriəs/ poważny
 shy /ʃaɪ/ nieśmiały
 silly /ˈsɪli/ niemądry, głupkowaty
 sociable /ˈsəʊsəbl/ ˌʌn'səʊsəbl/
 towarzyski/nietowarzyski
 talkative /ˈtɔːkətɪv/ gadatliwy, rozmowny
 tidy /ˈtɪdi/ ˌʌn'taɪdi/ schludny,
 porządnym/niechlujny
 bossy /ˈbɒsi/ apodyktyczny
 cowardly /ˈkaʊədli/ tchórzliwy
 eccentric /ɪk'sentɪk/ ekscentryczny
 materialistic /mə'tɪəriəlɪstɪk/ materialistyczny
 modest /ˈmɒdɪst/ skromny
 moody /ˈmuːdi/ kapryśny
 odd /ɒd/ dziwny
 oddball /ˈɒd ˌbɔːl/ dziwak
 sensitive /ˈsensətɪv/ wrażliwy
 sincere /sɪn'sɪə/ szczery
 sympathetic /ˌsɪmpə'tetɪk/ życzliwy, współczujący
 weird /weɪd/ dziwny
 weirdo /ˈweɪdəʊ/ dziwak/dziwaczka, dziwadło
 whizzkid /ˈwɪz.kɪd/ cudowne dziecko
 withdrawn /wɪð'drɔːn/ zamknięty w sobie

MP3 10 Feelings and emotions / Uczucia i emocje

angry /ˈæŋɡri/ zły, rozgniewany
 annoyed /ə'noɪd/ zirygowany, rozdrażniony
 be in a good / bad mood /bi ɪn ə ˌɡʊd /
 ˌbæd ˈmuːd/ być w dobrym/złym humorze
 bored /bɔːd/ znudzony
 cross /krɒs/ zły, rozgniewany
 depressed /dɪ'prest/ załamany, przygnębiony
 disappointed /ˌdɪsə'pɔɪntɪd/ rozczarowany,
 zawiedziony
 embarrassed /ɪm'bærəst/ zawstydzony
 excited /ɪk'saɪtɪd/ podekscytowany
 exhausted /ɪɡ'zɔːstɪd/ wyczerpany, zmęczony
 frightened /'fraɪtənd/ przerażony
 nervous /ˈnɜːvəs/ zdenerwowany, spięty
 pleased /pliːzd/ zadowolony
 relaxed /rɪ'læksd/ zrelaksowany
 scared /skeəd/ wystraszony
 shocked /ʃɒkt/ zszokowany
 stressed /strest/ zestresowany
 surprised /sə'praɪzd/ zdziwiony, zaskoczony
 tired /taɪəd/ zmęczony
 upset /ʌp'set/ przygnębiony, zaniepokojony

worried /'wʌrɪd/ zmartwiony
 amazed /ə'meɪzd/ zdumiony, zdziwiony
 delighted /dɪ'laɪtɪd/ zachwycony
 nagging feeling /ˌnæɡɪŋ ˈfiːlɪŋ/ dręczące uczucie
 petrified /'petrɪfaɪd/ przerażony
 shattered /'ʃætəd/ zdruzgotany, wykończony
 stunned /stʌnd/ oniemiały, osłupiały
 worn out /ˌwɔːn ˈaʊt/ wycieńczony, wyczerpany

MP3 11 Interests / Zainteresowania

adore /ə'dɔː/ uwielbiać
 be a fan of sb / sth /bi ə ˈfæn əv ˌsambədi /
 ˌsambɪŋ/ być fanem kogoś/czegoś
 be hopeless at /bi ˈhəʊpləs ət/ być
 beznadziejnym w
 be interested in sth /bi ˈɪntərɪstɪd ɪn ˌsambɪŋ/
 interesować się czymś
 be into sth /bi ˈɪntə ˌsambɪŋ/ zajmować się
 czymś, interesować
 be keen on sth /bi ˈkiːn ɒn ˌsambɪŋ/ interesować
 się, lubić coś robić
 be mad about sb / sth /bi ˈmæd əbaʊt ˌsambədi /
 ˌsambɪŋ/ szaleć za kimś/czymś
 can't stand /kɑːnt ˈstænd/ nie znosić
 play games / board games /plɛɪ ˈɡeɪmz / ˈbɔːd
 ɡeɪmz/ grać w gry/gry planszowe
 work out /wɜːk ˈaʊt/ trenować, ćwiczyć

MP3 12 Ethical problems / Problemy etyczne

abortion /ə'bɔːʃən/ aborcja
 charity /ˈtʃærəti/ dobroczynność, organizacja
 charytatywna
 drug abuse /ˈdrʌɡ əˌbjuːs/ zażywanie narkotyków
 fair trade /feə ˈtreɪd/ sprawiedliwy handel
 homelessness /ˈhəʊmlɪsnəs/ bezdomność
 unemployment /ˌʌnɪmˈplɔɪmənt/ bezrobocie
 corruption /kə'rʌpʃn/ korupcja
 racism /ˈreɪsɪzm/ rasizm
 death penalty /ˈdeθ ˌpenəlti/ kara śmierci
 euthanasia /juːθəˈneɪziə/ eutanazja
 freedom of speech /ˈfriːdəm əv ˈspiːtʃ/ wolność
 słowa
 gambling /ˈɡæmblɪŋ/ hazard
 genetic engineering /dʒəˈnetɪk ˌendʒɪˈniəriŋ/
 inżynieria genetyczna
 privacy /ˈprɪvəsi/ prywatność

MP3 13 Other / Inne

brief /brɪf/ krótki, krótkotrwały
 come across /kʌm əˈkrɒs/ wpaść na, natknąć się na

complete /kəmˈpliːt/ całkowity, kompletny
 develop into /dɪˈveləp ɪntə/ rozwinąć się w,
 stawać się (kimś)
 eco-freak /ˈiːkəʊfrik/ fanatyk/fanatyczna ekologii
 fitness maniac /ˈfɪtnəs ˌmeɪniæk/ fanatyk/
 fanatyczna ćwiczeń fizycznych
 focus on /ˈfəʊkəs ɒn/ skupiać się na
 grow up /grəʊ ˈʌp/ rosnąć, dorastać
 have a lot / little in common /hæv ə ˌlɒt / ˌlɪt
 ɪn ˈkɒmən/ mieć dużo/niewiele wspólnego
 health nut /ˈhelθ nʌt/ osoba mająca obsesję
 na punkcie zdrowia
 huge /hjuːdʒ/ ogromny
 identify /aɪˈdentɪfaɪ/ zidentyfikować
 look up to /lʊk ˈʌp tə/ podziwiać
 realise /ˈrɪəlaɪz/ zdać sobie sprawę
 recognise /ˈrekəɡnaɪz/ rozpoznać
 remember /rɪˈmembə/ pamiętać
 remind someone to do something /rɪˈmaɪnd
 ˌsʌmwʌn tə ˈduː ˌsʌmθɪŋ/ przypomnieć komuś,
 by coś zrobić
 spend money on /ˌspend ˈmʌni ɒn/ wydawać
 pieniądze na
 spot /spɒt/ dostrzec
 the complete opposite /ðə kəmˈpliːt ˈɒpəzɪt/
 całkowite przeciwieństwo
 typical of /ˈtɪpɪkəl əv/ typowy dla
 be part of someone's nature /bi ˈpɑːt əv
 ˌsʌmwʌnz ˈneɪtʃə/ leżeć w czyjejś naturze
 befriend /brɪˈfreɪnd/ zaprzyjaźnić się z
 bizarre /brɪˈzɑː/ dziwny
 can't believe your ears /kɑːnt bɪˈliːv jəz ˈɪəz/ nie
 móc uwierzyć własnym uszom
 common experience /ˌkɒmən ɪkˈspɪəriəns/ częste
 doświadczenie
 find common ground /faɪnd ˌkɒmən ˈɡraʊnd/
 znaleźć wspólną płaszczyznę
 have the time of your life /hæv ðə ˌtaɪm əv jə
 ˈlaɪf/ doskonale się bawić
 place /pleɪs/ rozpoznać, zidentyfikować
 pluck up the courage (to do something) /ˌplʌk
 ˈʌp ðə ˈkʌrɪdʒ (tə ˈduː ˌsʌmθɪŋ)/ zdobyć się
 na odwagę (aby coś zrobić)
 raise questions /reɪz ˈkwɛstʃənz/ nasuwać pytania
 scan /skæn/ przeskanować (np. mózg), przebiec
 wzrokiem (np. tekst)
 sophisticated /səˈfɪstɪkətɪd/ skomplikowany,
 zaawansowany
 strike up (a conversation) /straɪk ˈʌp
 (ə ˌkɒnvəˈseɪʃn)/ nawiązać (rozmowę)

VOCABULARY OVERVIEW

Complete the email with the correct words. Some letters have been given. Write the answers in your notebook.

Hi Karen,

We've got a new teacher this term. She's brilliant! Her name's Miss Matthews, first name Sally – and guess what? She teaches maths! She's really tall and (1) **slim** with long (2) **straight** dark hair. She's got quite a pale (3) **complexion** and gets (4) **freckles** when she's been in the sun. She's got (5) **pierced** ears and wears lovely gold dangling (6) **earrings**. She also wears very fashionable clothes. Today she was wearing a plain, (7) **silk** blouse and a short linen skirt with high brown (8) **leather** boots – oh, and a silver necklace. Quite honestly, she's a bit like a model, or a celebrity! I thought she was married, but someone said that she had recently got (9) **divorced**. Anyway, she's got brains too. She's very intelligent and also really (10) **patient** with the students who find the subject hard. Mind you, she gets (11) **cross** with students who are just (12) **lazy**. She's always cheerful and never seems to be in a bad (13) **mood**. I love my maths classes now! Miss Matthews is also quite (14) **sporty** and she's (15) **keen** on tennis. She helps run the club on Saturday mornings. I've never been a particular fan but she's got me interested now. Something else she's involved in is the debating society. This week we're going to discuss why some young people get addicted to (16) **gambling** and lose loads of money. It should be interesting. Why don't you come along?

Cathy

02 Dom



Miejsce zamieszkania

1 Label the pictures with the words in the box. Write the answers in your notebook.

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



1 *cottage*



2 *bungalow*



3 *detached house*



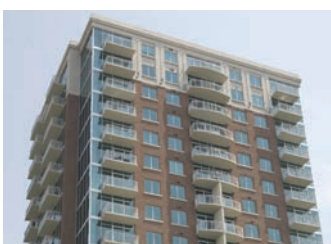
4 *terraced house*



5 *semi-detached house*



6 *mansion*



7 *block of flats*



8 *villa*

2 Complete the text messages with the correct words in the box. Write the answers in your notebook.

view rural ground floor end neighbourhood nursing home suburbs close lift
edge residents studio flat overlooks converted

1 Just seen a (1) *studio flat* in town. Can you come over and look at it again with me? Small but cosy! And (2) *close* to the Old Town.

3 You know that big old country house on the (6) *edge* of Newbury? They've (7) *converted* it into flats and I've got a (8) *ground floor* one! The (9) *view* is brilliant! My flat (10) *overlooks* the gardens and river. Come round for a visit.

2 Dan's moved out of the centre of town to the (3) *suburbs*. He's got an (4) *end* of a terrace in Keane's Road. It's just down from the shops. Looks like a nice (5) *neighbourhood* – no vandals or too much noise! Party there on Saturday. Can you come?

4 Gran's finally moved into a (11) *nursing home*. She needs looking after all the time. But it's really nice. Her room's on the second floor but there's a (12) *lift* for all the (13) *residents*. It's in a (14) *rural* area just outside a small village. Let's go and visit her tomorrow.

COLLOCATIONS

EXTENDED

3 Choose the correct words to complete adverts 1–6. Then match three adverts with pictures A–C. Write the answers in your notebook.

1 C

Are you looking for somewhere modern and easy to maintain / retain when you're older? How about one of our new old age / retirement flats which are under building / construction in Long Road?

2

Ideal for students at the local college – we are renting out two purpose-built parts / bedsits in our property in James' Court. Phone for an appointment to view.

3

Got a young family and want a new house at an affordable / economic price? Check out the new two and three-bedroomed properties on the Hadley Housing / Home Estate.

4 B

Looking for a challenge? We have some rather bad condition / run-down older houses in need of renovation / renewal at our auction on Wednesday. Come and make your bid / bet for a potential money-spinner.

5

Here at Grantly's, we pride ourselves on looking after the elderly. We offer covered / sheltered accommodation for those who still want to live in their own homes but like the security of knowing there is help when they need it.

6 A

House prices too high? Go for something much cheaper but with style – you'll find exactly what you want at our movable / mobile home park in Marchwood. Compact, but with all new connections / mod cons.

4 Complete the emails with the correct words. Some letters have been given. Write the answers in your notebook.

TO: donna_s@mail.uk

Well, it's a bit off the beaten (1) track – actually, it's in the (2) middle of nowhere! But you'll love it because it's in the (3) heart of the countryside and very (4) isolated. It's away from the (5) hustle and bustle of the city centre that you're used to. It's along a very narrow country (6) lane that goes on for miles. Call if you get lost!

TO: martin_k@mail.uk

The new flat is great. We're in a very (7) central location, within (8) walking distance of all the local (9) amenities and just a (10) stone's throw from Jack's office. It's excellent. The public (11) transport for getting about the area is excellent. You'll find us easily. If you park in the city centre car park, we're just (12) across the road, (13) above the bookshop.

Opis domu, pomieszczeń w domu i ich wyposażenia

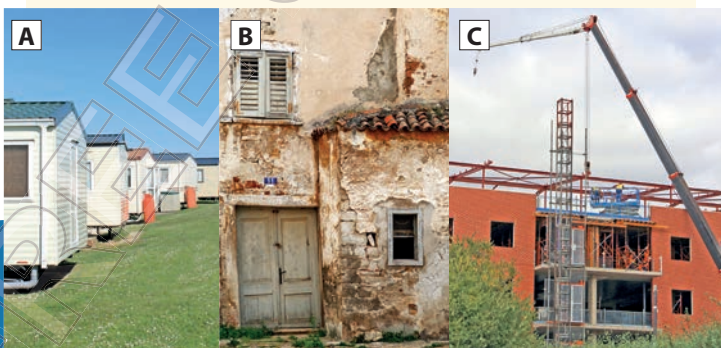
5 Match the words in the box with definitions 1–6. Write the answers in your notebook.

shed spare room hall porch attic cellar

- We store things there that we don't need very often. We use a narrow ladder to get up there when we need to. attic
- My dad likes to keep his wine there because it's nice and cool. cellar
- This is outside the entrance to our house so that people don't get wet at the front door. porch
- When you come into the house, you hang your coat here. hall
- Dad has this at the bottom of the garden. He repairs things there. shed
- Our friends stay there when they come to visit. spare room

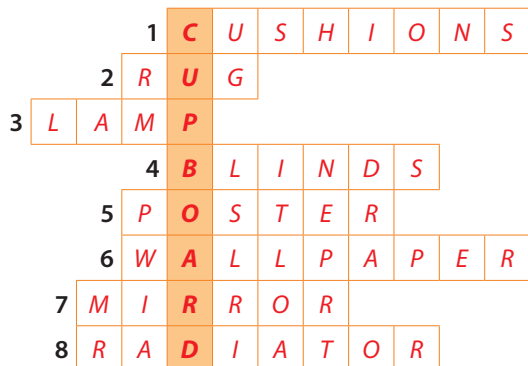
6 Unscramble words 1–11 to complete the blog. Write the answers in your notebook.

We viewed the house but it's not what we wanted. There are all sorts of problems. The (1) VIDRE drive is pretty overgrown with weeds and the side (2) TAGE gate is broken. The garden (3) FNEEC fence has fallen down and the grass is really long! The (4) PESTS steps going up to the porch are very steep, and inside, the hall is quite dark and all the main rooms (5) DWONTSARSI downstairs are a bit (6) GIDYN dingy. On the plus side, the rooms have high (7) GLICEINS ceilings and there is a lovely (8) RIFEPALC fireplace in the dining room. That's good because there isn't any central (9) HGENIAT heating! The (10) MICHNEY chimney is blocked, however, and needs cleaning! There's a carport but no garage and the (11) DEGHE hedge is so high it blocks out a lot of sunlight from the garden. I don't think we'd like to move there. Just too much work to do! Oh well, onto the next one ...





7 Complete the crossword in your notebook. What is the hidden word?



8 Where in the house can you usually find the things below? In your notebook, write [BE] for bedroom, [BA] for bathroom, [K] for kitchen and [L] for living room.

- | | |
|-------------------|--------------------------|
| 1 armchair [L] | 11 toilet [BA] |
| 2 blanket [BE] | 12 TV set [L/BE] |
| 3 double bed [BE] | 13 wardrobe [BE] |
| 4 dishwasher [K] | 14 chest of drawers [BE] |
| 5 duvet [BE] | 15 sofa [L] |
| 6 microwave [K] | 16 bedside table [BE] |
| 7 sheet [BE] | 17 alarm clock [BE] |
| 8 cooker [K] | 18 washbasin [BA] |
| 9 shower [BA] | 19 pillow [BE] |
| 10 sink [K] | 20 toaster [K] |

COLLOCATIONS

9 Choose the correct adjective to complete the sentences. Write the answers in your notebook.

- My new bedroom was spacious / eco-friendly and had room for three beds at least!
- When my sister got married, she and her husband bought a lot of luxury / second-hand furniture as they didn't have much money.
- In winter it's very cold, so we've got decorated / fitted carpet in all the rooms.
- Our next-door neighbour has a white cat that loves to sit on the small brick / steel wall outside our garden.
- If you rent a(n) busy / unfurnished flat, you must bring your own furniture.
- My bedroom is so fully equipped / cluttered at the moment. I really need to do some tidying.
- Our living room is very homely / good-looking. It's small with some comfortable old furniture in it and a lovely open fire.
- My gran's house has a stone / comfortable floor in the kitchen, which is easy to clean but very cold in the winter.



COMPOUND NOUNS

10 Complete the sentences with the correct words to make compound nouns. Write the answers in your notebook.

- The bare floorboards in my bedroom make the room really cold for my feet. I wish I had a carpet or at least a rug.
- All the windows are double-glazed, which stops a lot of the noise from the traffic.
- There's a burglar alarm with a punch-in code, which makes us feel a lot safer. Also, there's a smoke alarm, in case of fire, but we have to remember to replace the old batteries!
- We need a stair rail by the steps to the garden. They're steep and we don't want people to fall down them.
- Most modern houses now have solar panels in the roof.
- My dad loves gardening. There are flower flowerbeds all round our back lawn and he's built in a small fish pond and a rockery by the patio.
- Mum has potted plants on all the window windowsills and she prunes all the shrubs in the garden every year. She says she's got green fingers.

11 Complete the email with the correct words in the box. Write the answers in your notebook.

net frames hand rack oak shutters
utensils Hoover ornaments mantelpiece
antique kettles bowls appliances

To: nick@mail.co
Subject: SALE

Hi! We're having a garage sale to get rid of all the stuff we don't need anymore. There's everything from old electrical (1) appliances like (2) kettles for boiling water and an old (3) hoover to new things we've never even unpacked, like a lovely wooden (4) rack for all your old copies of magazines. We'll be selling off kitchen (5) utensils and various (6) ornaments that just used to sit on the (7) mantelpiece and get dusty. Mum's getting rid of three fruit (8) bowls, too (don't know why we've got three!), an (9) antique clock with a broken (10) hand and dad's selling a set of old (11) shutters that we used to have outside the windows. Oh, and some brand new (12) net curtains that mum's never used. A small bookcase from my room is going too – you know, the little (13) oak one that I kept all my children's storybooks in. Do come round and help out! It'll be fun and a great chance to chat to all the neighbours. If we make a lot of money, mum's promised to buy me new silver (14) frames for my favourite photos.

Starts at 10:30!

Love, Katy

12 Complete the sentences with the correct adjectives in the box. Write the answers in your notebook.

old-fashioned dusty stuffy well-maintained
open-plan cramped badly-decorated

- It's well-maintained. The people have looked after it well.
- It's been badly-decorated. We'll have to repaint and maybe even re-plaster.
- It's open-plan. I like that because it makes the place very bright and airy.
- It's a bit stuffy. Let's open some windows.
- It's quite dusty in here. We'll have to do some cleaning.
- The bedroom's a little cramped. You can't get much furniture in here.
- The decor is a bit old-fashioned. It needs modernising.

13 Tell your partner five things you like about your home and five things you do not like.

Prace w domu i w ogrodzie

VERB-NOUN COLLOCATIONS

14 Match the verbs in box A with the nouns in box B to make collocations. Write the answers in your notebook.

A
make the beds
do the gardening
hoover the carpet
sweep the floor
iron the clothes
do the housework
mow the lawn
empty the dishwasher
tidy the desk
change the sheets

B
the dishwasher
the carpet
the gardening
the beds
the sheets
the clothes
the housework
the desk
the lawn
the floor

15 Tell your partner when you last did the jobs in exercise 14 and when you intend to do them again or if you never do them and why.

16 Complete the words with the missing vowels to make the names of items used for work in the house and in the garden. Write the answers in your notebook.

- rake
- brush
- broom
- spade
- duster
- trowel
- rubber gloves

Wynajem, kupno i sprzedaż nieruchomości

17 Complete the chat messages with the correct words in the box. Write the answers in your notebook.

adverts rent flatmates
accommodation on my own



Keira



Getting desperate now! Need to find some (1) accommodation before I start my new job next month. I can't afford to (2) rent a whole flat by myself. And also, I don't particularly want to live (3) on my own. I've answered a few (4) adverts for (5) flatmates to share a flat but the places were too far away from the town centre.

let landlord housemates mortgage



Danny



Can I help? I've got a friend, Bill, who's just bought a big house in Oldham Street. He's looking for some (6) housemates to help pay the (7) mortgage. He's got five rooms to (8) let and I think he's only found two people so far. Are you interested? He's a really nice guy and he'd be a fantastic (9) landlord!

18 Choose the correct words to complete the voicemail messages. Write the answers in your notebook.

Danny? It's Keira. You're a star! Sounds perfect. Bill must earn a lot to put a (1) deposit / loan down on a house in Oldham Street! Tell him that I'd love to come round and see the room. Do you know how much he wants (2) for / per week? And I'd need to move (3) into / in by the end of next week if that's OK.

Hi! Glad to be able to help, Keira. Sorry, I don't know what he's (4) costing / charging, but it won't be outside your (5) expenses / budget. And I imagine it includes electricity and gas, so you wouldn't have to worry about (6) payments / bills like that. Bill doesn't earn that much – he's a(n) (7) house / estate agent and I guess that's how he got the house cheap! Anyway, I'll email you the details and tell him what a wonderful (8) tenant / sitter you would be. Of course, as long as I can come to the (9) housewarming / housewelcoming party!

19 Complete the sentences with the correct words in the box. Write the answers in your notebook.

take out plot instalments notice

- We're buying a plot of land on the edge of town and my dad wants to build a house there.
- I don't think you can take out a mortgage until you're over twenty one. Am I right?
- If you don't keep up with the mortgage instalments, the bank can repossess your house. That would be terrible!
- I have to give a month's notice if I plan to leave the flat. How about you?



Zoom in

- 1 Read the descriptions of two trends. Work in pairs and discuss the questions below.

house swapping: exchanging homes with other people for short or long periods of time for no money

WOOFing: working as a volunteer on an organic farm during holidays in return for free accommodation and food

- Are these trends popular in Poland? Why? Why not? What's your opinion about them?
 - Why may people want to swap their homes?
 - What would be the hardest for you about moving to the countryside if you're a city resident? What would be the hardest for you about moving to a city from the countryside? Why?
- 2 Which of these activities would you know how to do? Where / How did you learn them?

repair a household appliance wallpaper a room
mow the lawn start a barbecue
use a drill
sew clothes load a dishwasher
iron a shirt
grow vegetables make pancakes
fix a broken bike

Practise

GET SMARTER

Zwróć uwagę na to, że zadanie polegające na dobraniu odpowiedniej wypowiedzi do podanego zdania sprawdza umiejętność określenia głównej myśli tekstu lub intencji osoby, która się wypowiada. Pamiętaj, że podane zdania odnoszą się do całości wypowiedzi, a nie tylko wybranego jej fragmentu. Na cel wypowiedzi często wskazują w zdaniu czasowniki takie jak: *praise* (chwalić), *criticise* (krytkować), *explain* (wyjaśniać), *describe* (opisywać), *advertise* (reklamować), *complain* (skarżyć) czy *boast* (chwalić się).

- 3 CD 1.06 MP3 14 Listen to the recording. Decide why the following two sentences are not good summaries of the text you hear. In your notebook, write a sentence that would be a good summary.

- The speaker praises city lovers. **X**
The speaker describes rather than praises city lovers.
- The speaker describes city lovers' social life. **X**
Not only social life: 'get lots of professional opportunities'; the gist should summarise the whole text.
The speaker describes various/both social and professional aspects of urbanites' lives.

- 4 CD 1.07 MP3 15 Listen to two speakers. Choose the correct answer A, B or C. Write the answers in your notebook.

Speaker 1

- A complains about something.
B boasts about something.
C praises something.

Speaker 2

- A** criticises something.
B reports something.
C advertises something.

TEST IT!

Dobieranie

- 5 CD 1.08 MP3 16 Usłyszysz dwukrotnie cztery wypowiedzi na temat miejsca zamieszkania. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A The speaker promotes houses for sale.
B You can hear this announcement in a furniture shop.
C The speaker explains why he / she changed his / her negative opinion about something.
D The speaker describes an unusual adventure in the countryside.
E The speaker complains about his / her living conditions.

1	2	3	4
C	A	E	B

Fish for words

- 6 Decide which of the words in the box can be used both as nouns and verbs. What do they mean as nouns and verbs? Choose two words and write your own sentences to illustrate the meaning. Write the answers in your notebook.

move furnish study shower wallpaper
city iron rent flat change

- 7 Replace the words in bold with their antonyms in the box. Write the answers in your notebook.

spacious nearby fully furnished
peaceful rough affordable

- I live in a **safe** neighbourhood. *rough*
- Our flat is quite **small**. *spacious*
- Our house is situated in a **noisy** area. *peaceful*
- My best friend lives **far away**. *nearby*
- Our new apartment is **empty**. *fully furnished*
- My parents are looking for an **expensive** house. *affordable*

Wrap it up

8 Where would you prefer to live for the rest of your life? Why?

- in a spacious and luxurious house in a quiet village in the middle of nowhere
- in a very small but modern, well-furnished flat in a noisy city centre
- in a cold or hot climate
- in Poland or abroad

9 What is the division of labour in your household? Who does what and why? Do you think it's a fair deal?

10 Should teenagers be encouraged to do household chores by being paid extra pocket money? Why? Why not?

Practise

GET SMARTER

Pamiętaj, że informacje podane w zadaniu są sformułowane inaczej niż w nagraniu. W trakcie słuchania zwróć uwagę na wyrazy, zwroty lub dłuższe fragmenty tekstu, których znaczenie jest zbliżone do treści wyrażonych w zadaniu. Nie zaznaczaj odpowiedzi przed wysłuchaniem całego nagrania. Słuchając nagrania po raz drugi, upewnij się, czy zaznaczyłeś/zaznaczyłaś właściwe odpowiedzi.

1 CD 1.09 MP3 17 Listen to three speakers talking about life in the city and in the country. In your notebook, write down words, expressions or fragments of the text which have a similar meaning to the words in bold.

- The busy city life I lead **drives me mad**.
I don't know what possessed me, must be off your head, I wish I hadn't made that silly decision!
- My neighbours **moan about** my loud music.
kicking up a terrible fuss about
- Living a rural life does **not appeal to me**. *doesn't grab*

Fish for words

3 Match the expressions that have a similar meaning. Choose three phrases and write your own sentences. Write all answers in your notebook.

- | | |
|-----------------------------|---------------------|
| 1 count on <i>H</i> | A attend |
| 2 carry out <i>G</i> | B meet unexpectedly |
| 3 turn into <i>I</i> | C result in |
| 4 bump into <i>B</i> | D be crazy |
| 5 stumble upon <i>E</i> | E come across |
| 6 turn up for <i>A</i> | F complain |
| 7 lead to <i>C</i> | G perform |
| 8 kick up a fuss <i>F</i> | H rely on |
| 9 be off your head <i>D</i> | I develop into |

4 Put the words in order to make correct sentences. Write the answers in your notebook.

- nest / independent / You / should / leave / the / be / when / you / . *You should be independent when you leave the nest.*
- lot / know / teenagers / nothing / to / A / of / next / chores / about / household / . *A lot of teenagers know next to nothing about household chores.*
- easy / make / It / the / urban / rural / can't / switch / from / be / to / life / to / .
It can't be easy to make the switch from urban to rural life.
- by / skills / Teenagers / life / do / not / disservice / to / themselves / a / some / learning / basic / . *Teenagers do a disservice to themselves by not learning some basic life skills.*

TEST IT!

Wybór wielokrotny

2 CD 1.10 MP3 18 Usłyszysz dwukrotnie wywiad z naukowcem, który bada zachowania nastolatków. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz odpowiedzi w zeszycie.

- Dylan Watson was surprised by the Australian statistics, according to which
 - teenagers carry out a lot of household duties nowadays.
 - ☒ teenagers carry out almost no household duties nowadays.
 - teenagers nowadays carry out a lot more household duties than the previous generations.
 - nothing has changed with helping around the house by teenagers these days compared with the previous generations.
- What is the worst consequence of the problem discussed?
 - The fact that parents want to cope with all the duties by themselves.
 - ☒ The fact that teenagers lack self-reliance.
 - The fact that teenagers have too many skills to learn.
 - The fact that families argue over their responsibilities.

3 According to Dylan Watson, domestic helplessness is caused by

- teenagers' lack of interest in household duties.
- old-fashioned views on the upbringing of young people.
- the amount of academic work teens must cope with.
- ☒ parents' inability to enforce certain rules at home.

4 The family mentioned by Dylan Watson

- made their son attend farming lessons.
- ☒ changed their lifestyle out of choice.
- expected to make a fortune out of farming.
- were forced to move to the countryside.

5 Dylan Watson quotes the story to

- ☒ demonstrate how certain skills may unexpectedly become useful.
- criticise parents for teaching their teens unnecessary life skills.
- discourage parents from moving to the countryside with their adolescent children.
- show that punishing young people for not doing household duties makes no sense.



Zoom in

1 Work in pairs. Discuss the questions.

- 1 What is the messiest room in your house? Describe it.
- 2 What would you throw away from your room if you had to move to a smaller house?
- 3 What do you think celebrities have in their houses that you do not have?

Practise

GET SMARTER

Gdy rozwiązujesz zadanie polegające na dobieraniu zdań do luk w tekście, najpierw przeczytaj uważnie polecenie i tekst, aby zorientować się w jego tematyce i strukturze. Następnie przeczytaj zdania lub fragmenty podane pod tekstem. Zwróć szczególną uwagę na wyrazy i zwroty, które nawiązują do tekstu przed luką i po niej, takie jak zaimki osobowe (np. *he, she, it*), spójniki (np. *and, though*) oraz inne zwroty (np. *what's more, however*). Zwróć też uwagę na kolejność opisywanych wydarzeń, która może pomóc Ci w dopasowaniu właściwych zdań do luk.

2 Read the pairs of sentences 1–4. In the second sentence find the word(s) that refer(s) to something in the first sentence. Explain how the two sentences are connected.

- 1 We had a beautiful house in Hills Road. We'd lived there for ten years and I'd enjoyed every minute of it.
- 2 The estate agent came round to value our house. He went through all the rooms and even walked round the garden.
- 3 My mother told my younger brother to tidy his room before dinner. He didn't like that and got really cross.
- 4 On Saturday we had a birthday party for my grandad, who turned eighty. It was a great success and he loved every minute of it.

3 Read the sets of three sentences in A and B and put them in the correct order. Write the answers in your notebook.

A

- 2 I got home from school about half past four.
- 1 The bus was packed, so I had to stand up all the way.
- 3 I made a sandwich and then did some homework.

B

- 2 I discovered that something was wrong with my computer and I couldn't send or receive email.
- 3 I phoned my friend who knows a lot about computers.
- 1 I wondered why Rachel hadn't emailed me about going to the concert.

TEST IT!

Dobieranie

4 Przeczytaj tekst, z którego usunięto trzy zdania. Do każdej luki (1–3) dopasuj brakujący fragment (A–E), tak aby otrzymać logiczny i spójny tekst. Zapisz odpowiedzi w zeszyte. Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

Time To Leave

It wasn't the best day of Jenny's life. In fact, it was one of the worst. She loved her school. (1) C Her teacher was fantastic and she'd known everyone in her class since she was twelve. She also loved her house and the neighbourhood. She looked round her room. It was decorated just as she liked it and she had a beautiful view out over the big garden and of the trees beyond.

(2) D Then she shut the front door behind her for the last time and got into the car.

'I still don't understand why we have to move,' she complained to her mother as they drove off.

'I've explained again and again,' her mother said. Her voice was sharp. She kept her eyes on the road ahead. 'Your father's got a new job in

Fish for words

- 5 Find the words in exercise 4 that helped you to match the sentences to the correct gaps in the text.
- 6 Choose the correct answer A, B or C. Write the answers in your notebook.
- When something is **beyond**, it is
A in front of something else.
☒ B further away than something else.
C in the middle of something else.
 - When you **sigh**, you are usually
A angry, furious.
☒ B sad, disappointed.
C enthusiastic, happy.
 - If your voice is **sharp**, it is usually because
A someone has pleased you.
☒ B someone has annoyed you.
C someone has disappointed you.
 - When people **sulk**, they
☒ A stay quiet. B shout. C cry.
 - If something is **tiny**, it is
☒ A very small.
B quite small.
C medium-sized.



the city. It's more money and we've got a really spacious flat – you'll love it. Your room's got an en suite bathroom. So, no more sharing it with Mark?

Jenny sulked and didn't answer. (3) A There was the block of flats where her best friend, Ruby, lived. There was the big mansion where the rich kid in her class lived. And there was the tiny cottage where her boyfriend, Frank, lived with his mum. She was going to miss him. She felt tears in her eyes.

- She stared out of the window and watched her old life go past.
- She walked round the garden to say goodbye.
- It was a great place.
- With a deep sigh, she closed her suitcase and went downstairs.
- They had spent some very good time there.

- 7 Complete the sentences with the correct forms of the verbs in the box. Write the answers in your notebook.

get stare complain keep miss

- I always keep my eye on my little sister when she's playing in the garden.
- I don't like it when someone stares at me for a long time.
- I really missed my cat when we moved to another country because of my dad's job.
- My brother always complains about his food – he doesn't like anything!
- When I got into my dad's new sports car I had to move the seat back.

Wrap it up

- 8 Work in pairs. Discuss the questions.

- What can be difficult when you move to a new home or school? Why?
- How much does your room say about you?
- How much do our surroundings influence us when we are young? Why do you think so?



TEST IT!

Dobieranie

- 1 Przeczytaj tekst, z którego usunięto cztery fragmenty. Do każdej luki (1–4) dopasuj brakujący fragment (A–E), tak aby otrzymać logiczny i spójny tekst. Zapisz odpowiedzi w zeszycie. Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

I simply close my eyes and I'm back there again, in my tiny bed squashed between the desk and the wall. (1) E If you looked carefully and made your eyes go blurry, you could make out the shapes of different countries from them.

If I try really hard, I can picture the way the moonlight used to stream in through the window if I forgot to draw my curtains at night. (2) D And I can almost smell the warm, furry smell of an old teddy bear that used to snuggle up with me in bed, under the covers.

Memories of my childhood home seem extremely vivid, but I sometimes wonder if my mind has embellished them a little. (3) A Who knows? I like it the way it sits in my memory.

A lot of my childhood was spent in that small room, drawing, making up games with my imaginary friends and reading my wonderful books. Living in such an isolated spot in the countryside, I lacked contact with real children, so I made up my own friends! And the wonderful rambling old house was a source of incredible adventures for me and my friends. (4) B It was



a wild and wonderfully magical time long before I entered the real world of formal education. My heroes were from the pages of storybooks, not the stars of sport or reality television.

Looking back, I think I was a lucky child. My parents bought the old run-down house in the country because they had very little money. In addition to this, my dad was a writer who liked solitude and my mother was an artist who needed inspiration. They were both wrapped up in their work and in each other and I was allowed to roam free for the first few precious years. For that freedom, I shall be eternally grateful to them.

- A Perhaps the nights weren't quite as still and moonlit. Perhaps the room was more cramped than snug.
 B We were princes and princesses locked up in an old castle, pirates on the high seas and spacemen battling with atrocious monsters!
 C Never since that time have I felt so happy and contented. I doubt whether I shall ever recapture the dreams I then dreamed or the freedom I then experienced.
 D It would touch the books on my desk and then form a big pool of light on the floorboards by the rug.
 E I can still see the cracks on the ceiling and the water stain from when the water tank overflowed in the attic.

Fish for words

- 2 Find words or expressions in the text in exercise 1 that match meanings 1–10. Write the answers in your notebook.

- 1 pushed into a small space (paragraph 1) squashed
 2 mark from spilt liquid (paragraph 1) stain
 3 unfocused (paragraph 1) blurry
 4 flow in continuously (paragraph 2) stream in
 5 made more interesting (paragraph 3) embellished
 6 cosy (paragraph 3) snug
 7 not well-maintained (paragraph 5) run-down
 8 enjoyed being alone (paragraph 5) liked solitude
 9 completely involved in (paragraph 5) wrapped up in
 10 go where I want (paragraph 5) roam

- 3 Find two phrasal verbs with *make* in the text. What do they mean? In your notebook, write your own sentence with each of them to show their meaning.

make out = to see, hear or understand something

with difficulty

make up = to invent

- 4 Choose the correct preposition to complete the sentences. Write the answers in your notebook.

- 1 I made up / over a story about a prince and a dragon.
 2 The thief made out / off with two million pounds.
 3 We had an argument but we made in / up the next day.
 4 I couldn't make out / for what Gary was saying because the phone signal was bad.
 5 When it started to rain, we made to / for the nearest shelter.
 6 I know Ronnie was asleep, but he made up / out that he'd been working hard!

Zoom in

1 Work in pairs. Discuss the questions.

- How easy or difficult would it be for you to share a flat with a stranger? Why?
- What qualities should a good flatmate have? Would you make a good flatmate? Why? Why not?
- If you studied in another town, would you prefer to live in the hall of residence or to rent a flat on your own? Why?
- If you wanted to rent a flat, what questions should you ask your landlord / landlady?

KNOW YOUR PHRASES

- Where is the flat situated?**
Gdzie znajduje się mieszkanie?
- The flat is situated close to / next to the uni campus.**
Mieszkanie znajduje się niedaleko kampusu uniwersyteckiego / przy kampusie uniwersyteckim.
- How big is the flat?**
Jak duże jest mieszkanie?
- How many rooms are there in this flat?**
Ile pokoi ma to mieszkanie?
- How much is the rent?**
Ile wynosi czynsz?
- Does the rent include all the bills?**
Czy w skład czynszu wchodzi wszystkie rachunki?
- The rent is £500 a month and it includes all the bills except for the Internet.**
Czynsz wynosi 500 funtów miesięcznie i zawiera wszystkie opłaty oprócz rachunków za internet.
- What household chores are you prepared to do?**
Jakie obowiązki domowe jesteś gotów/gotowa wykonywać?
- I could do / be responsible for the cooking. How about you?**
Mogę być odpowiedzialny/odpowiedzialna za gotowanie. A ty?
- Would it be OK with you if I invited my friends.**
Czy zgadzasz się na to, abym zapraszał/zapraszała znajomych?
- You can invite your friends as long as you don't throw parties.**
Możesz zapraszać znajomych, o ile nie będziecie organizować imprez.

Activate

2 Powiedz, że:

- mieszkanie znajduje się w samym centrum miasta.
e.g. The flat is situated in the very centre of the city.
- czynsz zawiera wszystkie opłaty oprócz rachunków za elektryczność.
e.g. The rent includes all the bills except for electricity.
- możesz być odpowiedzialny/odpowiedzialna za sprzątanie w mieszkaniu, które dzielisz z kolegą/koleżanką.
e.g. I could do the cleaning while we share the flat.
- możesz zapraszać znajomych do domu, pod warunkiem że wyjdą przed północą. *I can invite my friends as long as they leave before midnight.*

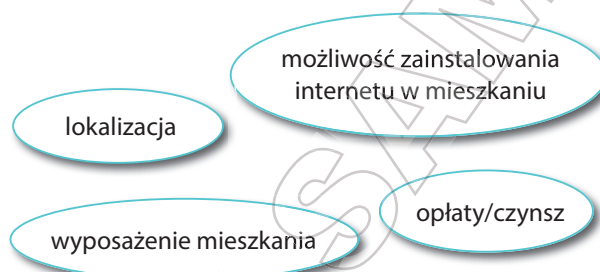
Practise

GET SMARTER

Pamiętaj, że tematy podane w „dymkach” należy rozwinąć w minimum jednym zdaniu lub dwóch. Przykładowo, aby omówić temat „metraż”, możesz powiedzieć: *The flat is quite spacious. It has got two bedrooms, a kitchen and a bathroom.*

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

W czasie pobytu w Londynie poszukujesz mieszkania do wynajęcia. Znalazłeś/Znalazłaś w gazecie ofertę wynajmu i dzwoniś do właściciela. Poniżej podane są cztery kwestie, które należy omówić w rozmowie.



TEST IT!

Rozmowa z odgrywaniem roli

4 Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń B.

UCZEŃ A

Podczas studiów za granicą poszukujesz osoby w celu wspólnego wynajęcia mieszkania. Znalazłeś/Znalazłaś ciekawą ofertę wynajmu na stronie internetowej Twojej uczelni. Udzielasz informacji potencjalnemu współlokatorowi / potencjalnej współlokatorce. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.



UCZEŃ B

Jesteś studentem/studentką i szukasz mieszkania do wynajęcia w mieście, w którym studiujesz. Kontaktujesz się z osobą szukającą współlokatora/współlokatorki. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej jak najwięcej poniższych punktów:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zapytaj, czy możesz zapłacić za czynsz z miesięcznym opóźnieniem,
- dowiedz się, jakie są przyzwyczajenia i zainteresowania ucznia A.

Speaking bank ► s. 304

Wrap it up

5 Work in pairs. Discuss the questions.

- What can be difficult when you move to a new home or school? Why?
- How much does your room say about you?



2 Find the time expressions in sentences 1–6. Decide which tense is the best to use in English and complete the gaps. Write the answers in your notebook.

- 1 I (maluję) have been painting my room for at least five hours. It already looks better!
- 2 We (przeprowadzamy się) are moving to our new flat the day after tomorrow.
- 3 Tom (zawsze marzył) had always dreamt about having his own room before his family moved to their new big house.
- 4 Teenagers! They (nigdy nie pomagają) never help around the house.
- 5 Jessica (właśnie sprzątała) was just tidying up her room when I came in.
- 6 My room (jest teraz malowany) is being painted now.

TEST IT!

Tłumaczenie fragmentów zdań

3 W zadaniach 1–5 spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasach, poprawnie uzupełniającym lukę. Zapisz odpowiedzi w zeszycie.

- 1 This mansion (od zawsze należy) ____ to this family.
 A always belongs
☒ B has always belonged
 C had always belonged
- 2 I understood how she felt. She (nigdy nie miała) ____ her own room until last year.
 A has never had
☒ B had never had
 C would never have
- 3 I was tidying up my room from 8:00 until 10:00 pm. (Co ty robiłeś w tym czasie?) ____
☒ A What were you doing at that time?
 B What have you been doing at that time?
 C What had you been doing at that time?
- 4 (O której godzinie przychodzą Twój znajomi) ____ to see your new room? I can make a ham and cheese pizza for everyone.
 A What time do your friends come
 B What time did your friends come
☒ C What time are your friends coming
- 5 My room (został właśnie odnowiony) _____. It looks fantastic!
 A has just redecorated
 B was just redecorated
☒ C has just been redecorated

Zoom in

1 Work in pairs. Look at the photographs of different rooms and discuss the questions.

- 1 What can you say about the people who live in these rooms? Can you guess their age, profession, interests, habits or personality? How are these rooms similar to or different from your room?
- 2 Does your room tend to be tidy or messy most of the time? Why is that?
- 3 Is it possible to feel good in a messy room? Why? Why not?
- 4 What would you change in your own room if you had 2000 zlotys to spend?

Practise

GET SMARTER

Pamiętaj, żeby nie tłumaczyć dosłownie fragmentów zdań podanych w języku polskim. Zastanów się, jakiego czasu gramatycznego należy użyć i jaką stronę lepiej zastosować: czynną czy bierną. Zwróć uwagę na to, że zdanie w czasie teraźniejszym w języku polskim może być wyrażone w języku angielskim za pomocą różnych konstrukcji, np. maluję = I'm painting (now), I paint (every year), I have been painting (since Tuesday).

TEST IT!

Tłumaczenie fragmentów zdań

4 W zadaniach 1–5 spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasach, poprawnie uzupełniając lukę. Zapisz odpowiedzi w zeszycie.

- 1 (Od kiedy tu się wprowadziłam) ____ I've met a lot of people.
 A Since I had moved here
B Since I moved here
 C Since I have moved here
- 2 (Kto zostawił) ____ such a mess? There are things all over the floor!
 A Who had left
B Who has left
 C Who was left
- 3 I'm going to stay at my grandmother's house (przez tydzień) ____.
 A in one week
B for one week
 C during one week
- 4 (Czy spotykasz się) ____ your friends tonight?
A Are you seeing
 B Can you see
 C Do you see
- 5 (Ona marzy) ____ about having her own room since her childhood.
 A She dreams
 B She is dreaming
C She has dreamt

Wrap it up

- 5** Work in pairs. Within ten minutes write in your notebook one word connected with the topic of **HOUSE** for each letter of the alphabet. You score one point for each noun and two points for each adjective. When the time has passed, compare your result with another pair to see who has won.


TEST IT!

Tłumaczenie fragmentów zdań

EXTENDED

1 Przetłumacz fragmenty podane w nawiasach na język angielski, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie sześć wyrazów. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Zapisz odpowiedzi w zeszycie.

- 1 His room was so cluttered. (Nie był sprzątnięty)
It hadn't been tidied up for ages, so he decided to have a go at de-cluttering it.
- 2 (Dlaczego nie pościeliłaś) Why haven't you made your bed yet? It's midday!
- 3 It's high time (żebyś posprzątał swój pokój)
you tidied up your room. It's a tip!
- 4 When I walked into my room, I wondered who (zrobił taki bałagan) had made such a mess there.


TEST IT!

Tłumaczenie fragmentów zdań

2 Przetłumacz fragmenty podane w nawiasach na język angielski, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie sześć wyrazów. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Zapisz odpowiedzi w zeszycie.

- 1 (Gdybym był na Twoim miejscu)
If I were in your shoes / If I were you, I'd have moved out a long time ago.
- 2 It's the first time I (zatrzymałem się) have stayed in such a luxurious house. The owner must be very rich.
- 3 (Jak długo dzieliliście) How long had you been sharing a room before you moved to your own place?
- 4 Why (on zawsze sprząta) is he always tidying up the flat on Sunday? It's really getting on my nerves!



Zoom in

1 Work in pairs. Discuss the questions.

- 1 When did you last stay away from home? What was good or bad about it?
- 2 If you could go on an exchange trip to another country, where would you go? Why?
- 3 What do you think foreign visitors to Poland would find interesting or unusual about the houses in Poland?

KNOW YOUR PHRASES

- **It's a big house near the town centre with three floors and an attic.**
To jest duży dom niedaleko centrum miasta, z trzema piętrami i strychem.
- **It's a bit isolated, very old and with a lovely garden.**
Stoi trochę na uboczu, jest bardzo stary i ma piękny ogród.
- **One evening we went bowling.**
Pewnego wieczoru poszliśmy pograć w kręgle.
- **When we got there, we ordered some snacks.**
Kiedy tam dotarliśmy, zamówiliśmy przekąski.
- **What I remember most is the fun we all had that evening.**
Najbardziej zapadło mi w pamięć to, że dobrze się bawiliśmy.
- **One advantage of staying in England was that my English really improved.**
Jedną z korzyści pobytu w Anglii było to, że mój angielski bardzo się poprawił.
- **The downside was that I really missed Polish food.**
Minusem było to, że bardzo brakowało mi polskiego jedzenia.
- **Would you like to come to Poland in the summer and learn Polish?**
Może chciałbyś/chciałabyś przyjechać latem do Polski i nauczyć się polskiego?
- **Why don't you come to Poland on holiday? We could put you up.**
Przyjedź do Polski na wakacje. Mogłbyś/Mogłabyś mieszkać u nas.

Activate

2 Powiedz, że:

- 1 dom Twojego wujka w Hiszpanii jest bardzo przestronny i nowoczesny. *e.g. My uncle's house in Spain is very spacious and modern.*
- 2 w Londynie zatrzymałeś się / zatrzymałaś się w uroczym małym hotelu na przedmieściach. *e.g. In London, I stayed in a charming little hotel in the suburbs.*
- 3 spędziłeś/spędziłaś wczoraj wspaniały wieczór poza domem ze znajomymi. *e.g. I went out with my friends last evening and we had a lot of fun.*
- 4 minusem było to, że w Londynie dużo padało. *e.g. The downside was that it rained a lot in London.*
- 5 brakowało Ci na wakacjach Twoich przyjaciół. *e.g. I missed my friends while on holiday.*
- 6 zapraszasz kolegę/koleżankę do siebie na przyszły rok. *e.g. Why don't you visit me next year?*

Practise

GET SMARTER

Pamiętaj, że e-mail do przyjaciela ma charakter nieoficjalny i może zawierać następujące elementy:

- skrócone formy czasowników, np. zamiast pisać *I did not* czy *I would like to*, piszemy *I didn't*, *I'd like to*;
- inne utarte skróty, np. zamiast *favourite pictures*, możemy napisać *fave pics*, *BTW* zamiast *By the way*, *LOL* zamiast *laughing out loud*;
- zwroty typu „nieprawdaz?” , np. zamiast pisać *I think you speak Polish*, piszemy *You speak Polish, don't you?*

3 In your notebook, rewrite the sentences using question tags.

- 1 I think you can speak French. *You can speak French, can't you?*
- 2 I don't think it rains much in Spain. *It doesn't rain much in Spain, does it?*
- 3 I don't think they've been to Warsaw yet. *They haven't been to Warsaw yet, have they?*
- 4 I think you like English food. *You like English food, don't you?*
- 5 I think you went to the USA last year. *You went to the USA last year, didn't you?*

4 In your notebook, rewrite the email using contractions and question tags.

I had a fabulous time in London! Have you ever been there? The weather was brilliant and it ~~did not~~ *didn't* rain at all. I went out with the family to their ~~favourite~~ *fave* restaurant and I've got some great photographs from the night. Do you fancy coming to Poland this summer? ~~I don't think you've~~ *You haven't* made any plans for holidays yet, *have you?* ~~We would~~ *We'd* love to see you here! I ~~cannot~~ *can't* wait to hear from you.

TEST IT!

E-mail

5 Właśnie wróciłeś/wróciłaś z pobytu w Manchesterze w ramach wymiany międzyszkolnej. Napisz wiadomość e-mail do kolegi z Anglii, w której:

- opiszysz dom należący do rodziny, u której mieszkałeś/mieszkałaś w Anglii,
- zrelacjonujesz przebieg najciekawszego wieczoru, jaki spędziłeś/spędziłaś z angielskimi gospodarzami,
- przedstawisz plusy i minusy mieszkania u angielskiej rodziny,
- zaprosisz kolegę do Polski oraz zaproponujesz, w jaki sposób moglibyście spędzić razem czas.

Zapisz odpowiedź w zeszycie. Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że długość wiadomości powinna wynosić **od 80 do 130 słów** (nie licząc słów w zdaniach, które są już podane). Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

Hi Tom,
I'm writing to tell you about my exchange trip to Manchester.
(...)
That's all for now. Write soon.

KNOW YOUR PHRASES

- **This building is in an appalling state.**
Budynek jest w przerażającym stanie.
- **The condition of this building is unacceptable.**
Stan tego budynku jest nie do zaakceptowania.
- **This building has not been well-maintained.**
Ten budynek nie był utrzymywany w dobrym stanie.
- **The reason is that there has been no money invested in renovating the buildings for a long time.**
Powodem jest to, że przez długi czas nie inwestowano w odnowienie budynków.
- **You simply have to look at the roof to see that it is leaking.**
Wystarczy po prostu spojrzeć na dach, żeby zobaczyć, że przecieka.
- **I say this because we are fed up with sitting in cold classrooms.**
Mówię to, ponieważ mamy dość siedzenia w zimnych klasach.

- **These conditions have affected some students' health.**
Te warunki wpłynęły na zdrowie niektórych uczniów.
- **One solution might be to insulate the windows.**
Jednym z rozwiązań mogłoby być uszczelnienie okien.
- **It would be in everyone's interests to improve the condition of our school's building.**
W interesie każdego byłaby poprawa warunków w naszym budynku szkolnym.
- **What is really needed is a good plan and some money.**
To, czego naprawdę potrzebujemy, to dobry plan i trochę pieniędzy.

EXTENDED

Activate

1 Powiedz, że:

- Twój blok jest w złym stanie.
e.g. The block of flats where I live is in a bad state.
- przez wiele lat nie inwestowano w naprawy budynku, w którym mieszkasz. *e.g. There has been no money invested in the building where I live for many years.*
- jednym z rozwiązań mogłoby być pomalowanie ścian.
e.g. One solution might be to paint the walls.
- złe warunki wpływają na zdrowie mieszkańców.
e.g. The poor conditions affect the health of the residents.
- w interesie każdego leżałoby sprawdzenie instalacji wodnej i elektrycznej w całym budynku. *e.g. It would be in everyone's interests to check the water and electricity installations in the whole building.*

Practise

GET SMARTER

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

- skrótowych form czasowników, np. zamiast *I'd like* to piszemy *I would like to*;
- zwrotów idiomatycznych, np. zamiast *it's off the beaten track* piszemy *it is in an isolated area*;
- języka charakterystycznego dla wypowiedzi ustnych i nieformalnych wypowiedzi pisemnych, np. zamiast *I want to tell you about* piszemy *I would like to inform you that*.

2 Match sentences 1–7 with their more formal equivalents. Write the answers in your notebook.

- I go to school at ... F
- I think this is bad for ... D
- I know that it's hard to ... B
- I hope you answer this letter soon. G
- This letter is about ... A
- One important thing you ought to know is that ... C
- You need to look at ... soon. E

- A I am writing to inform ...
 B I am aware that it is not easy to ...
 C I would like to point out that ...
 D This can have a negative effect on ...
 E I would suggest that you conduct an immediate inspection of ...
 F I am currently a student at ...
 G I look forward to hearing your response to these comments.

TEST IT!

List formalny

3 Przeczytaj polecenie i wypowiedz się na poniższy temat.

Budynek Twojej szkoły jest stary i zaniedbany. Napisz list do władz lokalnych, w którym opiszesz zły stan budynku i zaproponujesz rozwiązania, które poprawiłyby tę sytuację.

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

Writing bank ► s. 312



**MP3 19 The place where we live /
Miejsce zamieszkania**

Types of houses / Rodzaje domów

block of flats /ˈblɒk əv 'flæts/ blok mieszkalny
building /'bɪldɪŋ/ budynek
bungalow /'bʌŋɡə,ləʊ/ dom parterowy
castle /'kɑːsl/ zamek
cottage /'kɒtɪdʒ/ domek wiejski
detached house /dɪ'tætʃt 'haus/ wolno stojący dom jednorodzinny
family home /'fæmli 'həʊm/ dom rodzinny
farmhouse /'fɑːm 'haus/ dom w gospodarstwie rolnym
flat /'flæt/ mieszkanie
house /haus/ dom
mansion /'mæŋʃən/ pałac, rezydencja
nursing home /'nɜːsɪŋ 'həʊm/ dom spokojnej starości
semi-detached house /,semi dɪ'tætʃt 'haus/ bliźniak
studio flat /'stjuːdiəʊ 'flæt/ kawalerka
terraced house /,terəst 'haus/ dom szeregowy, segment
tower block /'taʊə 'blɒk/ wieżowiec
villa /'vɪlə/ willa
affordable housing /ə'fɔːdəbl 'haʊzɪŋ/ domy, mieszkania w przystępnej cenie
all mod cons /,ɔːl mɒd 'kɒnz/ wszystkie wygody
auction /'ɔːkʃn/ aukcja, licytacja
bedsit /'bedsɪt/ kawalerka do wynajęcia
bid /bɪd/ oferta w licytacji
dilapidated /dɪ'læpɪdeɪtɪd/ zniszczony, walący się
housing estate /'haʊzɪŋ ɪ'steɪt/ osiedle mieszkaniowe
in need of renovation /ɪn 'niːd əv ,renə'veɪʃn/ do remontu
mobile home /,məʊbaɪl 'həʊm/ przyczepa mieszkalna
retirement flat /rɪ'taɪəmənt 'flæt/ mieszkanie dla emeryta
sheltered accommodation /,ʃeltəd ə,kɒmə'deɪʃn/ mieszkania dla osób wymagających opieki (np. osób starszych)
under construction /,ʌndə kən'strʌkʃn/ w budowie

Location / Położenie

away from /ə'weɪ frəm/ z dala od
city /'sɪti/ miasto
commute /kə'mjuːt/ dojeżdżać (do pracy lub do szkoły)
district /'dɪstrɪkt/ dzielnica
in a rural area /ɪn ə ,rʊərəl 'eəriə/ w wiejskiej okolicy
in the centre /ɪn ðə 'sentə/ w centrum
in the countryside /ɪn ðə 'kʌntri saɪd/ na wsi
in the suburbs /ɪn ðə 'sʌbɜːbz/ na przedmieściach
inhabitant /ɪn'hæbɪtənt/ mieszkaniowiec, mieszkanka
located /ləʊ'keɪtɪd/ położony
neighbour /'neɪbə/ sąsiad/sąsiadka
neighbourhood /'neɪbə'hʊd/ sąsiedztwo, okolica
Old Town /,əʊld 'taʊn/ stare miasto
on the edge of /ɒn ði 'edʒ əv/ na skraju (czegoś)
overlook /əʊvə'lʊk/ wychodzić na, mieć widok na
public transport /,pʌblɪk 'træns'pɔːt/ transport publiczny
residents /'rezɪdənts/ mieszkańcy
view /vjuː/ widok
village /'vɪlɪdʒ/ wioska
a stone's throw from /ə ,stəʊnz 'θrəʊ frəm/ rzut kamieniem od
across the road from /ə,kros ðə 'rəʊd frəm/ po drugiej stronie ulicy

amenities /ə'mɪnɪtɪz/ udogodnienia
central location /,sentrəl ləʊ'keɪʃn/ centralne położenie
hustle and bustle /,hʌsl ən 'bʌsl/ zgiełk
in the heart of the countryside /ɪn ðə ,hɑːt əv ðə 'kʌntri saɪd/ na głębokiej wsi
in the middle of nowhere /ɪn ðə ,mɪdl əv 'nəʊweə/ na odludziu, w szczerym polu
lane /leɪn/ dróżka
off the beaten track /,ɒf ðə ,biːtn 'træk/ na uboczu
within walking distance of /wɪðɪn 'wɔːkɪŋ ,dɪstəns əv/ w bliskiej odległości (możliwej do pokonania pieszo)

MP3 20 Describing houses / Opis domu

**Rooms and parts of the house /
Pomieszczenia i części domu**

attic /'ætɪk/ strych, poddasze
balcony /'bælkəni/ balkon
basement / cellar /'beɪsmənt / 'selə/ piwnica
bathroom /'bɑːθ ru:m/ łazienka
bedroom /'bedru:m/ sypialnia
carport /'kɑːpɔːt/ wiata na samochód
ceiling /'siːlɪŋ/ sufit
chimney /'tʃɪmni/ komin
dining room /'daɪnɪŋ ru:m/ jadalnia
door /dɔː/ drzwi
downstairs /,daʊn'steəz/ na dole, na parterze
drive /draɪv/ podjazd
fence /fens/ ogrodzenie, płot
fireplace /'faɪəpleɪs/ kominek
front / back door /,frʌnt / ,bæk 'dɔː/ drzwi frontowe/tylne
garage /'gærɑːʒ/ garaż
garden /'gɑːdn/ ogród
gate /geɪt/ brama
ground floor /,graʊnd 'flɔː/ parter
hall /hɔːl/ hol
hedge /hedʒ/ żywopłot
island /'aɪlənd/ wyspa kuchenna
kitchen /'kɪtʃən/ kuchnia
laundry room /'ləʊndri ru:m/ domowa pralnia
lift /lɪft/ winda
living room / lounge /'lɪvɪŋ ru:m / ,laʊndʒ/ salon
loft /lɒft/ strych, poddasze
porch /pɔːtʃ/ ganek
roof /ruːf/ dach
shed /ʃed/ szop
sitting room /'sɪtɪŋ ru:m/ pokój dzienny
stairs / staircase /steəz / 'steə,keɪs/ schody/ klatka schodowa
steps /steps/ schodki
study /'stʌdi/ gabinet
upstairs /ʌp'steəz/ na górze, na piętrze
wall /wɔːl/ ściana, mur
burglar alarm /'bɜːglə ə,lɑːm/ alarm antywłamaniowy
double-glazed /,dʌb(ə)l 'gleɪzɪd/ z podwójną szybą
extension /ɪk'stenʃn/ przybudówka
fish pond /'fɪʃ ,pɒnd/ staw rybny
floorboards /'flɔː,bɔːdz/ deski podłogowe
flowerbed /'flaʊə,bed/ klomb
landing /'lændɪŋ/ półpiętro
smoke alarm /'sməʊk ə,lɑːm/ alarm przeciwpożarowy
solar panels /,səʊlə 'pænlz/ panele słoneczne
stair rail /'steə reɪl/ poręcz przy schodach
utility room /juː'tɪləti ru:m/ pomieszczenie gospodarcze
window sill /'wɪndəʊ,sɪl/ parapet okienny

Describing a house / Opis domu

airy /'eəri/ przestronny
brick /brɪk/ cegła
bright /braɪt/ jasny
cluttered /'klʌtəd/ zagracony
comfortable /'kʌmfətəbl/ wygodny

convert /kən'veɪt/ przerobić, przekształcić
cosy /'kəʊzi/ przytulny
decorated /'dekəreɪtɪd/ wykończony, odnowiony
eco-friendly /,iːkəʊ 'frendli/ przyjazny dla środowiska
furnished / unfurnished /'fɜːnɪʃt / ʌn'fɜːnɪʃt/ umeblowany/nieumeblowany
glass /glɑːs/ szkło, szklany
homely /'həʊmli/ przytulny
luxurious /lʌg'ʒjuəriəs/ luksusowy
maintain /meɪn'teɪn/ utrzymywać, konserwować
modern /'mɒdən/ nowoczesny
mud /mʌd/ błoto
second-hand /,sekənd 'hænd/ używany, z drugiej ręki
spacious /'speɪʃəs/ przestronny
steel /stiːl/ stalowy
stone /stəʊn/ kamienny
tidy / untidy /'taɪdi / ʌn'taɪdi/ posprzątany/nieposprzątany
wooden /'wʊdn/ drewniany
badly-decorated /,bædli 'dekəreɪtɪd/ źle wykończony
cramped /kræmpt/ ciasny
dingy /'dɪŋdʒi/ obskurny
dusty /'dʌsti/ zakurzony
oak /əʊk/ dębowy
old-fashioned /,əʊld 'fæʃnd/ staromodny
open-plan /,əʊpən 'plæn/ bez ścian działowych
stuffy /'stʌfi/ duszny
unique-looking /juːnɪk 'lʊkɪŋ/ o unikalnym wyglądzie
well-maintained /wel meɪn'teɪnd/ dobrze utrzymany, zadbane

Furniture and equipment / Meble i wyposażenie

alarm clock /ə'lɑːm 'klɒk/ budzik
armchair /'ɑːm,tʃeə/ fotel
bath /bɑːθ/ wanna
bed /bed/ łóżko
bedside table /,bedsaɪd 'teɪbl/ stolik nocny
bin /bɪn/ kosz
blanket /'blæŋkɪt/ koc
blinds /blaɪndz/ rolety
bookcase /'bʊk,keɪs/ biblioteczka
bookshelf / bookshelves /'bʊk,ʃelf / 'bʊk,ʃelvz/ półka/półki na książki
carpet /'kɑːpɪt/ dywan
CD player /,siː 'diː ,pleɪə/ odtwarzacz płyt CD
central heating /,sentrəl 'hiːtɪŋ/ centralne ogrzewanie
chair /tʃeə/ krzesło, fotel
chest of drawers /,tʃest əv 'drɔːz/ komoda
cooker /'kʊkə/ kuchenka
cupboard /'kʌbəd/ szafka kuchenna
curtains / net curtains /'kɜːtnz / ,net 'kɜːtnz/ zasłony/firanki
cushion /'kʊʃn/ poduszka (dekoracyjna)
desk /desk/ biurko
dishwasher /'dɪʃ,wɒʃə/ zmywarka
double bed /,dʌbl 'bed/ podwójne łóżko
duvet /'duːvet/ kołdra
equipment /'ɪkwɪpmənt/ wyposażenie, sprzęt
fireplace /'faɪəpleɪs/ kominek
fitted carpet /,fɪtɪd 'kɑːpɪt/ wykładzina dywanowa
flowerpot /'flaʊə,pɒt/ doniczka
freezer /'friːzə/ zamrażarka
fridge /frɪdʒ/ lodówka
hoover /'huːvə/ odkurzacz
lamp /læmp/ lampa
light /laɪt/ światło
lighting /'laɪtɪŋ/ oświetlenie
microwave /'maɪkrəweɪv/ kuchenka mikrofalowa
mirror /'mɪrə/ lustro
oven /'ʌvən/ piekarnik
picture /'pɪktʃə/ obrazek

pillow /'pɪləʊ/ poduszka
 poster /'pəʊstə/ plakat
 radiator /'reɪdɪeɪtə/ kaloryfer
 rug /rʌɡ/ dywanik
 sheet /ʃi:t/ prześcieradło
 shelf /ʃelf/ półka
 shower /'ʃaʊə/ prysznic
 single bed /sɪŋɡl 'bed/ pojedyncze łóżko
 sink /sɪŋk/ zlew
 sofa /'səʊfə/ kanapa
 table /'teɪbl/ stół
 toaster /'təʊstə/ toster
 toilet /'tɔɪlət/ toaleta, sedes
 TV set /ti: 'vi: set/ telewizor
 wallpaper /'wɔ:lpeɪpə/ tapeta
 wardrobe /'wɔ:drəʊb/ szafa
 washbasin /'wɒʃbeɪsɪn/ umywalka
 washing machine /'wɒʃɪŋ məʃi:n/ pralka
 antique /æn'tɪk/ zabytkowy, staroświecki
 fruit bowl /'frʊ:t 'bəʊl/ miska na owoce
 hand (of a clock) /hænd (əv ə 'klɒk)/ wskazówka (zegara)
 kettle /'ketl/ czajnik
 kitchen appliances /'kɪtʃən ə'plæɪənsɪz/ sprzęty kuchenne
 kitchen utensils /'kɪtʃən ju:'tenslɪz/ przybory kuchenne
 mantelpiece /'mæntl'pi:s/ półka nad kominkiem
 ornament /'ɔ:nəmənt/ ozdoba
 potted plant /'pɒtɪd 'plɑ:nt/ roślina doniczkowa
 rack /ræk/ półka, stojak
 shutters /'ʃʌtəz/ okiennice
 silver frame /sɪlvə 'freɪm/ srebrna ramka

MP3 21 Household and garden jobs / Prace w domu i w ogrodzie

change the sheets /tʃeɪndʒ ðə 'ʃi:ts/ zmienić pościel
 do the gardening /du: ðə 'gɑ:dnɪŋ/ pracować w ogrodzie
 do the housework /du: ðə 'haʊs,wɜ:k/ zajmować się domem
 empty the dishwasher /empti ðə 'dɪʃ,wɒʃə/ opróżniać zmywarkę
 have green fingers /hæv 'grɪn 'fɪŋgəz/ mieć dobrą rękę do roślin
 Hoover the carpet /hu:və ðə 'kɑ:pɪt/ odkurzać dywan

iron the clothes /aɪən ðə 'kləʊðz/ prasować ubrania
 make the bed /meɪk ðə 'bed/ ścielić łóżko
 mow the lawn /məʊ ðə 'lɔ:n/ kosić trawnik
 sweep the floor /swi:p ðə 'flɔ:/ zamiatąć podłogę
 tidy the desk /taɪdi ðə 'desk/ porządkować biurko

broom /bru:m/ miotła
 brush /brʌʃ/ szczotka
 duster /'dʌstə/ ściereczka do kurzu
 lawnmower /'lɔ:n,məʊə/ kosiarka
 rake /reɪk/ grabie
 rubber gloves /'rʌbə 'glʌvz/ gumowe rękawiczki
 spade /speɪd/ szpadel
 trowel /traʊəl/ rydel

MP3 22 Renting, purchasing and selling property / Wynajem, kupno i sprzedaż nieruchomości

accommodation /ə,kɒmə'deɪʃn/ zakwaterowanie
 ad /æd/ ogłoszenie, reklama
 advert /ædvɜ:t/ ogłoszenie, reklama
 flatmate / housemate / roommate /'flæt,meɪt / 'haʊs,meɪt / 'ru:m,meɪt/ współlokator/ współlokatorka
 for sale /fə 'seɪl/ na sprzedaż
 landlord / landlady /'lænd,lɔ:d / 'lænd,leɪdi/ właściciel/właścicielka (mieszkania lub domu)
 live on one's own /lɪv ɒn wʌnz 'əʊn/ mieszkać samemu
 move in / move out /mu:v 'ɪn / mu:v 'aʊt/ wprowadzić się/wyprowadzić się
 pay in advance /peɪ ɪn əd'vɑ:ns/ zapłacić z góry
 rent /rent/ wynająć; czynsz
 share a room / flat / house /ʃeə ə 'ru:m / 'flæt / 'haʊs/ dzielić z kimś pokój/mieszkanie/dom
 to let /tə 'let/ do wynajęcia
 bill /bɪl/ rachunek
 budget /'bʌdʒɪt/ budżet
 charge /tʃɑ:ʒ/ liczyć, pobierać opłatę
 deposit /dɪ'pɒzɪt/ kaucja, zaliczka
 estate agent /'ɪsteɪt eɪdʒənt/ agent/agentka nieruchomości
 housewarming party /'haʊs,wɜ:mɪŋ 'pɑ:ti/ parapełówka

instalments /ɪn'stɔ:l'mənts/ raty
 notice /'nəʊtɪs/ wypowiedzenie
 payment /'peɪmənt/ płatność
 per week / per month /pə 'wi:k / pə 'mʌnθ/ tygodniowo/miesięcznie
 take out a mortgage /teɪk 'aʊt ə 'mɔ:ɡɪdʒ/ wziąć kredyt hipoteczny
 tenant /'tenənt/ najemca, lokator

MP3 23 Other / Inne

affordable /ə'fɔ:dəbəl/ w przystępnej cenie
 beyond /bɪ'jɒnd/ poza
 complain /kəm'pleɪn/ skarżyć się, narzekać
 embellish /ɪm'beɪʃ/ upiększyć, podkolorować
 fully furnished /fʊli 'fɜ:nɪʃt/ w pełni umeblowany
 keep your eyes on /ki:p jər 'aɪz ɒn/ nie spuszczać (kogoś/czegoś) z oczu
 miss /mɪs/ tęsknić za
 nearby /nɪ'baɪ/ w pobliżu, pobliski
 rough /rʌf/ niebezpieczny
 sharp /ʃɑ:p/ ostry
 sigh /saɪ/ wzdychać; westchnienie
 stare at /'steə ət/ wpatrywać się w
 sulk /sʌlk/ dąsać się
 tiny /'tɪni/ małeńki, niewielki
 be off your head /bi 'ɒf jə 'hed/ być szalonym
 blurry /'blɜ:ri/ nieostry, zamazany
 bump into /'bʌmp ɪntə/ wpaść na kogoś, spotkać kogoś przypadkiem
 get into /'get ɪntə/ wsiąść
 kick up a fuss /kɪk 'ʌp ə 'fas/ zrobić awanturę
 rambling /'ræmblɪŋ/ pełen zakamarków
 run-down /rʌn 'daʊn/ zniszczony, podupadły
 snug /snʌɡ/ przytulny, zaciszny
 solitude /'sɒlə'tju:d/ samotność
 squashed /skwɒʃt/ wciśnięty
 stain /steɪn/ plama
 stream in /'stri:m 'ɪn/ wlewać się
 stumble upon /'stʌmbəl ə'pʊn/ natknąć się na
 turn into /'tɜ:n ɪntə/ zmienić się w, przeobrazić się w
 turn up for /tɜ:n 'ʌp fə/ pojawić się na
 wrapped up in /ræpt 'ʌp ɪn/ pochłonięty czymś

VOCABULARY OVERVIEW

Choose the correct words to complete the blog. Write the answers in your notebook.

We (1) **changed** / **moved** into our new house yesterday. I had really been looking forward to leaving my tiny room in the old semi-(2) **detached** / **terraced** house and filling the new place with loads of new stuff. We're now in the countryside on the edge of a village and my room is right up in the (3) **attic** / **ground floor**. Sounds strange but it's amazing. It's really spacious (unlike my last room) and (4) **open** / **airy** with a skylight and windows that (5) **oversee** / **overlook** open fields. And I have my own (6) **drive** / **staircase** to get up there – everyone else is on the (7) **storey** / **floor** below! There's plenty of room for my new, big (8) **twin** / **double** bed and oak (9) **wardrobes** / **hangings** for my clothes. On the floor, I've got two lovely red and green (10) **blinds** / **rugs** covering the original (11) **floorboards** / **bricks**. The house is old and everything is a bit old-(12) **styled** / **fashioned**. The kitchen has an ancient (13) **cooker** / **cook** that hasn't seen a saucepan in years and I think the (14) **boxes** / **cupboards** to keep all the plates and things are about a hundred years old. The (15) **roof** / **ceiling** is very low and dad keeps hitting his head when he goes through the doors. I have to say that downstairs the (16) **poster** / **wallpaper** is a bit dingy, but we can take it off and redecorate, which will be fun. It's a bit different from being in the (17) **blocks** / **suburbs** further from the town centre, in a stylish, modern house with all mod cons. I think it will get a bit cold in winter. There are no radiators – just (18) **fireplaces** / **mantelpieces** in every room. But I love it! The (19) **community** / **neighbours** are cool, too. They came round last night with a welcome cake for us all. I'm really glad we've moved here. Mum and dad are (20) **hiring** / **renting** the house for three months to see if we like being (21) **distant** / **away** from the town. As far as I'm concerned, we're here to stay and I don't care if there's no public transport – I'll learn to ride a horse!