

repetitorium **ÓSMOKKLASISTY**



LIFE STAGES

1 Look at these photos of special occasions (A–G). Which words and phrases could you use to describe each occasion?

- bride • feel nervous • get engaged / married
- go to your school prom • groom • retire
- house-warming party • leaving present
- move house / in / out • reception • start a family
- start a new job • start at a new school
- take / pass / fail your driving test • unpack
- wear a dress / suit • wedding • your first day

2 At which of the events in exercise 1 would you say these phrases?

Fingers crossed!

Good luck
in your new career!

You'll make new friends soon.

I hope you'll both be very happy.

Enjoy yourselves!

Congratulations on getting your licence!

CLOTHES AND ACCESSORIES

3 Work in pairs. What would you wear to each of the events? Use the words in the box and your own ideas to tell your partner about your outfit.

- a school trip
- an ordinary day at school
- a party at a friend's house
- a picnic in the country
- your cousin's wedding

- sweatshirt • belt • blouse • (checked) shirt
- coat • dress • handbag • glasses • earrings
- hat • hoodie • jeans • (leather) jacket
- leggings • (long) sleeves • ponytail holder
- pullover / sweater / jumper • (sew-on) badge
- shorts • skirt • bandana • swimsuit • suit
- tracksuit • tie • tights • uniform



PERSONAL DATA

4 Choose a famous person. In your notebook, fill in the form as this person. Use your imagination if you're not sure of some information.

First name: Middle name:

Surname / Family name:

Nickname / Preferred name:

Date of birth (DOB):

Place of birth:

Nationality: Address:

Email: Phone:

5 In pairs, ask and answer questions about the information in exercise 4.

What's your name?
I'm ...

PERSONAL POSSESSIONS

6 Work in pairs. Choose one of the personal possessions in the box and describe it for your partner to guess what it is. Say:

- Why did you choose this item?
- Do you own it?
- Is it important to you?

• bracelet • backpack • diary / journal
• headphones • ring • necklace
• smartphone • wallet • wristband • watch

"I have one of these and I wear it every day on my wrist. It's important to me because I always need to know what time it is.

APPEARANCE

7 Choose the correct words and write them in your notebook. Then use the words to describe two people you know.



This (1) *good-looking* / *pretty* young man is of medium (2) *tall* / *height* with (3) *ginger* / *curly* dark hair. He's in his (4) *twenties* / *twenty* and is quite slim. He also has a (5) *beard* / *fringe* and a moustache which is quite fashionable right now.



Sarah has long (6) *fair* / *dark* hair which she usually wears in a (7) *tail* / *ponytail*. Her eyes are blue and she has a very pale (8) *skin* / *complexion*. In the summer, she gets (9) *freckles* / *wrinkles* on her cheeks. She's (10) *handsome* / *beautiful*, isn't she?

CHARACTER

8 In your notebook, match each speaker (1–5) with one of the adjectives in the box. Then use the words to describe a friend or a relative.

- brave • bossy • cheerful • clever • confident
- friendly • funny • gentle • generous • kind
- lazy • lovely • patient • quiet • punctual
- reliable • sweet • serious

1 I'm sure I'll pass the exam tomorrow.

2 Go and make me a sandwich!

3 I never help my parents around the house.

4 I'm always on time and never late.

5 Don't worry – I don't mind waiting.

FEELINGS AND EMOTIONS

9 Do the quiz to find out if you suffer from social anxiety. Compare your answers with a partner.

How would you feel or react in each of these situations?

QUIZ!

1 Your friend invites you to a birthday party.

A I'm too tired because of school work and exams. I can't go.

B I'm really glad he's invited me and delighted that I can share this special day.

2 Your mother wants to introduce you to the neighbour's children.

A I feel anxious and uncomfortable in social situations. Don't make me do this!

B I'm curious to find out more about them – maybe we can be friends.

3 You got a bad mark in a test.

A I'm so ashamed. I feel terrible. My parents will be really disappointed.

B I'm not satisfied with my results, but I'm not too concerned. I'll do better next time.

4 You are taking part in a school concert this evening.

A I'm so nervous that I don't think I'll be able to play, but I'll feel guilty if I disappoint my teacher.

B The concert is going to be wonderful. I feel happy and ready to perform!

See p. 183 for results »

10 In your notebook, write the adjectives from the text that describe feelings and emotions under the headings *positive*, *negative*, and *neutral*.

SKILLS AND INTERESTS

11 Listen to three students talking about their hobbies and interests. In your notebook, match each speaker (1–3) with three hobbies and interests (a–i).

a	collecting postcards
b	making videos
c	drawing
d	playing chess
e	playing computer games
f	playing a musical instrument
g	taking photos
h	using social networks
i	watching films


12 Which speaker in exercise 11 has the most interesting hobby? Why?

1 Work in pairs. In your notebook, order the activities from most (1) to least interesting (4). Give reasons for your answers.

<input type="checkbox"/>	Foreign Language Club
<input type="checkbox"/>	Theatre Club
<input type="checkbox"/>	Beginners Filmmaking Club
<input type="checkbox"/>	Volunteering in the Community

2 Quickly read the texts in exercise 3. In your notebook, match each text with a club name from exercise 1. There is one extra name you do not need.

TIP Przeczytaj w szybkim tempie trzy poniższe teksty i podane zdania. Najpierw dopasuj te zdania, co do których nie masz wątpliwości. Nie musisz ich dobierać w kolejności, w jakiej występują w zadaniu. Szukaj w tekstach treści zbliżonych do podanych informacji, a nie pojedynczych wyrazów – ta sama myśl może być wyrażona innymi słowami. Pamiętaj, że do jednego z tekstów pasują dwa zdania.

3  Przeczytaj trzy opisy różnych zajęć (A–C). Do każdego zdania (1–4) dopasuj właściwy opis. Jeden opis pasuje do dwóch zdań. Zapisz odpowiedzi w zeszycie.

A



**ARE YOU INTERESTED IN FILMMAKING?
ARE YOU BETWEEN THE AGES
OF SEVEN AND TWELVE?**

We offer 10 weekly workshops to help young filmmakers. Learn how to use editing **software** and specialist filming equipment. Spaces are limited to 12 people per **workshop**, so apply now to avoid being disappointed! Who knows? Perhaps one day you'll direct a Hollywood blockbuster!

4 In your notebook, match the highlighted words or phrases in the texts in exercise 3 with their definitions 1–6.

- 1 A place where homeless people can get a hot meal
- 2 Collecting money to help other people
- 3 A kind of meeting where people learn new things in a practical way
- 4 A person who works without getting paid
- 5 A kind of holiday where you stay with a host family to learn about their language and culture
- 6 Computer programs

5 What after-school activities do you do? Can you think of any other ideas for activities like the ones in exercise 3?

6 Work in pairs or groups. In your notebooks, write an advert for an after-school club. Include the information below:

- name of the club
- what you do
- who it's for
- where and when you meet

B




Practise your SPANISH, FRENCH, GREEK ... and even CHINESE in small, friendly groups!

We speak **ONLY** in the foreign language to give you lots of practice. We also organise traditional cultural events such as Greek Easter or Chinese New Year. Learn to read newspapers and books in a foreign language and experience the real Spain on our summer **exchange trip** to Madrid!

C

We aim to give something back to the community in which we live. We organise **fundraising** events for the homeless, hand out food at the city-centre **soup kitchen**, and run workshops for children in need. It's time to stop taking and start giving, so help us by becoming a **volunteer**. We meet at Byron Hall every Wednesday at 7 pm.



1	This activity will give you the opportunity to travel abroad.	<input type="checkbox"/>
2	This activity is for someone who wants to help other people.	<input type="checkbox"/>
3	This activity sometimes involves parties and celebrations.	<input type="checkbox"/>
4	This activity can only be done by a small number of people.	<input type="checkbox"/>




1 Work in pairs. Think of three situations in which you would need to introduce yourself to a new person.








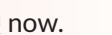

2 In your notebook, match the headings with the phrases in the Phrase Box.

- Asking for clarification
- Ending a conversation
- Introducing yourself and other people
- Starting a conversation



PHRASE BOX

- 1 
- Hi, I'm ... / Hello, my name is ...
 - Pleased / Nice to meet you.
 - I'd like you to meet my friend, Nick.
-
- 2 
- How have you been?
 - What have you been up to lately?
-
- 3 
- What do / did you mean by ...?
 - I'm afraid I don't understand.
 - Could you repeat that?
 - Could you say that again?
 - Sorry?
-
- 4 
- It was nice talking to you.
 - I'm afraid I have to go now.
 - Take care.
 - Bye for now.

3  **OPEN TASK** Uzupełnij dialog. Wpisz w każdą lukę (1–6) brakujący fragment tak, aby otrzymać spójny i logiczny tekst. Zapisz odpowiedzi w zeszycie.

Sarah: Hi, (1)  Sarah. I don't think we've met before.
 Patryk: No, we haven't. My (2)  is Patryk. And (3)  my brother, Otto.
 Sarah: Hi, Otto. (4)  meet you.
 Otto: Hello, Sarah.
 Sarah: Are you enjoying the party?
 Patryk: Yes, it's great fun.
 Sarah: I'm afraid I have (5)  now.
 Otto: OK, Sarah. (6)  care.
 Sarah: It was nice talking to you. Bye, Patryk. Bye, Otto.

4 Look at responses A–E in exercise 5. In what situations might people say these things? What has the other person just said?





5  1.02  Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobrać właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz odpowiedzi w zeszycie.

A	Yes, of course. No problem.
B	Bye for now.
C	Could you repeat that?
D	Not bad.
E	Pleased to meet you.

Speaker 1  Speaker 2 
 Speaker 3  Speaker 4 

6 Look at the phrases in the Teen Talk box. How do you say them in your language?

TEEN TALK

-  **How's it going?**
 Not bad. / Pretty good. / I've been better.
-  **What's up?**
 Nothing much. / Just the usual. / Not a lot.

7 In your notebook, put the lines from the phone conversation in the correct order.

- Elizabeth: Hi, Konrad.
- a Elizabeth: Oh, sorry. The flu. A kind of very bad cold.
 - b Konrad: Oh, hello, Lizzie. How's it going?
 - c Elizabeth: I've had the flu.
 - d Konrad: Oh, I see. Poor you. Are you feeling better now?
 - e Konrad: Oh, dear. What's the matter?
 - f Elizabeth: Well, I've been better.
 - g Elizabeth: Yes, I'm slowly getting better, thanks.
 - h Konrad: You've had what? I'm afraid I didn't hear you.

8 Work in groups of three. Imagine you are at a party. Prepare and practise a dialogue in which you introduce yourselves.

- 1 Read the words. Which language do they come from? Use a dictionary or the Internet to find out what they mean.

origami FUTON
 manga haiku
 sushi tsunami

- 2 1.03 **OPEN TASK** Usłyszysz dwukrotnie ogłoszenie dotyczące kółka kulturowego. Uzupełnij luki 1–4 w poniższym ogłoszeniu zgodnie z treścią nagrania. Zapisz odpowiedzi w zeszytcie.

TIP Zanim wysłuchasz nagrania, przeczytaj uważnie notatkę. Zastanów się nad tym, jakie informacje należy uzupełnić, oraz nad tym, jakich części mowy brakuje w każdej luce (np. rzeczownika, przymiotnika, itp.).

CULTURE CLUB

When do we meet? Saturday afternoons, 4 pm until (1) .

Where do we meet? School library.

What do we study? History, (2) , geography, the cultures of different countries.

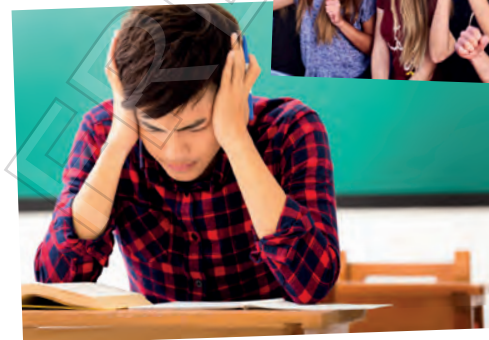
This week's country: Japan!

Activities: Drawing (3) , making birds and animals out of (4) .

- 3 Choose the correct words and write them in your notebook.

- I went to school wearing my bedroom slippers! I felt so **embarrassed** / **frightened**!
- Magda had completed her exams and was enjoying the first day of her holidays. She felt **relaxed** / **jealous**.
- I came first in the music competition. My parents are very **nervous** / **proud**.
- David had prepared for the interview and knew what questions to expect. He felt **confident** / **embarrassed**.
- There was a lot of traffic on the road when Aneta did her driving test. She felt **proud** / **frightened**.
- My brother is giving a speech tomorrow. He feels **relaxed** / **nervous**.
- Filip is going to see his favourite band in concert this weekend. He's really **excited** / **confident**.
- I'm a bridesmaid at my sister's wedding. I'm **relaxed** / **delighted**!

- 4 In pairs, tell your partner about a time you felt nervous, relaxed, excited or embarrassed.



- 5 1.04 Usłyszysz dwukrotnie cztery wypowiedzi na temat ważnych wydarzeń i uroczystości. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz odpowiedzi w zeszytcie.

This speaker	
A	was happy to spend the occasion with friends.
B	did well in spite of a few problems.
C	enjoyed an occasion that he/she had been anxious about.
D	wore a special dress for the ceremony.
E	hopes to continue a family tradition.

Speaker 1 Speaker 2
 Speaker 3 Speaker 4

- 6 Tell your partner about a special event which you attended. Describe the event and how you felt.

check
your GRAMMAR

- 1 Choose the correct word or phrase and write it in your notebook.

Present simple: to be

- 1 My sister 10 years old.
a is b has
- 2 here yet?
a Are your grandparents
b Your grandparents are

have got

- 3 Has a dog?
a she b she got
- 4 They got any pets.
a not b haven't


there is / there are

- 5 There many people here.
a aren't b isn't
- 6 some lemonade in the fridge.
a It's b There's

- 2 Choose the correct phrase in each pair and write it in your notebook.

- 1 Ella: *Ella's hair* / *Ellas hair*
- 2 two brothers: *the boy's bedroom* / *the boys' bedroom*
- 3 some children: *the childrens' books* / *the children's books*
- 4 *That's my bike.* / *That's mine bike.*
- 5 *That phone is her.* / *That phone is hers.*

See Grammar bank pp. 130–133 »

- 3  **OPEN TASK** Przetłumacz na język angielski podane w nawiasach fragmenty zdań tak, aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność ortograficzna. Zapisz odpowiedzi w zeszytcie.


- 1 (*Ile lat ma*) your sister? Isn't she twelve?
- 2 I'm sorry, but I (*nie mam*) any time to help you.
- 3 Excuse me, (*czy jest*) a sports centre near here?
- 4 Are those (*bluzy dzieci*) hanging on the washing line?
- 5 This house (*jest nasz*) and that one over there is our grandparents'.

- 4 **PHRASAL VERBS** Choose the correct words and write them in your notebook.

- 1 I'm afraid she doesn't get **on** / **out** very well with her sister – they're always arguing.
- 2 I often meet **up** / **off** with my friends for coffee or an ice cream on Saturdays.
- 3 My sister would love to go **around** / **out** with Jason, but I don't think he likes her.
- 4 Where do the teenagers in your town hang **out** / **off** at weekends?
- 5 Gabriel and Agata didn't have many common interests and they split **back** / **up** after about three months.
- 6 Why didn't you invite Regina to the party? Have you two fallen **in** / **out**?
- 7 Sofia was really angry with her brother, but they made **up** / **on** after he apologised to her.

- 5 In pairs or groups, discuss the questions.

- 1 Have you ever fallen out with your best friend? How long was it before you made up?
- 2 Who in your family do you get on very well with?

- 6  **OPEN TASK** Uzupelnij każde zdanie z luką tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna. Zapisz odpowiedzi w zeszytcie.

- 1 My friends and I like spending Saturday afternoons in a local café. **OUT**
My friends and I enjoy on Saturday afternoons in a local café.
- 2 These photos belong to the students. **ARE**
These photos.
- 3 Oh, no! I haven't made enough food for all the guests! **THERE**
Oh, no! enough food for all the guests!
- 4 Do you have a good relationship with your parents? **ON**
Do you with your parents?
- 5 Danny and I stopped being friends when he lied to me. **OUT**
Danny and I when he lied to me.
- 6 Those are our books and we need them – please don't take them. **THEY**
Please don't take those books – and we need them.
- 7 How long was Irena your girlfriend for? **GO**
How long did you and Irena for?

1 Look at the advertisement and answer the questions.



DO YOU HAVE A TALENT?

Maybe you can sing, dance, or play a musical instrument.

If you're between **11 and 15 years** old, we'd love to hear from you.

Send us a short video telling us about yourself and your talent.

Who knows? Maybe we'll choose you to be on our new TV show!

- 1 What kind of people might find this advertisement interesting?
- 2 What do you have to do to apply?
- 3 Would you like to apply? Why (not)?

2 Read Anna's email to Adam. Match each part of the email (1-6) with a description (a-f).

< ✉ New message

To: **Adam**

- 1 Hi Adam,
- 2 How are you? I hope you're well!
- 3 Guess what! I'm going to be on TV! I saw an advert for a new talent show, and I sent them a video of me singing. They liked it and asked me to be on the show!
- 4 It's next month, so I'm practising every day. It's hard work, but I'm enjoying it. And I think I'm getting better each day.
- 5 My parents are really excited! When I told my mum, she screamed! I think my dad's more nervous than me.
- 6 So - wish me luck!

Bye for now!
Love,
Anna

- a Explaining what you're doing and how you feel about it
- b Saying goodbye
- c Greeting
- d Describing how other people feel
- e Introductory remarks and questions
- f Describing what you did, and what happened after that

3 In your notebook, complete the instructions for the writing task in exercise 2.

- ✉ Zamierzasz wziąć udział w nowym programie typu *talent show*. Napisz e-mail do kolegi z Cambridge.
- Wyjaśnij, jak zgłosiłeś/zgłosiłaś się do programu.
 - Opisz, w jaki sposób _____.
 - Napisz, jak _____.

4 Read the writing task. Copy the chart into your notebook and complete the information.

- ✉ Niedawno zaprzyjaźniłeś/zaprzyjaźniłaś się z nową osobą. Napisz e-mail do kolegi z Londynu.
- Wyjaśnij, jak się poznaliście.
 - Opisz nowego przyjaciela/nową przyjaciółkę.
 - Napisz, jak wspólnie spędzacie czas.
- E-mail powinien zawierać od 50 do 120 słów.*

	Questions to ask and answer	Your notes
	What's your friend's name?	
1	How old is he/she? Where / how / when did you meet?	_____
2	What does he/she look like? What kind of character and personality does he/she have? Are you and your friend similar or different?	_____
3	What things do you like doing together?	_____

Tip Pamiętaj, że w tym zadaniu należy przekazać trzy informacje. Każdą z nich napisz w osobnym akapicie.

5 In your notebook, make a paragraph plan for the writing task in exercise 4.

PHRASE BOX

- We first met ...
- He/She seems ...
- He/She looks like ...
- He's/She's the kind of person who ...
- He/She's always very ...
- We're both interested in / keen on ...

6 Write your email in your notebook, using your notes in exercise 4, your plan in exercise 5, and some of the phrases in the Phrase Box.

< ✉ New message

Hi Tom!

Thanks for your email. Guess what! I've made a new friend!

Life stages / Etapy życia

bride /braɪd/ panna młoda

get engaged / married /get ɪn'geɪdʒd / 'mæriəd/ zaręczyć się/pobrać się

go to your school prom /gəʊ tə jɔ:(r) 'sku:l prɒm/ iść na bal maturalny

groom /gru:m/ pan młody

house-warming party /haʊswɔ:(r)mɪŋ 'pɑ:(r)tɪ/ parapetówka

leaving present /li:vɪŋ 'prez(ə)nt/ prezent pożegnalny

move house /mu:v haʊs/ przeprowadzać się

move in / out /mu:v 'ɪn / 'aʊt/ wprowadzać się/wyprowadzać się

pass / fail a driving test /pɑ:s / feɪl ə draɪvɪŋ 'test/ zdać/oblać egzamin na prawo jazdy

reception /rɪ'sepʃ(ə)n/ przyjęcie

retire /rɪ'taɪə(r)/ przejść na emeryturę

start a family /stɑ:(r)t ə 'fæm(ə)li/ założyć rodzinę

start a new job / school /stɑ:(r)t ə nju: 'dʒɒb / 'sku:l/ zacząć nową pracę/szkołę

take a driving test /teɪk ə draɪvɪŋ 'test/ podejść do egzaminu na prawo jazdy

unpack /ʌn'pæk/ rozpakować

wear a dress / suit /'weə(r) ə dres / su:t/ nosić sukienkę/garnitur

wedding /'wedɪŋ/ ślub

Phrases / Zwroty

Congratulations on getting your licence! Gratuluję zdobycia prawa jazdy!

Enjoy yourselves! Bawcie się dobrze!

Fingers crossed! Trzymam kciuki!

Good luck in your new career! Powodzenia w nowej pracy!

I hope you'll both be very happy. Mam nadzieję, że będziecie bardzo szczęśliwi.

You'll make new friends soon. Wkrótce zdobędziesz nowych przyjaciół.

Clothes and accessories / Ubrania i dodatki

(sew-on) badge /səʊ ɒn 'bædʒ/ naszywka

bandana /bæn'dænə/ bandana

belt /belt/ pasek

blouse /blaʊz/ bluzka

coat /kəʊt/ płaszcz

dress /dres/ sukienka

earrings /'iəriŋz/ kolczyki

glasses /'glɑ:sɪz/ okulary

handbag /'hænd(b)æg/ torebka

hat /hæt/ kapelusz

hoodie /'hʊdi/ bluza z kapturem

(leather) jacket /leðə(r) 'dʒækɪt/ kurtka (skórzana)

jumper /pullover/ sweater /'dʒʌmpə(r) / 'pɒləʊvə(r) / 'swetə(r)/ sweter

ponytail holder /pəʊnteɪl 'həʊldə(r)/ gumka do włosów

shorts /ɔ:(r)tɪz/ krótkie spodenki

(checked) shirt /tʃekəd 'ʃɜ:(r)t/ koszula (w kratę)

skirt /skɜ:(r)t/ spódnica

(long) sleeves /lɒŋ 'sli:vz/ (długie) rękawy

suit /su:t/ garnitur

sweatshirt /'swetʃɜ:(r)t/ bluza

swimsuit /'swɪmsu:t/ strój kąpielowy

tie /taɪ/ krawat

tights /taɪts/ rajstopy

tracksuit /'træksu:t/ dres

uniform /'ju:nɪfɔ:(r)m/ mundur, mundurek szkolny

Personal data / Dane osobowe

date of birth (DOB) /deɪt əv 'bɜ:(r)θ/ data urodzenia

family /surname / 'fæm(ə)li neɪm / 'sɜ:(r)neɪm/ nazwisko

first name /'fɜ:(r)st neɪm/ pierwsze imię

middle name /'mɪd(ə)l neɪm/ drugie imię

nationality /næʃə'næləti/ narodowość

nickname / preferred name / 'nɪkneɪm / pɪ'nɜ:(r)d neɪm/ pseudonim, używane imię

place of birth /pleɪs əv 'bɜ:(r)θ/ miejsce urodzenia

Personal possessions / Rzeczy osobiste

backpack /'bækpæk/ plecak

bracelet /'breɪslət/ bransoletka

diary /journal /'daɪəri / 'dʒɜ:(r)n(ə)l/ dziennik, pamiętnik

headphones /'hedfəʊnz/ słuchawki

necklace /'neɪkləs/ naszyjnik

ring /rɪŋ/ pierścionek

wallet /'wɒlɪt/ portfel

watch /wɒtʃ/ zegarek

wristband /'rɪstbænd/ bransoletka silikonowa

Appearance / Wygląd

beard /bɪə(r)d/ broda

complexion /kəm'plekʃ(ə)n/ cera, karnacja

curly /'kɜ:(r)li/ kręcone (włosy)

dark /dɑ:(r)k/ ciemny

fair /feə(r)/ jasny

freckles /'frek(ə)lz/ piegi

fringe /frɪndʒ/ grzywka

ginger /'dʒɪndʒə(r)/ rudy

good-looking /gʊd 'lʊkɪŋ/ atrakcyjny, przystojny

handsome /'hæns(ə)m/ przystojny

height /haɪt/ wzrost

moustache /mə'sta:ʃ/ wąsy

ponytail /'pəʊnteɪl/ kucyk

pretty /'prɪti/ ładny

skin /skɪn/ skóra

slim /slɪm/ szczupły

tall /tɔ:l/ wysoki

wrinkles /'rɪŋk(ə)lz/ zmarszczki

Character / Cechy charakteru

bossy /'bɒsi/ apodyktyczny, władczy

brave /breɪv/ odważny

cheerful /'tʃɪə(r)f(ə)l/ radosny

clever /'klevə(r)/ bystry, zdolny

confident /'kɒnfɪd(ə)nt/ pewny siebie

friendly /'fren(d)li/ przyjacielski

generous /'dʒenərəs/ hojny, szczodry

gentle /'dʒent(ə)l/ łagodny

kind /kaɪnd/ miły, uprzejmy

lazy /'leɪzi/ leniwy

lovely /'lʌvli/ uroczy, czarujący

patient /'peɪʃ(ə)nt/ cierpliwy

punctual /'pʌŋktʃuəl/ punktualny

quiet /'kwaɪət/ cichy, spokojny

reliable /rɪ'laɪəb(ə)l/ rzetelny

serious /'sɪəriəs/ poważny

sweet /swi:t/ słodki

Feelings and emotions / Uczucia i emocje

anxious /'æŋkʃəs/ zaniepokojony

ashamed /ə'ʃeɪmd/ zawstydzony

concerned /kən'sɜ:(r)nd/ zaniepokojony

curious /'kjʊəriəs/ ciekawski

delighted /dɪ'laɪtɪd/ zachwycony

disappointed /dɪsə'pɔɪntɪd/ rozczarowany

glad /glæd/ zadowolony

guilty /'gɪlti/ winny

nervous /'nɜ:(r)vəs/ nerwowy

satisfied /'sætɪsfɑɪd/ zadowolony, usatysfakcjonowany

social anxiety /səʊʃ(ə)l æŋ'zɪəti/ fobia społeczna

tired /taɪə(r)d/ zmęczony

uncomfortable /ʌn'kʌmfɪtəb(ə)l/ nieswoj

Skills and interests / Umiejętności i zainteresowania

collect postcards /kəlekt 'pəʊs(t)kɑ:(r)dz/ zbierać pocztówki

draw /drɔ:/ rysować

make videos /meɪk 'vɪdiəʊs/ robić filmy wideo

play chess / computer games /pleɪ 'tʃes/ kəm'pjʊ:tə(r) geɪmz/ grać w szachy/w gry komputerowe

play a musical instrument /pleɪ ə mju:zɪk(ə)l 'ɪnstrʊmənt/ grać na instrumencie

take photos /teɪk 'fəʊtəʊs/ robić zdjęcia

use social networks /ju:z səʊʃ(ə)l 'netwɜ:(r)ks/ korzystać z serwisów społecznościowych

READING, p. 6

exchange trip /ɪks'tʃeɪndʒ trɪp/ wyjazd językowy

fundraising /'fʌndreɪzɪŋ/ kwestowanie, zbieranie funduszy

software /'sɒf(t)weə(r)/ oprogramowanie

soup kitchen /su:p 'kɪtʃən/ stołówka dla bezdomnych

volunteer /vɒlən'tɪə(r)/ ochotnik

workshop /'wɜ:(r)kʃɒp/ warsztaty

LISTENING, p. 8

embarrassed /ɪm'bærəst/ zakłopotany, zażenowany

excited /ɪk'saɪtɪd/ podekscytowany

frightened /'fraɪt(ə)nd/ przestraszony

jealous /'dʒeləs/ zazdrosny

proud /praʊd/ dumny

relaxed /rɪ'læksd/ zrelaksowany

USE OF ENGLISH, p. 9

Phrasal verbs

fall out (with) /fɔ:l 'aʊt wɪð/ pokłócić się (z kimś)

get on (well / badly) (with) /get ɒn 'wel / 'bædli wɪð/ być (z kimś) w dobrych/złych stosunkach

go out (with) /gəʊ 'aʊt wɪð/ spotykać się, iść na randkę

hang out /hæŋ 'aʊt/ spędzać czas, przebywać

make up /meɪk 'ʌp/ pogodzić się

meet up (with) /mi:t 'ʌp wɪð/ spotykać się (z kimś)

split up /splɪt 'ʌp/ rozstać się, zerwać



a detached house **A**



a flat / an apartment **B**



a cottage **C**



a bungalow **D**



a terraced house **E**



a mobile home / caravan **F**

TYPES OF HOMES

1 Look at these photos of different homes (A–F). Which one looks most like where you live? Which one is most likely to be a holiday home?

2 Work in pairs. Talk about where you live and where you would not like to live. Use the words and phrases in the box.

- dark • charming • expensive • huge • ugly
- modern • new • old • small • tiny

I live on the second floor in a modern apartment in a block of flats.

I wouldn't like to live in a terraced house with neighbours on both sides because the neighbours might be very noisy.

in:

- a(n) old / new / big block of flats
- a nice part of town • the country(side)
- the centre of the town / city
- the mountains / woods

far from / near:

- a park / a forest • the sea / a river
- the shops / my school

on:

- an island • the edge of town
- the ground / first / top floor

surrounded by:

- fields / houses / trees

with:

- a big / small / huge garden • a great view
- loads of rooms • lots of neighbours
- plenty of space inside / outside

OUTSIDE THE HOUSE

3 1.05 Listen to the conversation. Write *true* or *false* in your notebook.

- 1 The girl has a garden with grass, trees and hedges.
- 2 There's a swimming pool in the girl's garden.
- 3 The girl's family sometimes has a barbecue in the garden.
- 4 The boy keeps his skateboard in his bedroom.
- 5 There's a playground and a café in the park.

4 Work in pairs. Describe the surroundings of your own house / flat. Use some of the words in the box.

- barbecue • garage • café • dustbin • garden
- lawn • hedge • plant • playground • tree
- swimming pool

INSIDE THE HOUSE

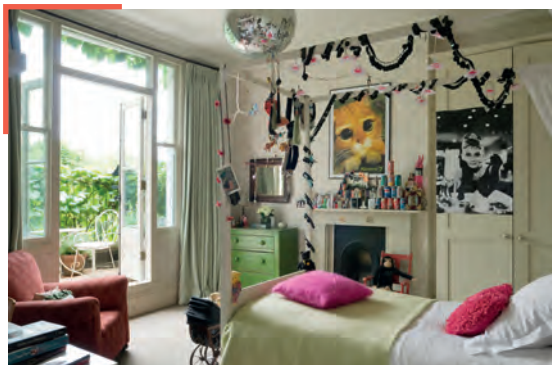
5 Which room or rooms do you usually find these things in? In your notebook, match the items in the box with the rooms in the table.

- basin • armchair • bath • bunk bed • bookcase
- chair • coffee table • chest of drawers • toilet
- shower • cupboard • dining chair • dining table
- sideboard • sink • stool • sofa • wardrobe

rooms	things
bathroom	
bedroom	
dining room	
kitchen	
living room / lounge	

- 6 In your notebook, complete the description of a teenage girl's bedroom with the words in the box.

• curtains • armchair • ceiling • chest of drawers
 • blanket • cushions • mirror • fireplace • pillow
 • posters • wardrobe • shelf



My room's quite large and I don't have to share it, so I have a lot of space to myself. In the corner, by one of the light green (1) , there's a green (2) where I keep some of my clothes. There's a (3) on the wall just above it. I put my other clothes in the (4) , which is on the other side of the (5) . I've got a couple of nice (6) on the wall. Below the one of the cat, there's a (7) where I've got lots of different things. Above my bed, there's a silver lampshade hanging from the (8) . My bed's got things hanging over it. On the bed, there's a green (9) on top, a couple of colourful (10) , and a white (11) for my head. In the picture, you can also see my comfy red (12) , and some books on my desk.

- 7 Is the room in exercise 6 like yours? In pairs, talk about similarities and differences.

Student A: My room's quite similar because I've got ...

Student B: My room's very different. I haven't got ...

- 8 Choose the correct words and write them in your notebook.

- Our flat's got a small **basement** / **balcony** so we can sit outside when the weather's nice.
- My dad works from home, so he uses the **spare** / **space** bedroom as a(n) **corridor** / **office**.
- Some large houses have a **cellar** / **cloakroom**, a room where you can hang up your coat.
- In very large houses, you go through the front door on the **ground** / **down** floor into an **entrance** / **entry** hall.

HOUSEHOLD APPLIANCES AND ELECTRICAL ITEMS

- 9 In your notebook, match the words and phrases in the box with definitions 1-8.

• cooker • alarm clock • central heating • freezer
 • DVD player • fridge • heater • hairdryer • kettle
 • iron • media centre • microwave • oven
 • sound system • washing machine

- Two things to keep you warm in winter.
- Three appliances you can cook food with.
- Two things that help keep your clothes nice.
- Two things that help keep food safe to eat.
- Three things you use for home entertainment.
- An appliance you use after washing your hair.
- Something that you use to make a cup of tea.
- Something that wakes you up in the morning.

- 10 Think of your ideal flat or house. Make a list of furniture and equipment. Compare your list with a partner. Imagine you're going to share the flat / house. Agree on eight items you both would like to have.

HOUSEWORK AND HOUSEHOLD TASKS

- 11 Work in pairs. Ask and answer the questions. Report to the class on your partner's answers. Do you think he/she helps out enough?

HOUSEWORK & YOU

How often do you ...

every day / most days / quite often / occasionally / never

tidy your room?

make your bed?

do the washing?

cook or help prepare a meal?

set the table?

wash the dishes?

load the dishwasher?

clean the bathroom?

water the plants?

take the rubbish out?



- 1 Work in pairs. Which of the houses would be the most interesting to live in? Why?



a tree house



an underground house



a houseboat

- 2 In your notebook, complete the sentences with the correct form of the verbs in the box.

• furnish • redecorate • share • buy • rent
• sell • renovate

- Last month, my uncle his house at the seaside very cheaply. The couple who it paid only £150,000. They are planning to it and the rooms to tourists in summer.
- I'd like to my room. I'm thinking of hanging some of my own paintings on the walls.
- My parents spent a lot of money on the flat, and now it looks beautiful. I love the new leather sofa and the armchairs in the living room.
- Ann's sister is very untidy. That's why Ann doesn't want to a room with her anymore.

- 3 Read the text in exercise 4 and answer questions 1–6.

- Who is the letter to?
- Why has Jack written the letter?
- What does Jack say about living on a boat?
- How many rooms are there on the houseboat?
- Does Jack's family live in one place?
- Where does Jack go to school?

- 4 **OPEN TASK** Przeczytaj e-mail Jacka do Tomka. Uzupełnij luki 1–5 w wiadomości, którą Tomek napisał do Marka. Luki należy uzupełnić w języku polskim. Zapisz odpowiedzi w zeszyte.

< New message

Hi Tomek,

I'm writing to tell you some exciting news. My parents, who always wanted to try a different way of life, have bought ... a houseboat! They started looking for it in April and shortly afterwards, in May, we became the proud owners of a houseboat which we named Dream. We've lived on the boat since July. It's an incredible way to live. There's no traffic and that terrible city noise. Instead, we're close to nature, and we've got some amazing views.

The boat's got four bedrooms, two bathrooms, and a living room with a kitchen. I absolutely love my room. I even helped my dad paint it. The walls are white and I've got photos in black frames. There's a very comfortable dark blue sofa and a striped red and black rug on the floor. I think it looks great! I love looking at ducks and swans swimming past my bedroom window.

Living on a boat in London means that we often move from one place to another. One week we're in Little Venice, the next we've moved to Regent's Canal. We can stay in one place for up to fourteen days, and then we have to find another place. I don't go to school as my parents have chosen home education for me. That means I have more time for myself now. I'm doing a lot of reading when I'm not busy, and I'd like to start taking photos of the places we visit to make an album. Anyway, we can't imagine living on land again!

You must come here with Marek. Can't wait to see you!

Take care,

Jack

< New message

Cześć, Marku!

Przed chwilą przeczytałem maila od Jacka. Wyobraź sobie, że jego rodzice kupili łódź mieszkalną i od (1) na niej mieszkają. Jest całkiem duża – znajdują się na niej (2) sypialnie, dwie łazienki i kuchnia. Rodzinie Jacka odpowiada mieszkanie blisko natury. Jack ma swój pokój – nawet pomógł swojemu tacie pomalować go na (3) . Rodzina Jacka przemieszcza się z jednej dzielnicy miasta do drugiej. Nie mogą jednak przebywać w jednym miejscu dłużej niż (4) . Z tego powodu Jack uczy się w domu z rodzicami i nie musi chodzić do szkoły. Dzięki temu ma sporo czasu na (5) . Jack zaprasza nas do siebie. Musimy zdecydować, jaki prezent moglibyśmy mu kupić.

Tomek

- 5 Work in pairs. What present would you buy for Jack on this occasion? Use the suggestions below or your own ideas.

• a photo frame • a clock • a poster • a mug

- 1 In pairs, imagine that your classmate has just moved into a new flat. Write three questions to ask him/her about the new flat.



Why did your parents choose this block of flats?
Which room in the new flat is your favourite?

- 2 Complete the phrases in the the Phrase Box with the words below.

• how • what • there • which • why • how many

- 3 In your notebook, match each question (1–6) with an answer (a–f).

PHRASE BOX

Asking for information

- Is (1) a park near here?
- (2) do you get to the cinema from here?
- (3) colour is your duvet?
- (4) did you choose that poster?
- (5) room is yours?
- (6) books have you got?

Giving information

- a Go down the street and turn right.
- b The one next to the bathroom.
- c It's green and red.
- d More than forty.
- e Because I love dogs.
- f Yes, it's very close.

- 4 Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Zapisz odpowiedzi w zeszyte.

1 Niedawno przeprowadziłeś/przeprowadziłaś się do nowej miejscowości. Jak zapytasz sąsiada o miejsca rozrywki w najbliższej okolicy?

- A Why do you go to concerts?
- B Is there a cinema near here?
- C Do you play in a sports centre?

- 2 Na ulicy ktoś pyta cię o najbliższą aptekę. Co mu odpowiesz?

- A I think you should find a chemist.
- B I'm sorry but I'm not a chemist.
- C There's one at the end of this street.

- 3 Opisując swój pokój, Twój kolega z Anglii użył wyrazu *blinds*, którego ty nie znasz. Jak zapytasz o jego znaczenie?

- A What does the word 'blinds' mean?
- B How many blinds have you got?
- C Are there any blinds in your room?

- 5 **OPEN TASK** Uzupełnij luki w poniższych minidialogach (1–4) tak, aby otrzymać logiczne i spójne wypowiedzi. Zapisz odpowiedzi w zeszyte.

1 X: the walls?

Y: They're yellow and blue.

2 X: Where are the blankets?

Y: I think they're in the wardrobe over there.

X: Sorry, I them there.

3 X: Is there a shopping centre near here?

Y: Yes, there's one.

X: How there?

Y: Turn left here. It's just round the corner.

4 X: Do you have a room of your own?

Y: a room with my younger sister.

- 6 Look at the phrases in the Teen Talk box. How do you say them in your own language?

TEEN TALK

How's your new flat?

It's awesome. / I love it. / It's really cool.

Are your parents out at the moment?

Yes, come over!

- 7 Work in pairs. Use the prompts to role-play a conversation about a new flat.

Student A: Hi. / How you? / Any news?

Student B: Yes. / Moved house. / New flat.

Student A: Ask a question about the flat.

Student B: Answer the question.

Student A: Ask another question about the flat.

Student B: Answer the question.

- 1 Which of the chairs below would you choose for your bedroom? Which would you definitely not want? Why?



- 2 1.06 Listen to people talking in five different situations. For each situation, choose the correct answer and write it in your notebook.

- Where are they?
 - in a shop
 - at home
- Where are they talking?
 - in the same room
 - on the phone
- What is the girl doing?
 - telling a joke
 - leaving a message
- Who are they?
 - brother and sister
 - friends
- What's he describing?
 - life in the city
 - life in the countryside

- comfortable accommodation
- huge area
- solar lights
- fairy tale
- gas bottle
- phone signal

These are usually outside. They help you see at night ...

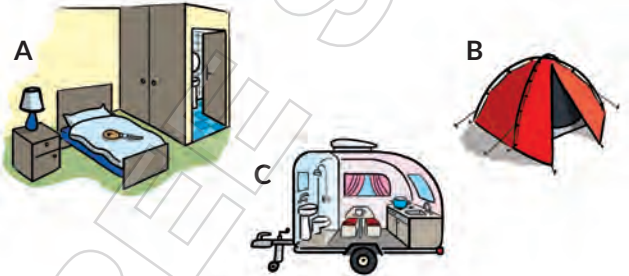
Zanim wysłuchasz nagrania, popatrz na ilustracje zamieszczone pod każdym pytaniem. Zastanów się, czym się różnią. Pomoże to wybrać właściwą odpowiedź w trakcie słuchania.

- 4 1.06 Usłyszysz dwukrotnie pięć tekstów. Na podstawie usłyszanych informacji w zadaniach (1-5) wybierz właściwą odpowiedź (A-C). Zapisz odpowiedzi w zeszyte.

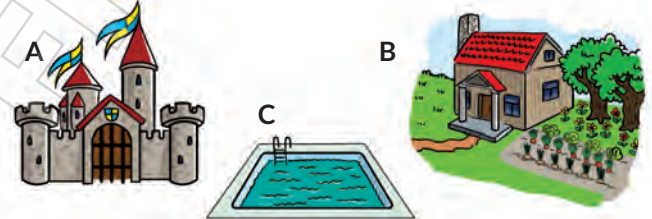
- 1 What does the girl choose?



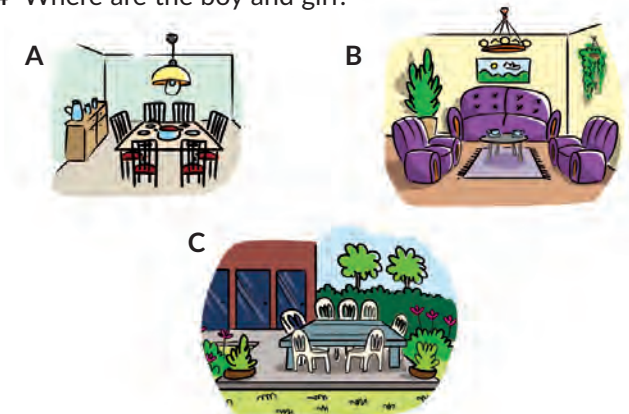
- 2 Where is the boy staying?



- 3 What is the girl describing?



- 4 Where are the boy and girl?



- 5 The boy is
- inviting someone.
 - apologising for something.
 - criticising a way of life.

- 5 Carry out a class survey.

How many people ...	
1	have slept in a tent?
2	have slept in a caravan?
3	have stayed in a hotel?
4	have been to a house with a swimming pool?
5	have been to a furniture shop?

check your GRAMMAR

1 Choose the correct answers and write them in your notebook.

Present simple and present continuous

- 1 My mother usually *buys / is buying* food at a shop near our house.
- 2 My family *loves / is loving* watching TV together in the living room.
- 3 My parents *don't often cook / aren't often cooking* dinner in the microwave.
- 4 Our washing machine broke, so we *need / are needing* to buy a new one.
- 5 My brother *mops / is mopping* the kitchen floor because he dropped the pasta.
- 6 *Do you know / Are you knowing* what his new address is?
- 7 Lucy *usually goes / is usually going* to school by bus, but this week her dad *takes / is taking* her to school in his car.
- 8 Hi, Alec! What *do you play / are you playing?* It looks fun!
- 9 Where *do kangaroos come / are kangaroos coming* from?

See Grammar bank pp. 134-137 »

2 **OPEN TASK** Uzupełnij zdania 1-7. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Zapisz odpowiedzi w zeszytcie.

- 1 Where (*he / stay*) _____ when he travels to the UK?
- 2 My mother's asked me to tidy my room now, but I (*want / do*) _____ it tomorrow.
- 3 These (*house / be*) _____ about fifty years old.
- 4 How long (*it / take*) _____ you to get ready each morning?
- 5 Listen! (*He / sing*) _____ in the shower!
- 6 We're lucky there (*be / park*) _____ near here.
- 7 Dan, are these (*you / sister / shoe*) _____?

3 **COMPOUND NOUNS** In pairs, answer questions 1-8.

What do you call ...

- | | |
|---|--|
| 1 | a bin for rubbish? |
| 2 | a box for toys? |
| 3 | keys you use to open and lock your car? |
| 4 | a lock for your bike? |
| 5 | a frame around a picture? |
| 6 | a door to a bedroom? |
| 7 | a switch for a light? |
| 8 | two beds fixed together one above the other? |

4 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1-3). Zapisz w zeszytcie odpowiednią literę (A-F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

- | | | |
|--------------|---------------|------------|
| A appliances | B bed | C bedrooms |
| D bigger | E dishwashers | F smaller |

AMERICAN HOUSES

Houses in the United States are getting larger. Today's modern house is almost twice as large as it was 40 years ago. Children no longer have to share a bunk (1) _____ with their brother or sister as homes also have more bedrooms than ever. They save more energy than in the past too. Electrical (2) _____ such as refrigerators, ovens, and air conditioning, all use much less energy. At the same time, the number of people living in each house has become (3) _____. In the 1970s, there were 3.01 people living in the average house. Today, there are only 2.54 people.

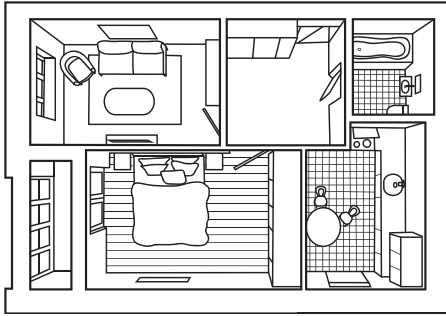


5 In pairs or as a group, discuss the questions.

- Do you share a bedroom with someone else? Is it better to share, or to have a room of your own?
- Would you prefer to live in a big house or a small house? Why?

- 1 Draw a simple plan of your house or flat in your notebook. Describe the rooms on the plan to your partner.

*This is the bedroom. It's next to the kitchen.
It's quite big and has a nice bed in it.*



- 2 In your notebook, put the parts of this letter into the correct order.

a *But that's okay because the flat is lovely. It's large and sunny. There are three bedrooms, a huge living room, a kitchen, a bathroom, and a big balcony.*

b *The only bad thing is that it's further from my school. I now have to take a bus.*

c *Come and visit me soon!
Bye for now!
Joanna*

d *I'm writing to tell you my exciting news – we've moved to a new flat! I love it! I have my own bedroom so no more sharing with my sister!*

e *Hi Susan,*

f *How have you been? I hope you're well!*

- 3 How did you decide on the order of the three main paragraphs in the letter?

- 4 Which of these points did Joanna cover in her letter?

- 1 Opisz przeprowadzkę do nowego mieszkania.
- 2 Poinformuj kolegę/koleżankę o przeprowadzce.
- 3 Opisz swoje nowe mieszkanie.
- 4 Opisz okolicę, w której mieszkasz.
- 5 Wyjaśnij, dlaczego twoja rodzina wybrała to mieszkanie.
- 6 Opisz jedną rzecz, która nie podoba ci się w twoim nowym miejscu zamieszkania.

- 5 Read the writing task. Copy the chart into your notebook and complete the information. Use your imagination.

Podczas remontu twojego domu/mieszkania zatrzymałeś/zatrzymałaś się u dziadków, co ci nie odpowiada. W liście do kolegi z USA:

- wyjaśnij, dlaczego mieszkasz z dziadkami;
- opisz ich dom/mieszkanie;
- napisz, co nie podoba ci się w mieszkaniu twoich dziadków.

List powinien zawierać od 50 do 120 słów.

	Questions to ask and answer	Your notes
1	Why are you staying with your grandparents? Where is their home?	
2	How many rooms are there? What is your bedroom like? Is there a garden or balcony?	
3	What do you not like about staying at your grandparents' house? Why?	

TIP Pamiętaj, aby w liście odnieść się do wszystkich trzech punktów z zadania. Zwykle warto przekazać informacje w tej samej kolejności, w jakiej podane są w poleceniu. Po napisaniu pracy sprawdź, czy informacje zawarte w liście logicznie się ze sobą łączą.

- 6 In your notebook, make a paragraph plan for the writing task in exercise 5.

PHRASE BOX

- Their flat / house is quite / very close to / near ...
- It's modern / tiny / dark / etc.
- It has ... rooms.
- The problem with my bedroom is that ...
- There is ... / There are ...
- The living room / kitchen is ...
- What I don't really like about the flat / room / etc., is ...

- 7 Write the letter in your notebook, using your notes in exercise 5, your plan in exercise 6, and some of the phrases from the Phrase Box.

*Hi Brad,
Thanks for your letter. I've got some news! I'm living with my grandparents at the moment.*

VOCABULARY, pp. 12-13

Types of home / Rodzaje domów

apartment /ə'pɑ:(r)tmənt/ mieszkanie
bungalow /'bʌŋgələʊ/ dom parterowy
caravan /'kærəvæn/ przyczepa kempingowa
charming /'tʃɑ:(r)mɪŋ/ uroczy/urokliwy
cottage /'kɒtɪdʒ/ domek wiejski
dark /dɑ:(r)k/ ciemny
detached house /dɪ'tætʃt haʊs/ dom wolnostojący
expensive /ɪk'spensɪv/ drogi, kosztowny
flat /flæt/ mieszkanie
huge /hju:dʒ/ ogromny
mobile home /'məʊbaɪl həʊm/ dom mobilny (dom na kółkach; stawiany często na działkach czy kempingach)
modern /'mɒdə(r)n/ nowoczesny
terraced house /'terəst haʊs/ dom szeregowy, segment
tiny /'taɪni/ mały, malutki
ugly /'ʌgli/ brzydki

Phrases / Zwroty

in w:

a(n) old / new / big block of flats starym/ nowym/dużym bloku
a nice part of town ładnej dzielnicy miasta
the centre of the town / city centrum miasta
the country (side) na wsi
the mountains / woods górach/lesie
far from / near daleko od/blisko:
a park / a forest parku/lasu
the sea / a river morza/rzeki
the shops / my school sklepów/szkoły

on na:

an island wyspie
the edge of town obrzeżach, skraju miasta
the ground / top / first floor parterze/ najwyższym piętrze/pierwszym piętrze
surrounded by w otoczeniu:

fields / houses / trees pól/domów/drzew

with z:

a big / small / huge garden dużym/małym/ ogromnym ogrodem
a great view wspaniałym widokiem
loads of rooms wieloma pokojami
lots of neighbours wieloma sąsiadami
plenty of space inside / outside dużą ilością miejsca w środku/na zewnątrz

Outside the house / Na zewnątrz domu

barbecue /'bɑ:(r)bɪkjʊ:/ grill
café /'kæfeɪ/ kawiarnia
dustbin /'dʌs(t)ɪn/ pojemnik na śmieci
garage /'gærɑ:ʒ/ garaż
garden /'gɑ:(r)d(ə)n/ ogród
hedge /hedʒ/ żywopłot
lawn /lɔ:n/ trawnik
plant /plɑ:nt/ roślina
playground /'pleɪgraʊnd/ plac zabaw
swimming pool /'swɪmɪŋ pu:l/ basen

Inside the house / Wewnątrz domu

armchair /'ɑ:(r)mtʃeə(r)/ fotel
balcony /'bælkəni/ balkon

basement /'beɪsmənt/ piwnica
basin /'beɪs(ə)n/ umywalka
bath /bɑ:θ/ wanna
bathroom /'bɑ:θru:m/ łazienka
bedroom /'bedru:m/ sypialnia
blanket /'blæŋkɪt/ koc
bookcase /'bʊkkeɪs/ regał na książki
bunk bed /'bʌŋk bed/ łóżko piętrowe
ceiling /'si:lɪŋ/ sufit
cellar /'selə(r)/ piwnica (pomieszczenie do przechowywania)
chair /tʃeə(r)/ krzesło
chest of drawers /tʃest əv 'drɔ:(r)z/ komoda
cloakroom /'kləʊkrʊ:m/ garderoba, szatnia
coffee table /'kɒfi teɪb(ə)l/ stolik kawowy
corridor /'kɒrɪdɔ:(r)/ korytarz
cupboard /'kʌbəd/ szafka kuchenna
curtains /'kɜ:(r)t(ə)nz/ zasłony
cushions /'kʊʃ(ə)nz/ poduszki ozdobne
dining chair /'daɪnɪŋ tʃeə(r)/ krzesło z jadalni
dining room /'daɪnɪŋ ru:m/ jadalnia
dining table /'daɪnɪŋ teɪb(ə)l/ stół w jadalni
entrance hall /'entrəns hɔ:l/ hol wejściowy, przedpokój
fireplace /'faɪə(r)pleɪs/ kominek
ground floor /'graʊnd 'flɔ:(r)/ parter
kitchen /'kɪtʃən/ kuchnia
living room / lounge /'lɪvɪŋ ru:m / 'ləʊndʒ/ salon
mirror /'mɪrə(r)/ lustro
office /'ɒfɪs/ gabinet, biuro
pillow /'pɪləʊ/ poduszka
poster /'pəʊstə(r)/ plakat
shelf /ʃelf/ półka
shower /'ʃaʊə(r)/ prysznic
sideboard /'saɪdbɔ:(r)d/ kredens
sink /sɪŋk/ zlew
sofa /'səʊfə/ sofa, kanapa
spare bedroom /speə(r) 'bedru:m/ dodatkowa sypialnia, pokój dla gości
stool /stu:l/ stołek
toilet /'tɔɪlət/ toaleta
wardrobe /'wɔ:(r)drəʊb/ szafa

Household appliances and electrical items / Urządzenia i sprzęty domowe

alarm clock /ə'lɑ:(r)m klɒk/ budzik
central heating /sentrəl 'hi:tɪŋ/ centralne ogrzewanie
cooker /'kʊkə(r)/ kuchenka
DVD player /di: vi: di: 'pleɪə(r)/ odtwarzacz DVD
freezer /'fri:zə(r)/ zamrażarka
fridge /frɪdʒ/ lodówka
heater /'hi:tə(r)/ grzejnik
hairdryer /'heə(r)draɪə(r)/ suszarka do włosów
iron /'aɪə(r)n/ żelazko
kettle /'ket(ə)l/ czajnik
home cinema /həʊm 'sɪnəmə/ kino domowe
microwave /'maɪkrəweɪv/ kuchenka mikrofalowa
oven /'ʌv(ə)n/ piekarnik
sound system /'saʊnd sɪstəm/ system stereo
washing machine /'wɒʃɪŋ məʃɪ:n/ pralka

Housework and household tasks / Prace domowe

clean the bathroom /kli:n ðə 'bɑ:θru:m/ sprzątać łazienkę
cook a meal /kʊk ə 'mi:l/ przygotowywać posiłek
do the ironing /du: ðə 'aɪə(r)ɪŋ/ prasować
do the washing /du: ðə 'wɒʃɪŋ/ prać, robić pranie
help prepare a meal /help prɪ'peə(r) ə 'mi:l/ pomagać przygotowywać posiłek
load the dishwasher /ləʊd ðə 'dɪʃwɒʃə(r)/ załadować zmywarkę
make your bed /meɪk jɔ:(r) 'bed/ słać łóżko
set the table /set ðə 'teɪb(ə)l/ nakrywać do stołu
take the rubbish out /teɪk ðə 'rʌbɪʃ aʊt/ wynosić śmieci
tidy your room /taɪdɪ jɔ:(r) 'ru:m/ sprzątać pokój
wash the dishes /wɒʃ ðə 'dɪʃɪz/ zmywać naczyńia
water the plants /wɔ:tə(r) ðə 'plɑ:nts/ podlewać rośliny

READING, p. 14

furnish /'fɜ:(r)nɪʃ/ meblować
redecorate /ri:'dekəreɪt/ zmienić wystrój
renovate /'renəveɪt/ odnowić, remontować
rent /rent/ wynajmować
sell /sel/ sprzedać
share a room with /ʃeə(r) ə 'ru:m wɪð/ dzielić pokój

LISTENING, p. 16

comfortable accommodation /kʌmfətəb(ə)l əkɒmə'teɪʃ(ə)n/ wygodne zakwaterowanie
fairy tale /'feəri teɪl/ bajka
furniture shop /'fɜ:(r)nɪtʃə(r) ʃɒp/ sklep meblowy
gas bottle /'gæs bɒt(ə)l/ butla gazowa
huge area /hju:dʒ 'eəriə/ wielki obszar (powierzchnia)
phone signal /'fəʊn sign(ə)l/ sygnał telefonu
sleep in a tent /sli:p ɪn ə 'tent/ spać w namiocie
solar lights /'səʊlə(r) laɪts/ lampy solarne
stay in a hotel /steɪ ɪn ə həʊ'tel/ zatrzymać się w hotelu

USE OF ENGLISH, p. 17

bedroom door /bedru:m 'dɔ:(r)/ drzwi do sypialni
bike lock /'baɪk lɒk/ zapieczętowanie roweru
car keys /'kɑ:(r) ki:z/ klucze do samochodu
light switch /'laɪt swɪtʃ/ włącznik światła
picture frame /'pɪktʃə(r) freɪm/ ramka obrazu
rubbish bin /'rʌbɪʃ bɪn/ kosz na śmieci
toy box /'tɔɪ bɒks/ pudło na zabawki

VOCABULARY

1 Choose the correct answers and write them in your notebook.

- Are you cold? Here's a [] you can wear.
a badge b hoodie c tie
- My dad's got a small [] between his nose and his mouth.
a moustache b beard c ponytail
- Helen is very []. She always tells everyone what to do!
a bossy b lazy c brave
- The kids are running around on the [] in the garden.
a plant b hedge c lawn
- I put some clothing in that [].
a bookcase
b sideboard
c chest of drawers
- They live on a hill with a great [] of the valley.
a sight b view c look
- We're [] house to live in a neighbouring town.
a moving b starting c going
- Dinner will be ready soon, so let's [] the table.
a do b set c make

2 Choose the correct words and write them in your notebook.

- It's a bit cold outside, so I'm wearing a shirt with long **leggings** / **sleeves**.
- His real name's Benjamin but people call him by his **surname** / **nickname** Bendy.
- She put lots of sun cream on her **complexion** / **skin**.
- We're sitting on the **balcony** / **basement** and watching a nice sunset.
- My uncle has a farm on the **centre** / **edge** of town.
- We drove round in a **caravan** / **cottage** this summer for our holiday.
- Brian is very **gentle** / **generous**. He buys everyone lots of presents.
- Do you **make** / **do** your bed before you leave the house?

3 In your notebook, complete the sentences with eight of these words and phrases.

- sweater • blouse • kettle • alarm clock
- fireplace • central heating • holder • shirt
- cooker • wallet • backpack

- I carry my books in a large [].
- A pullover is also called a [] or a jumper.
- He turned off his [] and fell back to sleep.
- I put my money and my cards in my [].
- Pour the boiling water from the [] into the cup.
- Could you put some more wood in the []?
- My house stays warm because we have [].
- Cowboys in films often wear a checked [] and jeans.

GRAMMAR

4 Choose the correct words and write them in your notebook.

- Do you know where **your** / **yours** gloves are?
- That looks like Maria's bag, but I don't think it's **her** / **hers**.
- There **is** / **are** some seats in the back of the class.
- Jean **don't** / **doesn't** have freckles any more.
- This area is the **childrens'** / **children's** playground.
- Do you see** / **Are you seeing** my book in this room?
- How many cats and dogs **Tom has** / **has Tom** got?
- At the moment, the kids **study** / **are studying** for an exam.

5 In your notebook, write sentences using the prompts. Use the present simple or present continuous.

- My parents / names / be / Joyce and David
- Tim / have got / smartphone?
- There be / a gift / you / the table
- Carol / really / like / Daniel / new house
- Tom / not / cook / dinner / his family every night
- What / you / do / right now?
- Baz / want / new clothes / for his birthday
- Mum / often / take / the bus / work but today she / drive / her car

USE OF ENGLISH

- 6 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Zapisz w zeszytcie odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A apartment B earth C ground
D loaded E terraced F unpacked

< New message

Hi John,

I wanted to tell you my news. We've just moved house! We've left our little (1) house in the city and moved into a big bungalow in the country. We're enjoying the new place a lot. My bedroom is on the (2) floor and looks out over a lovely garden. I haven't (3) yet, so my things are all still in boxes around my room. There's a spare bedroom too, so you're welcome to come and stay any time!



- 7 **OPEN TASK** Uzpełnij zdania 1–5. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Zapisz odpowiedzi w zeszytcie.

- My (sister / get) well with my younger brother – they're really close.
- Is this (Mike / bag) or is it yours?
- What (you / listen) to on your music player at the moment?
- Sandy (often / wear) earrings because she's keen on jewellery.
- I'm glad there (be / beach) near here. I love sunbathing!

LANGUAGE FUNCTIONS

- 8 1.07 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz odpowiedzi w zeszytcie.

A	A blue one, I think.
B	Yes, it's just down the road.
C	Mine are the red ones.
D	Nice talking to you.
E	Nothing much, just studying as usual.

Speaker 1 Speaker 2
Speaker 3 Speaker 4

- 9 **OPEN TASK** Uzpełnij luki (1–5) w poniższym dialogu, tak aby był on spójny i logiczny. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. Zapisz odpowiedzi w zeszytcie.

X: Hi, my name is Joshua.

Y: Hi, Joshua. Nice (1) (meet) . I'm Sarah.

X: I'm new in town. My family just moved here.

Y: Very nice. Welcome to our town! How (2) (like) it here?

X: It's great. I love it. It seems very charming. (3) (there) a nice park round town?

Y: Yes, Stanley Park. It's in my neighbourhood.

X: Oh, (4) (where) live?

Y: My house is just a few blocks from here. We can go to the park together sometime, if you like.

X: That would be nice! Well, I'm afraid I (5) (go) home now. Nice talking to you!

WRITING

- 10 Read the instructions and do the writing task.

OPEN TASK Bierzesz udział w wymianie międzynarodowej. Napisz e-mail do koleżanki z Anglii.

- Poinformuj, jak spędzasz czas podczas wymiany.
- Opisz dom rodziny, u której mieszkasz.
- Napisz, jak układają ci się relacje z rodziną, u której gościsz.

E-mail powinien zawierać od 50 do 120 słów.

< New message

Hi Caroline,

How are you? I've got some news. I'm taking part in an international school exchange!