

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
- housewarming 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

Suggested answers:

A feel nervous, start a new job, your first day, wear a dress / suit

B feel nervous, take / pass / fail your driving test

C get engaged / married, bride, groom, reception, wedding, feel nervous, start a family, wear a dress / suit

D go to your school prom, wear a dress / suit

E feel nervous, start a new school, your first day

F house-warming party, move house / in / out, unpack

G leaving present, retire, reception

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

Suggested answers:

A B E Fingers crossed!

A Good luck in your new career!

E You'll make new friends soon.

C I hope you'll both be very happy.

C D G Enjoy yourselves!

B Congratulations on getting your licence!

CLOTHES AND ACCESSORIES



What do you wear at school and when you aren't at school?



▶ VIDEO 01

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
- a party at a friend's house
- a picnic in the country
- your cousin's wedding
- sweatshirt • belt • blazer • 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.

Students' own answers

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.

1 confident 2 bossy 3 lazy 4 punctual 5 patient

FEELINGS AND EMOTIONS

9 Do the quiz in your notebook to find out if you suffer from social anxiety. Compare your answers with a partner. *Students' own answers*

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. 114 for results »

10 In your notebook, write the adjectives from the quiz that describe feelings and emotions under the headings pleasant, unpleasant, and neutral.

Suggested answers: see exercise 9

SKILLS AND INTERESTS

11 01 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).

| | |
|-----|------------------------------|
| 2 a | collecting postcards |
| 2 b | making videos |
| 1 c | drawing |
| 3 d | playing chess |
| 2 e | playing computer games |
| 3 f | playing a musical instrument |
| 1 g | taking photos |
| 1 h | using social networks |
| 3 i | watching films |

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

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

Students' own answers

| | |
|--------------------------|-------------------------------|
| <input type="checkbox"/> | Foreign Language Club |
| <input type="checkbox"/> | Drama 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. Answers: see exercise 3

TIP Przeczytaj w szybkim tempie trzy poniższe teksty i podane zdania. Najpierw dopasuj do tekstów 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 Zapoznaj się z tekstem z ramki TIP. Przeczytaj trzy opisy różnych zajęć (A–C). Do każdego zdania (1–4) dopasuj właściwy opis. Jeden opis pasuje do dwóch zdań. Odpowiedzi zapisz w zeszytcie.

A



Beginners Filmmaking Club

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

We offer 10 weekly workshops to help young film-makers. 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!

B




Foreign Language Club

Practise your SPANISH, FRENCH, GREEK ... and even CHINESE in 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 *Volunteering in the Community*

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. | B |
| 2 | This activity is for someone who wants to help other people. | C |
| 3 | This activity sometimes involves parties and celebrations. | B |
| 4 | This activity can only be done by a small number of people. | A |

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



Possible answers: at a party, at school, on holiday, at a summer camp, at an after-school club meeting, etc.

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 Introducing yourself and other people

- Hi, I'm ... / Hello, my name is ...
- Pleased / Nice to meet you.
- I'd like you to meet my friend, Nick.

2 Starting a conversation

- How have you been?
- What have you been up to lately?

3 Asking for clarification

- What do / did you mean by ...?
- I'm afraid I don't understand.
- Could you repeat that?
- Could you say that again?
- Sorry?

4 Ending a conversation

- It was nice talking to you.
- I'm afraid I have to go now.
- Take care.
- Bye for now.

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

Sarah: Hi, (1) I'm / my name is Sarah. I don't think we've met before.

Patryk: No, we haven't. My (2) name is Patryk. And (3) this is my brother, Otto.

Sarah: Hi, Otto. (4) Nice to / Pleased to meet you.

Otto: Hello, Sarah.

Sarah: Are you enjoying the party?

Patryk: Yes, it's great fun.

Sarah: I'm afraid I have (5) to go now.

Otto: OK, Sarah. (6) Take 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?

Possible answers:

- A Someone asking for help. / Could you help me with this?
- B Someone saying goodbye. / See you soon!
- C Someone saying something that's not clear or needs repeating. / My phone number's 6757373743.
- D Someone asking how someone is. / How are things?
- E Someone introducing himself/herself. / Hi! I'm Julie.

5 **02** **U** **Słyszysz 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. Odpowiedź zapisz 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 **E** Speaker 2 **D**
Speaker 3 **A** Speaker 4 **B**

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

Possible answers:

TEEN TALK

How's it going?

Jak tam? / Jak się masz? / Jak leci?

Not bad. / Pretty good. / I've been better.

Nieźle. / W porządku. / Bywało lepiej.

What's up? Co (u ciebie) słychać?

Nothing much. / Just the usual. / Not a lot.

Nic ciekawego. / Wszystko po staremu.

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

Elizabeth: Hi, Konrad.

6 a Elizabeth: Oh, sorry. The flu. A kind of very bad cold.

1 b Konrad: Oh, hello, Lizzie. How's it going?

4 c Elizabeth: I've had the flu.

7 d Konrad: Oh, I see. Poor you. Are you feeling better now?

3 e Konrad: Oh, dear. What's the matter?

2 f Elizabeth: Well, I've been better.

8 g Elizabeth: Yes, I'm slowly getting better, thanks.

5 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.

Present simple: be

- Czasownika *be* używamy z rzeczownikami i przymiotnikami, np.
My mother is a police officer.
The students are very friendly.
- Czasownik *be* odmienia się przez osoby.

Zdania twierdzące

| | |
|-----------------|-----------------------|
| I | am ('m) a student. |
| He / She / It | is ('s) 14 years old. |
| We / You / They | are ('re) friends. |

Zdania przeczące

| | |
|-----------------|-------------------------------|
| I | am not ('m not) from England. |
| He / She / It | is not (isn't) English. |
| We / You / They | are not (aren't) tall. |

| Pytania | Odpowiedzi | |
|--------------------------------------|---------------|----------------|
| Are you | at home? | Yes, I am. |
| Is he | a teacher? | No, he isn't. |
| Are they | your friends? | Yes, they are. |
| Where are they from? How old is she? | | |

- 1 In your notebook, write sentences about the famous people or things below.

Katy Perry singer / American

Katy Perry is a singer.
She's an American singer.

- Stephen King writer / American
Stephen King is a writer. He's an American writer.
- Cate Blanchett actress / Australian
Cate Blanchett is an actress. She's an Australian actress.
- Martyna Wojciechowska traveller / Polish
Martyna Wojciechowska is a traveller. She's a Polish traveller.
- Pizza and lasagne dishes / Italian
Pizza and lasagne are dishes. They're Italian dishes.
- Toyota car / Japanese
Toyota is a car. It's a Japanese car.
- Dell and Apple companies / American
Dell and Apple are companies. They're American companies.

- 2 In your notebook, write sentences from the prompts.

are / happy / you / ? *Are you happy?*

- students / are / they / Italian / .
They are Italian students.
- Messi / an / Argentinian / is / football player / ?
Is Messi an Argentinian football player?
- interested / you / are / rock music / in / ?
Are you interested in rock music?
- my / handsome / is / boyfriend / very / .
My boyfriend is very handsome.
- Jim / of / fan / is / a / football / American / not / .
Jim is not a fan of American football.
- dogs / animals / are / clever / .
Dogs are clever animals.
- ready / we / to / are / competition / start / the / ?
Are we ready to start the competition?
- the / they / United States / from / are / not / .
They are not from the United States.

Have got

- Czasownika *have got* (mieć) używamy, aby mówić o posiadanych rzeczach, krewnych, cechach lub chorobach, np.
She's got a pet snake.
I've got two brothers and a sister.
My cousin has got very long hair.



▶ VIDEO 02

Zdania twierdzące

| | |
|---------------------|------------------------------|
| I / We / You / They | have got ('ve got) a cat. |
| He / She / It | has got ('s got) short hair. |

Zdania przeczące

| | |
|---------------------|------------------------|
| I / We / You / They | haven't got a dog. |
| He / She / It | hasn't got short hair. |

| Pytania | Odpowiedzi | |
|----------------------------------|-----------------|---------------------------------|
| Have you got | a brother? | Yes, I have. / No, I haven't. |
| Has she got | a new computer? | Yes, she has. / No, she hasn't. |
| How many notebooks have you got? | | |

- 3 In your notebook, complete sentences 1–5 with the correct affirmative (✓) or negative (x) form of *have got*.

- I *'ve got / have got* two brothers (✓), but I *haven't got* (x) a sister.
- Have* you *got* many friends?
No, I *haven't* (x).
- The person in the photo is quite old, I think.
He *hasn't got* (x) much hair and *has* (✓) a grey beard.
- My sisters *haven't got* (x) long blond hair.
They both *have got* (✓) short dark hair.
- Has* she *got* a new jacket?
Yes, she *has* (✓).

Be and have got

- 4 In your notebook, translate the Polish parts of sentences 1–5 into English. Use no more than four words.

- Tell me about your family. (*Czy masz*)
Have you got any brothers or sisters?
- My aunt (*nie jest niska*) *isn't short / is not short*.
She's almost 1.80 metres tall.
- The woman in the photo is very attractive.
She (*ma piękne włosy*) *'s got / has got beautiful hair*.
- Is this your friend from Berlin? (*Ile on ma lat*)
How old is he?
- I know Tom a little but we (*nie jesteśmy dobrymi przyjaciółmi*) *aren't / are not close friends*.

There is / There are

- Konstrukcji *there is / there are* użyj, aby powiedzieć, że ktoś lub coś znajduje się w danym miejscu.

| Zdania twierdzące | |
|--|--------------------------------------|
| Liczba pojedyncza | Liczba mnoga |
| There is a sofa in my room. | There are three apples on the table. |
| Zdania przeczące | |
| There isn't a garden. | There aren't any windows. |
| Pytania | |
| Odpowiedzi | |
| Is there a garage? | Yes, there is. / No, there isn't. |
| Are there any students in the classroom? | Yes, there are. / No, there aren't. |
| How many rooms are there in the house? | |

- 5 In your notebook, write affirmative (✓) and negative sentences (x) or questions. Use *there is / there are*.

- 1 How many chairs *are there* in the dining room?
- 2 *There isn't* (x) a garage next to the house.
- 3 *There are* (✓) some freckles on my sister's cheeks.
- 4 In my class *there's / there is* (✓) a boy who speaks three foreign languages.
- 5 *There aren't* (x) any blankets on the bed.
- 6 How many CDs *are there* in his collection?
- 7 *Are there* many mistakes in your essay?
- 8 *There's / There is* (✓) a hole in Barbara's jeans. She can't wear them.

- 6 Work in pairs. What's in your partner's suitcase? Take turns to ask and answer. Use *there is* and *there are*.

Student A: go to page 110.

Student B: go to page 114.

A: *Are there any towels in your suitcase?*

B: *Yes, there are.*

A: *How many towels are there in your suitcase?*

B: *There are three towels in my suitcase.*

Pronouns

| Zaimki osobowe w formie podmiotu | Zaimki osobowe w formie dopełnienia | Przymiotniki dzierżawcze | Zaimki dzierżawcze |
|----------------------------------|-------------------------------------|--------------------------|--------------------|
| I | me | my | mine |
| you | you | your | yours |
| he | him | his | his |
| she | her | her | hers |
| it | it | its | its |
| we | us | our | ours |
| you | you | your | yours |
| they | them | their | theirs |

- Zaimków osobowych podmiotu użyj, aby powiedzieć, kto lub co jest tematem wypowiedzi, np.
She is my best friend.
- Zaimków osobowych dopełnienia użyj, aby powiedzieć, dla kogo, z kim itp. wykonana jest dana czynność, np.
I often help my parents. I often help them.
- Przymiotników i zaimków dzierżawczych użyj, aby powiedzieć, do kogo należy dany przedmiot. Przymiotniki dzierżawcze wstaw przed rzeczownikiem; zaimków dzierżawczych używaj samodzielnie, bez rzeczownika, np.
This is my book. This book is mine.
That's their car. That car is theirs.

- 7 Choose the correct answers and write them in your notebook.

- 1 This car is our / ours
- 2 I can give you / your a glass of juice.
- 3 These puppies are so cute. Just look at them / theirs.
- 4 This is John, our new student. Show him / his the way to our / ours classroom.
- 5 Can you see this new laptop? It is mine / my.
- 6 What does she / her usually do after school?
- 7 Please help we / us do our homework.
- 8 I know their / theirs holiday plans.
- 9 Look at my / me now!
- 10 Don't ask Mary and Tom. Their / They don't know the answer.

- 8 In your notebook, replace the underlined phrases with the correct pronouns.

- 1 I can't find my glasses. *them*
- 2 I want to talk to Peter. *him*
- 3 They often visit me and my brother. *us*
- 4 He sometimes stays with his sister in Cracow. *her*
- 5 I don't need this old chair. *it*

Possessive 's (Saxon genitive)

- Konstrukcji **rzeczownik** (osoba lub inna istota żywa) + **'s** używamy, aby wyrazić przynależność, posiadanie, np.
This is Lucy's bike.
- Tworząc dopełniacz rzeczownika w liczbie mnogiej, dodajemy tylko znak apostrofu po końcówce **-s**, np.
I went to my cousins' house.

- 9 In your notebook, write phrases to show that something belongs to somebody.

Lucy + her diary *Lucy's diary*

- | | |
|--|--|
| 1 women + their children <i>women's children</i> | 6 Mary + her brother <i>Mary's brother</i> |
| 2 Jim + his room <i>Jim's room</i> | 7 Johnny + his garden <i>Johnny's garden</i> |
| 3 Kate + her friends <i>Kate's friends</i> | 8 Maggie + her mice <i>Maggie's mice</i> |
| 4 Peter + his watches <i>Peter's watches</i> | 9 Mike + his parents <i>Mike's parents</i> |
| 5 the girls + their families <i>the girls' families</i> | 10 children + their toys <i>children's toys</i> |

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

- origami* the Japanese art of folding paper to make animals, flowers, etc.
- manga* Japanese style of comics or cartoons
- sushi* kind of traditional Japanese food made with rice, seafood, or vegetables
- FUTON* thin Japanese mattress
- haiku* short poem written in a traditional Japanese style
- tsunami* Japanese word now used in many languages to describe a giant wave caused by an undersea earthquake

2 03 **OPEN TASK** Usłyszysz dwukrotnie ogłoszenie dotyczące kółka kulturowego. Uzupełnij luki 1–4 w poniższym ogłoszeniu zgodnie z treścią nagrania. Odpowiedzi zapisz 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.).

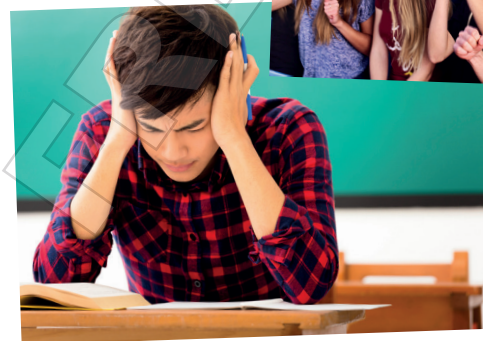
CULTURE CLUB

When do we meet? Saturday afternoons, 4 pm until (1) *6/six (pm)*.
 Where do we meet? School library.
 What do we study? History, (2) *traditions*, geography, the cultures of different countries.
 This week's country: Japan!
 Activities: Drawing (3) *(manga) cartoons*, making birds and animals out of (4) *paper*.

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

- 1 I went to school wearing my bedroom slippers! I felt so embarrassed / frightened!
- 2 Magda had completed her exams and was enjoying the first day of her holidays. She felt relaxed / jealous.
- 3 I came first in the music competition. My parents are very nervous / proud.
- 4 David had prepared for the interview and knew what questions to expect. He felt confident / embarrassed.
- 5 There was a lot of traffic on the road when Aneta did her driving test. She felt proud / frightened.
- 6 My brother is giving a speech tomorrow. He feels relaxed / nervous.
- 7 Filip is going to see his favourite band in concert this weekend. He's really excited / confident.
- 8 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 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. Odpowiedzi zapisz 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 E Speaker 2 A
 Speaker 3 B Speaker 4 C

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 hair2 two brothers: the boy's bedroom /
the boys' bedroom3 some children: the childrens' books /
the children's books4 That's my bike. / That's mine bike.5 That phone is her. / That phone is hers.

See Grammar pp. 8-9 »

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. Odpowiedzi zapisz w zeszycie.


- (Ile lat ma) How old is your sister? Isn't she twelve?
- I'm sorry, but I (nie mam) haven't got / have not got any time to help you.
- Excuse me, (czy jest) is there a sports centre near here?
- Are those (bluzy dzieci) the children's sweatshirts hanging on the washing line?
- This house (jest nasz) is ours and that one over there is our grandparents'.

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

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

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

6  OPEN TASK Uzupełnij 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. Odpowiedzi zapisz w zeszycie.

- My friends and I like spending Saturday afternoons in a local café. **OUT**
My friends and I enjoy hanging out on Saturday afternoons in a local café.
- These photos belong to the students. **ARE**
These are the students' photos.
- Oh, no! I haven't made enough food for all the guests! **THERE**
Oh, no! There isn't enough food for all the guests!
- Do you have a good relationship with your parents? **ON**
Do you get on (well) with your parents?
- Danny and I stopped being friends when he lied to me. **OUT**
Danny and I fell out when he lied to me.
- Those are our books and we need them - please don't take them. **THEY**
Please don't take those books - they're ours / they are ours and we need them.
- How long was Irena your girlfriend? **GO**
How long did you and Irena go out?

- 1 Look at the advertisement and answer the questions.



HAVE YOU GOT 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?
(suggested answer) people aged 11 to 15 who can sing, dance, or play a musical instrument
- 2 What do you have to do to apply?
(suggested answer) make / send a short video where you describe yourself and your talent
- 3 Would you like to apply? Why (not)?
Students' own answers

- 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

- 4 a explaining what you're doing and how you feel about it
- 6 b saying goodbye
- 1 c greeting
- 5 d describing how other people feel
- 2 e introductory remarks and questions
- 3 f describing what you did, and what happened after that




- 3 In your notebook, complete the instructions for the writing task in exercise 2. *Suggested answers:*

- ✉ Zamierzasz wziąć udział w nowym programie typu talent show. Napisz e-mail do kolegi z Cambridge.
- Wyjaśnij, jak zgłosiłeś się/zgłosiłaś się do programu.
 - Opisz, w jaki sposób przygotowujesz się do występu.
 - Napisz, jak na twoją decyzję zareagowali twoi rodzice.

- 4 Read the writing task. Copy the chart into your notebook and complete the information. *Students' own answers*

- ✉ 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 |
|---|---|---|
| 1 | What's your friend's name? 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. *Students' own answers*

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. *Students' own answers*

< ✉ 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 ʃu:l 'sku:l prɒm/ iść na bal maturalny
groom /gru:m/ pan młody
housewarming party /haʊswɔ:(r)mɪŋ 'pɑ:(r)ti/ parapełówka
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/szkolę
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/garniturę
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/ kolorowa chusta
belt /belt/ pasek
blazer /'bleɪzə(r)/ marynarka
blouse /blaʊz/ bluzka
coat /kəʊt/ płaszcz
dress /dres/ sukienka
earrings /'iəriŋz/ kolczyki
glasses /'glɑ:sɪz/ okulary
handbag /'hænd(b)æɡ/ torebka
hat /hæt/ kapelusz
hoodie /'hʊdi/ bluza z kapturem
(leather) jacket /leðə(r) 'dʒækɪt/ kurtka (skórzana)
jumper / pullover / sweater /'dʒʌmpə(r) / 'pʊləʊvə(r) / 'swetə(r)/ sweter
ponytail holder /'pɒnɪteɪl 'həʊldə(r)/ gumka do włosów
shorts /ʃɔ:(r)ts/ 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 name / 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 / prɪ'fɜ:(r)d neɪm/ pseudonim, imię używane
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 /'nekles/ 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/ piegry
fringe /frɪndʒ/ grzywka
ginger /'dʒɪŋdʒə(r)/ rudy
good-looking /gʊd 'lʊkɪŋ/ atrakcyjny, przystojny
handsome /'hænds(ə)m/ przystojny
height /haɪt/ wzrost
moustache /mə'sta:ʃ/ wąsy
ponytail /'pɒnɪteɪl/ 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 /'tʃiə(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/ zmartwiony
curious /'kjʊəriəs/ ciekawski
delighted /dɪ'laɪtɪd/ zachwycony
disappointed /dɪsə'pɔɪntɪd/ rozczarowany
glad /glæd/ zadowolony
guilty /'gɪlti/ winny
nervous /'nɜ:(r)vəs/ nerwowy
satisfied /'sætɪsfaid/ zadowolony, usatysfakcjonowany
social anxiety /səʊʃ(ə)l æŋ'zaiəti/ fobia społeczna
tired /'taɪə(r)d/ zmęczony
uncomfortable /ʌn'kʌmfətəb(ə)l/ nieswój
Skills and interests / Umiejętności i zainteresowania
collect postcards /kə'lekt 'pɒs(t)kɑ:(r)dz/ zbierać pocztówki
draw /drou/ 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 'ɪnstɹəmənt/ 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'tiə(r)/ ochotnik
workshop /'wɜ:(r)kʃɒp/ warsztaty

LISTENING, p. 10

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. 11

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 (z kimś), 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

- 1 Complete the questionnaire in your notebook. Then work with a partner. Compare your questionnaires and answer the questions below. *Students' own answers*

| Do you / your friends ...? | You | Your friends |
|--------------------------------------|--------------------------|--------------------------|
| play a musical instrument | <input type="checkbox"/> | <input type="checkbox"/> |
| sing in a band | <input type="checkbox"/> | <input type="checkbox"/> |
| take part in a drama club | <input type="checkbox"/> | <input type="checkbox"/> |
| make your own videos / films / music | <input type="checkbox"/> | <input type="checkbox"/> |
| run a blog / vlog | <input type="checkbox"/> | <input type="checkbox"/> |
| write stories / poems / fan fiction | <input type="checkbox"/> | <input type="checkbox"/> |
| draw / paint | <input type="checkbox"/> | <input type="checkbox"/> |
| take photos | <input type="checkbox"/> | <input type="checkbox"/> |

- Are you talented at any of the activities?
- Do you know someone who is?
- Which of the activities would you like to start doing?

- 2 **OPEN TASK** Uzupełnij luki w poniższych minidialogach (1–5) tak, aby otrzymać logiczne i spójne wypowiedzi. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Odpowiedzi zapisz w zeszycie.

- 1 X: *Is there / Are you in* a drama club in your school?
Y: Yes, we have meetings every Friday.
- 2 X: I've seen your music video on our school website. Is the song *yours*?
Y: No, it's not mine, it's a cover version. Did you like it?
X: I loved it! You can sing really well.
- 3 X: *Congratulations on* winning the Best Teen Blog contest!
Y: Thanks. I'm so happy – it was really difficult.
- 4 X: Do you know anyone who can take good photos?
Y: *I've got / I have got / I have* a friend who is a photographer. She's really creative.
- 5 X: You look nervous. What's up?
Y: I'm going to take part in a school talent show this afternoon.
X: *Good luck / Fingers crossed!* I'm sure you'll be great.



- 3 Work in pairs or groups. Discuss if the following character traits are important to be good at the activities in exercise 1.

- brave • confident • creative • hard-working
- patient • reliable • serious

” You need to be really confident to take part in a drama club.

- 4 **OPEN TASK** Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z jego treścią. Odpowiedzi zapisz w zeszycie.

2019, July 31st

A STAR IS BORN

Meet Marcin Patrzalek, aged 18, who is already famous for his musical talent. He is Polish, he comes from Kielce and he plays the guitar really well – he can probably make a cover of any song or classical piece. When he was only 14, he won the Polish music talent show *Must Be the Music*. The American audience can now admire his talent and skills in *America's Got Talent*. When he appeared on the show, he mixed Beethoven's music with *Toxicity* by System of a Down. Both the audience and the judges loved him: in Julianne Hough's opinion, he can win the show, and Simon Cowell, probably the most critical judge on any talent show, thinks Marcin has got 'an amazing talent.' Can Marcin win *America's Got Talent*? What do you think?



- 1 Marcin was born in *Kielce*.
- 2 He is already a winner of a Polish *(music) talent show*.
- 3 One of the judges on *America's Got Talent* thinks that Marcin's talent *is amazing*.

- 5 In pairs or groups, discuss the questions.

- Are talent shows popular in your country?
- Do you know any other teenagers who appeared on talent shows?
- Do you think talent shows promote real talents?

- 6 In groups of four think up an idea for a talent show for teenagers in your area, and record a video clip / prepare a poster inviting people to take part in it. Include the following information:

- the name of the show
- what the participants need to do
- who the judges are

VOCABULARY

1 In your notebook, complete sentences 1–10 with the words in the box.

- curly • delighted • engaged • fingers • freckles
- guilty • reliable • sweatshirt • tracksuit
- wristbands


- 1 Chris is the most *reliable* person I know – you can really trust him.
- 2 My cousin Marion and her boyfriend Harry got *engaged* last week – they're getting married next summer.
- 3 I've just passed my driving test – I'm so *delighted!*
- 4 My sister has got short straight hair, while my hair is long and *curly*.
- 5 My favourite piece of clothing is my long-sleeved *sweatshirt* – it's warm and comfortable.
- 6 Some people, apart from a watch, like to wear colourful *wristbands* with special messages or slogans.
- 7 I always get *freckles* on my face in the summer when I spend a lot of time in the sun.
- 8 When I go jogging, I usually wear a *tracksuit*, I don't really like Lycra leggings.
- 9 Good luck in your exam! I keep my *fingers* crossed for you.
- 10 I feel so *guilty* about not helping you with the housewarming party.

GRAMMAR

2 In your notebook, write sentences from the prompts.

- 1 This / be / my sister / phone / .
This is my sister's phone.
- 2 You / have got / new earrings / ?
Have you got new earrings?
- 3 We / always / be / nervous / before / exams / .
We are always nervous before exams.
- 4 How / old / your cousins / be / ?
How old are your cousins?
- 5 There / be / no / drama club / at my school / .
There is no drama club at my school.
- 6 This garden / be / the children / favourite / place / to play / .
This garden is the children's favourite place to play.
- 7 There / be / any shops / near / your home / ?
Are there any shops near your home?
- 8 He / have got / not / dark / hair / .
He hasn't got dark hair.
- 9 Where / you / be / from / ?
Where are you from?
- 10 How many / brothers and sisters / she / have got / ?
How many brothers and sisters has she got?


USE OF ENGLISH

3  Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki (1–4). Odpowiedzi zapisz w zeszycie.


My blog

28th December

I play the guitar and I'm quite good at it. I have been at a music school for six years now. But I (1) anxious and nervous when I have to play in public. When I play alone or with a small group, and everyone can see me, my hands get wet and I really can't concentrate. I (2) a problem with playing in the school band. It's easier because (3) many other people on stage. I know that a lot of people are afraid of playing and singing in public, so it's not only (4) problem. Have you got any advice on how to be more confident?



- 1 A always am B am always C always be
- 2 A haven't B don't have to C haven't got
- 3 A there are B there is C are there
- 4 A my B mine C me

4  OPEN TASK Uzupełnij każdą lukę (1–5) jednym wyrazem tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie.



This photograph was taken in a street. In the foreground of the picture, (1) *there* are two girls walking along the street: one is a teenager and the other is about 6 or 7 years old. They look (2) *like* sisters. They are both wearing a white (3) *blouse* and a black skirt, and the older girl is also wearing a (4) *tie*. It may be the younger girl's first day of school. They both (5) *look/seem* cheerful and happy, and the older girl is smiling widely.



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?
Most likely to be a holiday home: mobile home / caravan

- 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** 05 Listen to the conversation. Write *true* or *false* in your notebook.

- The girl has a garden with grass, trees and hedges. *true*
- There's a swimming pool in the girl's garden. *false*
- The girl's family sometimes has a barbecue in the garden. *true*
- The boy keeps his skateboard in his bedroom. *false*
- There's a playground and a café in the park. *true*

- 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

Suggested answers:

| rooms | things |
|----------------------|---|
| bathroom | <i>basin, bath, shower, toilet</i> |
| bedroom | <i>bookcase, bunk bed, chair, chest of drawers, cupboard, wardrobe</i> |
| dining room | <i>cupboard, dining chair, dining table, sideboard</i> |
| kitchen | <i>cupboard, chair, sink, stool</i> |
| living room / lounge | <i>armchair, bookcase, chair, coffee table, cupboard, sideboard, sofa</i> |

HOUSEHOLD APPLIANCES AND ELECTRICAL ITEMS

- 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) *curtains*, there's a green (2) *chest of drawers* where I keep some of my clothes. There's a (3) *mirror* on the wall just above it. I put my other clothes in the (4) *wardrobe*, which is on the other side of the (5) *fireplace*. I've got a couple of nice (6) *posters* on the wall. Below the one of the cat, there's a (7) *shelf* where I've got lots of different things. Above my bed, there's a silver lampshade hanging from the (8) *ceiling*. My bed's got things hanging over it. On the bed, there's a green (9) *blanket* on top, a couple of colourful (10) *cushions*, and a white (11) *pillow* for my head. In the picture, you can also see my comfy red (12) *armchair*, 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.

- 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. *central heating, heater*
- Three appliances you can cook food with. *cooker, microwave, oven*
- Two things that help keep your clothes nice. *iron, washing machine*
- Two things that help keep food safe to eat. *freezer, fridge*
- Three things you use for home entertainment. *DVD player, media centre, sound system*
- An appliance you use after washing your hair. *hairdryer*
- Something that you use to make a cup of tea. *kettle*
- Something that wakes you up in the morning. *alarm clock*

- 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. *Students' own answers*

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? _____

do the gardening? _____

take the rubbish out? _____

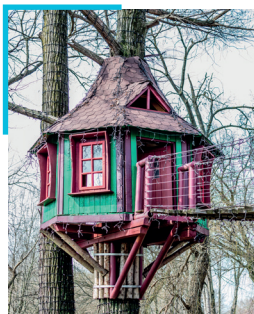


Who in your house does which chores?



▶ VIDEO 03

- 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 **sold** his house at the seaside very cheaply. The couple who **bought** it paid only £150,000. They are planning to **renovate** it and **rent** the rooms to tourists in summer.
- I'd like to **redecorate** my room. I'm thinking of hanging some of my own paintings on the walls.
- My parents spent a lot of money on **furnishing** 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 **share** a room with her anymore.

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

- Who is the email to? **to Tomek**
- Why has Jack written the email?
To tell Tomek about his new house.
- What does Jack say about living on a boat?
Jack says that it is an incredible way to live. The family enjoys living far from city traffic and noise.
- How many rooms are there on the houseboat?
seven rooms: four bedrooms, two bathrooms, and a living room with a kitchen
- Does Jack's family live in one place?
No, they move from one place to another.
- Where does Jack go to school?
Jack doesn't go to school. He studies at home instead.

- 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. Odpowiedzi zapisz 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. Wyobraż sobie, że jego rodzice kupili łódź mieszkalną i od (1) **lipca** na niej mieszkają. Jest całkiem duża – znajdują się na niej (2) **cztery** sypialnie, dwie łazienki i kuchnia. Rodzinie Jacka odpowiada mieszkanie blisko natury. Jack ma swój pokój – nawet pomógł swojemu tacie pomalować go na (3) **biało**. Rodzina Jacka przemieszcza się z jednej dzielnicy miasta do drugiej. Nie mogą jednak przebywać w jednym miejscu dłużej niż (4) **dwa tygodnie/czternaście dni**. Z tego powodu Jack uczy się w domu z rodzicami i nie musi chodzić do szkoły. Dzięki temu ma sporo czasu na (5) **czytanie**. 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.

Students' own answers



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

- 2 In your notebook, complete the phrases in the the Phrase Box with the words below.

Answers: see exercise 3

• 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) **there** a park near here? *f*
- (2) **How** do you get to the cinema from here? *a*
- (3) **What** colour is your duvet? *c*
- (4) **Why** did you choose that poster? *e*
- (5) **Which** room is yours? *b*
- (6) **How many** books have you got? *d*

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). Odpowiedzi zapisz w zeszycie.

- 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 minialogach (1–4) tak, aby otrzymać logiczne i spójne wypowiedzi. Odpowiedzi zapisz w zeszycie. *Suggested answers:*

- 1 X: What colour are 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 can't see/find / don't see them there.

- 3 X: Is there a shopping centre near here?

Y: Yes, there's one.

X: How do I get / can I get there?

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

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

Y: No, I share 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?

Possible answers:

TEEN TALK

How's your new flat?

Jak tam twoje nowe mieszkanie?

It's awesome. / I love it. / It's really cool.
Jest super! / Jest wspaniałe! / Jest ekstra.

Are your parents out at the moment?

Twoi rodzice są teraz poza domem?

Yes, come over!

Tak, wpadaj! / Tak, wbijaj!

- 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.

Present simple

Czasu *present simple* używaj, aby opisać:

- czynności wykonywane regularnie:
every day, often, once a week, np.
I get up at 7 am every morning.
We often meet after school.
- stany stałe i upodobania, np.
They live in London. I don't like wearing shorts.



▶ VIDEO 04

Zdania twierdzące

| | |
|---------------------|-------------------|
| I / We / You / They | live in Poland. |
| He / She / It | lives in Germany. |

Zdania przeczące

| | |
|---------------------|-------------------------|
| I / We / You / They | don't live in England. |
| He / She / It | doesn't live in France. |

Pytania ogólne

| Pytania ogólne | Odpowiedzi |
|-------------------------|--------------------------------------|
| Do they live in Poland? | Yes, they do. / No, they don't. |
| Does she wear glasses? | Yes, she does. / No, she doesn't. |

Where **does** your aunt live?
Where **do** you usually go on holiday?

- 1 In your notebook, complete the sentences about the pictures. *Suggested answers:*

- 1 The students never **wear** jeans at school.



- 2 The woman always **reads** in bed.

- 3 The children usually **go to school** by bus.



- 4 Mike hardly ever **eats apples**.
He doesn't like them.

- 2 In your notebook, complete the questions and short answers. Use the present simple.

- (you / wear) **Do you wear** sunglasses in summer?
Yes, **I do**.
- (she / like) **Does she like** going to discos?
No, **she doesn't / does not**.
- (they / meet) **Do they meet** at the club every afternoon?
Yes, **they do**.

- (your best friend / go) **Does your best friend go** to your school? Yes, **he/she does**.
- (you / water) **Do you water** the grass in your garden? No, **I don't / do not**.
- (he / invite) **Does he invite** his schoolmates to his house?
No, **he doesn't / does not**.
- (Greg / make) **Does Greg make** his bed in the morning? Yes, **he does**.

- 3 In your notebook, translate the Polish parts of sentences 1–7 into English. Use no more than four words.

- My sister doesn't go out on weekdays because (*ona często uczy się*) **she often studies** for her tests.
- My sister's got some smart dresses, but she (*nie nosi ich*) **doesn't / does not wear them** very often.
- My parents (*nie dają*) **don't / do not give** me enough pocket money.
- Your friends are interested in computer games. What games (*oni zwykle grają*) **do they usually play**?
- My brother loves football matches. He (*ogląda je dwa razy w*) **watches them twice a** week.
- My dad (*nigdy nie prasuje*) **never irons** his shirts. I (*zawsze robię*) **always do** it for him.
- Mark's room is messy because he (*nie sprząta*) **doesn't / does not clean** it regularly.

Present continuous

- Czasu *present continuous* użyj, aby opisać czynności wykonywane w chwili mówienia; wtedy w zdaniach możesz zastosować określenia: *now, at the moment*; np. **I am revising for a geography test now**.
- Użyj również tego czasu, aby opisać czynności wykonywane tymczasowo; zastosuj wtedy określenia: *today, this week, this month*; np. **She is having her exams this week**.
- W zdaniach w czasie *present continuous* użyj czasownika *be* w odpowiedniej formie oraz czasownika głównego z końcówką *-ing*.

Zdania twierdzące

| | | |
|-----------------|---------------------|----------------|
| I | am ('m) studying | history now. |
| He / She / It | is ('s) sitting | in the garden. |
| We / You / They | are ('re) listening | to music. |

Zdania przeczące

| | | |
|-----------------|--------------------------|------------------|
| I | am not ('m not) taking | notes now. |
| He / She / It | is not (isn't) listening | to me. |
| We / You / They | are not (aren't) doing | my homework now. |

| Pytania | Odpowiedzi |
|--|---------------------------------|
| Are you writing an essay now? | Yes, I am. / No, I'm not. |
| Is she studying for a test at the moment? | Yes, she is. / No she isn't. |
| Where are you going ? | |
| What is he revising for this week? | |

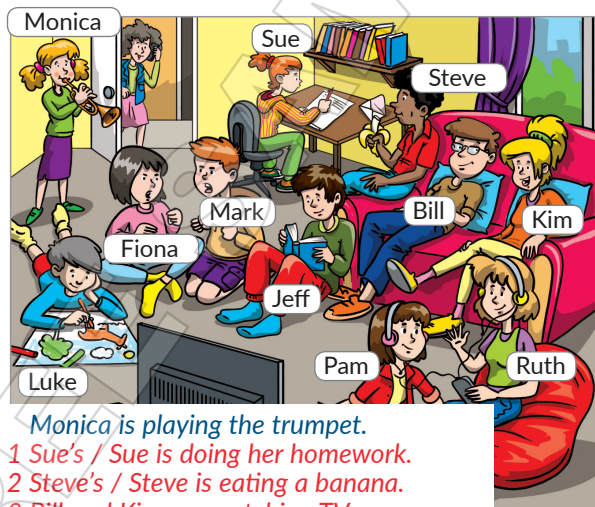
4 In your notebook, write sentences from the prompts.

is / right now / playing / the / Jill / piano.
Jill is playing the piano right now.

- making / awful / the / are / birds / an / noise / .
The birds are making an awful noise.
- anything / is / the / cooking / in / kitchen / not / grandma / my / .
My grandma's / grandma is not cooking anything in the kitchen.
- about / are / talking / you / what / ?
What are you talking about?
- and / now / are / her / going / Jill / mother / shopping / .
Jill and her mother are now going shopping.
- dad / project / my / working / a / big / on / right now / is / .
My dad's / dad is working on a big project right now.
- helping / with / is / he / friend / English / his / now / .
He's / He is helping his friend with English now.
- the / wearing / not / are / school / students / uniforms / today / .
The students aren't / are not wearing school uniforms today.
- not / why / learning / is / now / Luke / ?
Why isn't / is not Luke learning now?

5 What are they doing? In your notebook, write present continuous sentences about the people in the picture. Use the phrases from the box or your own ideas.

- play / trumpet • have / argument
- do / homework • read / book • eat / banana
- watch / TV • listen / music • draw / picture



Monica is playing the trumpet.

- Sue's / Sue is doing her homework.
- Steve's / Steve is eating a banana.
- Bill and Kim are watching TV.
- Mark and Fiona are having an argument.
- Jeff's / Jeff is reading.
- Luke's / Luke is drawing.
- Pam and Ruth are listening to music.

6 In your notebook, complete sentences 1–6 with the present continuous form of the verbs in brackets.

- Grandpa is in the garden right now. He (**plant**) *'s/is planting* new trees.
- Don't disturb mum! She (**do**) *'s/is doing* the laundry now.
- I (**prepare**) *'m/am preparing* for my biology test tomorrow.
- She (**not use**) *isn't / is not using* her coursebook at the moment.
- They (**look**) *'re/are looking* for some information on the Internet now.
- My computer (**not work**) *isn't / is not working* well at the moment.
- Mum, why (**you / dust**) *are you dusting* the furniture? I can do it later.
- Why (**he / cut**) *is he cutting* those pieces of paper?

Present simple and present continuous

- Użyj czasu *present simple*, aby opisać czynności powtarzające się oraz sytuacje stałe.
- Typowe określenia tego czasu to np. *always, sometimes, usually, every day, at weekends*.
- Użyj czasu *present continuous*, aby opisać czynności wykonywane w chwili mówienia lub tymczasowe.
- Typowe określenia tego czasu to np. *now, at the moment*.

Uwaga!

NIE używaj w czasie *present continuous* czasowników:

- wyrażających stany umysłu, np. *know, understand*;
 - opisujących uczucia, np. *like, hate*;
 - związanych ze zmysłami, np. *see, taste*.
- I understand the problem now.*
She doesn't like this dress.

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

- Do you use** / **Are you using** your computer regularly to do your homework?
- We **don't play** / **aren't playing** football during our PE classes very often.
- Tom **doesn't come** / **isn't coming** to school today.
- She **spends** / **is spending** her evening doing the ironing.
- What **do you do** / **are you doing** after school on Fridays?
- Now, the dish **tastes** / **is tasting** much better.
- I always revise for tests alone, but this time I **revise** / **am revising** with Martin.

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



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

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

3 Work in pairs or groups. Take turns to choose a phrase and describe it for the others to guess.

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

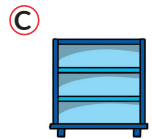
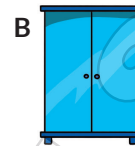
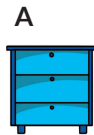
These are usually outside. They help you see at night ...

4 06 Usłyszysz dwukrotnie pięć tekstów.

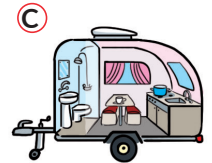
Na podstawie usłyszanych informacji w zadaniach 1-5 wybierz właściwą odpowiedź (A-C). Odpowiedzi zapisz w zeszyte.

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

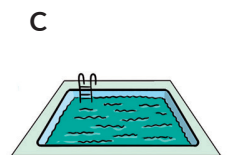
1 What does the girl choose?



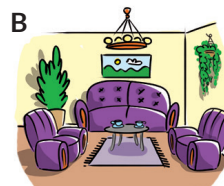
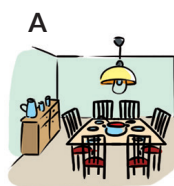
2 Where is the boy staying?



3 What is the girl describing?



4 Where are the boy and girl?



5 The boy is

- A inviting someone.
- B apologising for something.
- C criticising a way of life.

5 Carry out a class survey. *Students' own answers*

| 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

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

See Grammar pp. 20-21 »

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

What do you call ...

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

4 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1-3). Zapisz w zeszycie 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 |

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. Odpowiedzi zapisz w zeszycie.

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

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) **B** with their brother or sister as homes also have more bedrooms than ever. They save more energy than in the past too. Electrical (2) **A** 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) **E**. 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. *Students' own answers*

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.

5 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.*

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

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

3 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!*

1 e *Hi Susan,*

2 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?

Suggested answers:

The first main paragraph explains why she's writing, mentions the new flat, and something positive (not having to share with her sister anymore).

The second main paragraph introduces a disadvantage. The phrase 'The only bad thing' contrasts with the advantage in the previous paragraph.

The third main paragraph refers back to the disadvantage of the previous paragraph 'But that's okay...' before going on to describe the flat.

- 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. *Students' own answers*

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. *Students' own answers*

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.

Students' own answers

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

VOCABULARY, pp. 16–17

Types of home / Rodzaje domów

apartment /ə'pɑ:(r)tmənt/ mieszkanie
bungalow /'bʌŋɡələʊ/ 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 /'ʌɡli/ 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)bɪkju:/ 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 /b:n/ trawnik
plant /plɑ:nt/ roślina
playground /'pleɪɡraʊnd/ plac zabaw
swimming pool /'swɪmɪŋ pu:l/ basen
Inside the house / Wewnątrz domu
armchair /'ɑ:(r)tmeɪ(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 /'bɒkkeɪs/ 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 /'kləʊkru:m/ garderoba, szatnia
coffee table /'kɒfi teɪb(ə)l/ stół 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 /'wɑ:(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/ nagłośnienie
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 gardening /du: ðə 'gɑ:(r)d(ə)nɪŋ/ wykonywać prace w ogrodzie
do the ironing /du: ðə 'aɪə(r)nɪŋ/ prasować
do the laundry / washing /du: ðə 'lɔ:ndri / 'wɒʃɪŋ/ prać, robić pranie
do the washing up /du: ðə 'wɒʃɪŋ ʌp/ zmywać naczyńia
help prepare a meal /help prɪ'peə(r) ə 'mi:l/ pomagać przygotowywać posiłek
lay / set the table /leɪ / set ðə 'teɪb(ə)l/ nakrywać do stołu
load the dishwasher /ləʊd ðə 'dɪʃwɒʃə(r)/ załadować zmywarke
make your bed /meɪk jɔ:(r) 'bed/ słać łóżko
take the rubbish out /teɪk ðə 'rʌbɪʃ aʊt/ wynosić śmieci
tidy your room /taɪdi 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. 18

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 z

LISTENING, p. 22

comfortable accommodation /kɒmfətəb(ə)l əkɒmə'deɪʃ(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 sɪɡn(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 hɒs'tel/ zatrzymać się w hotelu

USE OF ENGLISH, p. 23

bedroom door /bedru:m 'dɔ:(r)/ drzwi do sypialni
bike lock /'baɪk lɒk/ zapięcie rowerowe
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


- 1 Work in pairs or groups. Which of the following types of accommodation are most popular in your area, and which in your country?

a block of flats a (semi-)detached house
 a terraced house a bungalow a cottage
 a mobile home a houseboat

- 2 In your notebook, order the reasons why you might want to move house from 1 (most important) to 5 (not important). Then compare your answers with a partner.

Students' own answers

- having a bigger / more modern home
- having a garden / a playground
- living in the countryside / near a park / near a forest / in the city centre
- living near work / school / shops
- being bored with your old home

- 3  Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszytcie.

1 Koleżanka niedawno przeprowadziła się do nowego domu. Jak zapytasz ją, jak się jej tam mieszka?

- A Is this your new house?
 B How's your new house?
 C Have you got a new house?

2 Nowy sąsiad pyta Cię o sklepy w najbliższej okolicy. Co mu odpowiesz?

- A There are a lot of shops in the centre of the town, but it's a bit far from here.
 B The biggest shopping mall is near the railway station, on the edge of town.
 C There's a small local shop just round the corner.

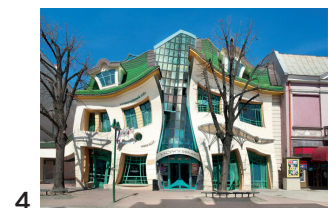
3 Kolega opowiada o barce, na której będzie mieszkał w czasie wakacji w Holandii. Jak go zapytasz, czy jest tam łazienka z prysznicem?


- A Is there a bathroom with a shower?
 B Have you got a bathroom with a shower?
 C Does your bathroom have a shower?

- 4 Work in pairs. Which picture shows: a crooked house, a one-square-metre house, an upside down house, the world's thinnest house? Use the adjectives in the box to describe these houses.

• charming • cheap • comfortable • expensive • cosy • modern • old • tiny • ugly

an upside down house a one-square-metre house the world's thinnest house a crooked house



- 5  Przeczytaj tekst, z którego usunięto cztery zdania. Do każdej luki (1–4) dopasuj zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Odpowiedzi zapisz w zeszytcie.

A HOUSE OR NOT A HOUSE?

A "One-Sqm House" is a small wooden structure which takes up only one square metre of space. It is probably the smallest house in the world. It was designed by an architect from Berlin, Van Bo Le-Mentzel. The house has a window and a door. It weighs about 40 kilos and is 2 metres tall. (1) **C** You can put it almost anywhere: outdoors, in your garden, in a park or at a campsite, or inside your house, garage, or any other open space – to have some privacy. (2) **A** You can also lie down and take a rest – or even sleep – if you turn it on its side. You can construct your own one-sqm house at a workshop in Berlin. The workshop takes one day and you have to pay only for the materials. (3) **E** When you visit Berlin, you can also stay in a house like this for 1 euro per night. There is a bathroom and kitchen to use in a hotel nearby. (4) **B** I'm not so sure.



- A Inside it, you can read or work on your laptop.
 B However, can this really be called a house?
 C It has wheels so you can move it easily.
 D The architect comes from Germany.
 E They cost 250 euro.

- 6 Work in pairs. Would you like to spend a night in a one-sqm house or build one? Why (not)?

- 7 In pairs or groups find information on the Internet about house 1, 3 or 4 from exercise 4, or about another unusual house in Poland or abroad. Prepare a poster with the following information:

- where it is located
- how big it is and what is inside
- why it is unusual

Include a photo, but remember to give information about its author.


VOCABULARY


- 1 Read the definitions and complete the words in your notebook.
- This kitchen appliance keeps food at a very cold temperature. **freezer**
 - This is a line of bushes which grow close together around a garden. **hedge**
 - This bed is made of two small beds with one above the other. **bunk bed**
 - This word describes something which is extremely small. **tiny**
 - This is when you put dirty dishes inside a dishwasher. **load**
 - This room is usually under the ground and is used for storing things. **cellar**
 - This is a person who lives near you. **neighbour**
 - This is a container which you keep outside and where you put the rubbish. **dustbin**
 - This is a house that is all on one floor. **bungalow**
 - This is a piece of special glass in which you can see yourself. **mirror**

GRAMMAR

- 2 In your notebook, complete sentences 1–10 with the correct form of the verbs in brackets. Use the present simple or present continuous.
- Why (you / help) **are you helping** to prepare dinner today and not your brother?
 - My older sister (live) **is/s living** in her friend's apartment this week.
 - He doesn't mind cleaning the house, but he just (hate) **hates** doing the ironing.
 - The boys (not play) **are not / aren't playing** in the garden now.
 - Can you answer the phone, please? I (need) **need** to finish cleaning the bathroom!
 - I (not know) **don't know** how to turn on this oven – can you help me?
 - In this photo, we (sleep) **are/re sleeping** in a mobile home at a campsite.
 - (your father / often / cook) **Does your father often cook** meals for the family?
 - When (you / usually / do) **do you usually do** household tasks?
 - Our parents always spend the weekends in the countryside, but this time they (stay) **are/re staying** in a hotel in the mountains.

USE OF ENGLISH

- 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. Odpowiedzi zapisz w zeszycie.
- (Czy ona robi) **Does she do** the washing every day?
 - There is (duża ilość miejsca) **plenty of space** in our garden.
 - Jack is not here right now – he (wynosi) **is/s taking** the rubbish out. Can you wait a minute?
 - My parents (nie jadą) **are not / aren't going** to work by car because it's broken.
 - My grandma (zmywa naczynia) **washes/does the dishes / washes up** every day as she doesn't have a dishwasher.
 - Unfortunately, we (nie mieszkamy) **don't live** in a detached house far from the city centre.
 - (Podlewam) **I am / I'm watering** the plants in my aunt's flat this month as she is abroad.
 - Why (Tomek nakrywa) **is/s Tomek laying/setting** the table? It's not dinnertime yet.

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

| | | |
|--------|-------------|--------------|
| A wash | B cloakroom | C dishwasher |
| D tidy | E wardrobe | F heater |

x My blog x

MY PLACE

My parents, my sister and I live in a charming cottage in the countryside, surrounded by fields and forests. It's a bit far from my school, but I like it anyway. My room is on the first floor. It's quite big – there is enough space for a bed, a desk and a chair, a bookcase and a big (1) **E**. There is also a small balcony with a great view over the garden. I love my room – I have to (2) **D** it twice a week, but it's OK.

I much prefer this to loading the (3) **C** or taking the rubbish out, which are my and my sister's other household tasks.

