

TOM **1**

MATURA 2023

REPETYTORIUM Z JĘZYKA ANGIELSKIEGO DLA LICEÓW I TECHNIKÓW

POZIOM PODSTAWOWY

Z MATERIAŁEM ROZSZERZONYM



Pearson

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01

CZŁOWIEK

SŁOWNICTWO

LOOK BACK

- 1 In pairs, look at the categories below. How many words in each category can you think of?



PERSONAL INFORMATION | DANE OSOBOWE

- 2 Listen to the recording and choose the personal information that you hear. Write the answers in your notebook. Where are you asked to give your personal information? Have you ever felt you had to give more information than needed?

age date of birth email address first name
ID number marital status mobile phone number
nationality occupation passport number
place of birth postal address surname

- 3 In pairs, ask for and give personal details in the situations below. Use the words from the box in Exercise 2.

- 1 signing up for a driving course
- 2 buying travel insurance for a language course abroad

STAGES OF LIFE | OKRESY ŻYCIA

- 4 Which words complete the sentences correctly? Write the answers in your notebook.
- 1 Most people get married when they're *middle-aged* / *grown-up* / *adolescent*.
 - 2 A person between thirteen and nineteen is a *teenager* / *an infant* / *a grown-up*.
 - 3 An informal word for 'child' is *baby* / *kid* / *youth*.
 - 4 In Poland, people legally become adults at the age *in* / *at* / *of* eighteen.

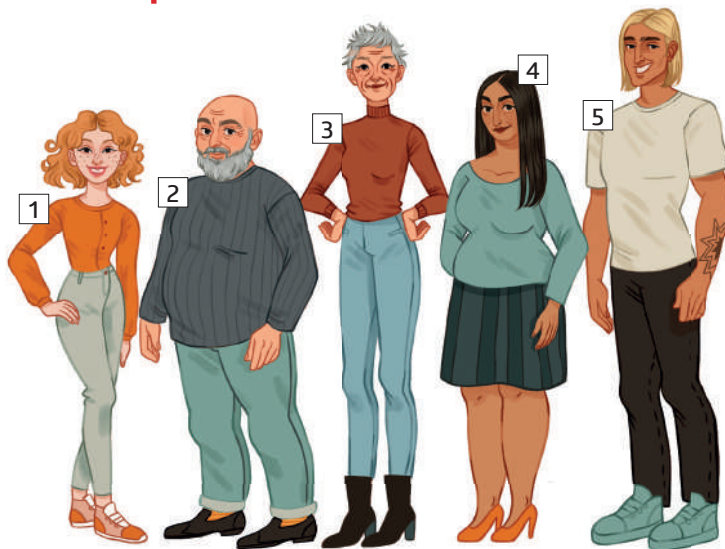
- 6 In pairs, answer the questions. Give reasons for your answers.

- 1 Which stage of life is it the best to be in?
- 2 Do you like the stage of life you are in now? Why? / Why not?
- 3 How do you feel about growing older?

APPEARANCE | WYGLĄD ZEWNĘTRZNY

- 7 Match the words from the box to people 1–5. Some words might match more than one person. Write the answers in your notebook.

bald beard blonde broad shoulders
dark complexion freckles lovely smile
moustache pale complexion plump
red hair short slim spiky hair
straight hair tattoo white hair wrinkles

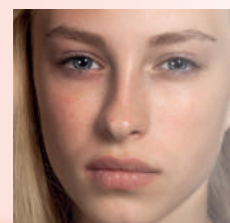


- 8 In pairs, compare the photos below. Then read the text, copy the table and complete it with words from the text. What's your opinion on these kinds of photo-editing apps?

Build	Height	Face	Hair	Other
?	?	?	?	?

Seventeen-year-old Jenna Olson has just taken over fifty selfies to post on her social media profile and she's not happy with any of them. She thinks her eyes are too small, and the dark circles under them are too visible. She also doesn't like it that everyone can see all of her freckles and pink cheeks. So, she decides to edit some of the photos to come up with the most attractive version of herself.

Millions of people use photo-editing apps, including celebrities who teenagers look up to. However, famous people don't always admit to changing their



- 5 Are the sentences true (T) or false (F)? Correct the false ones. Write the answers in your notebook.

- 1 If you're in your prime, you're living the most successful stage of your life. ?
- 2 A pensioner is a person who has retired from work. ?
- 3 You can call someone who is ageing an adolescent. ?
- 4 'To be on your deathbed' and 'to pass away' mean the same. ?
- 5 A minor is an underage person. ?
- 6 A child who is just learning to walk is a toddler. ?

R



- 9 In pairs, take turns to describe the people in the picture in Exercise 7. Use the words from Exercises 7 and 8. Try to guess which person your partner is describing.

PERSONAL POSSESSIONS | RZECZY OSOBISTE

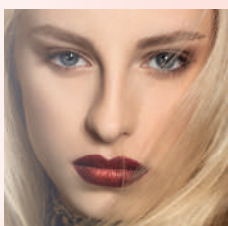
- 10 Which clothes and accessories from the box can you see in the post? Write the answers in your notebook.

baseball cap belt designer glasses floral dress
gloves handbag high heels loose sweatshirt
old-fashioned pyjamas prescription sunglasses
scarf smart suit snow boots straight-leg jeans
sweater tight blouse tracksuit bottoms
trainers warm shirt



photos, so their followers think that they're always tall and good-looking and that they have beautiful hair and fit bodies. What the fans don't realise is that what they see is not 'ideal'. It's just the result of a computer program.

Jenna's just posted her selfie online and her face is now slim with shiny hair and full lips. You can no longer see her beautiful natural freckles.



Jenna is just one of the many teenagers who have become part of the 'physical imperfection' culture. A population driven by 'perfect' celebrities who can't see the beauty in themselves.

- 11 Listen to four conversations. Match the words from the box to the clothes they describe. There are three extra words. Write the answers in your notebook.

casual checked comfortable cotton denim
fashionable in good condition khaki leather
patterned second-hand silk stunning trendy
with pockets

- 1 a shirt: ,
2 a dress: , ,
a handbag and a belt: ,
3 jeans: trousers:
4 a sweatshirt: , ,

- 12 Work in pairs. Student A: You are selling the clothes in Exercise 10. Student B: You are interested in buying one of the items. Call the seller and ask about the item you want to buy (e.g. the size, quality, material, price). Then change roles and ask about a different item.

- 13 Complete the sentences with the correct prepositions. Write the answers in your notebook. Are any of the sentences true for you?

- 1 My family usually dresses in their Sunday best for our Christmas meal, but as soon as dinner is over, we dress and change into our loungewear.
2 The trousers I bought last week were a bit too long, so I rolled them . Now they are the right length and they look cool.
3 I really don't like cold weather, so whenever I go out, I wrap warm and throw a coat.
4 I prefer to wear clothes that make me blend the crowd rather than stand .
5 As soon as I come home from school, I slip some comfortable clothes, like a hoodie and joggers.

PERSONALITY | CECZY CHARAKTERU

- 14 Answer the questions with the words from the box. There are two extra words. Write the answers in your notebook.

ambitious arrogant brave caring generous
independent messy serious stubborn wise

What do you call someone who ...

- 1 never tidies their room?
2 is determined to be very successful?
3 isn't afraid to do scary things?
4 thinks that they're better than everyone else?
5 helps other people by giving them their time, money, support, etc.?
6 doesn't like to take advice from other people?
7 is quiet and doesn't laugh much?
8 is helpful and kind?



- 15 Which words complete the text correctly? Write the answers in your notebook. Then in pairs, answer the questions from the introduction.

What is your social media personality?

All of us have a certain relationship with social media which differs from person to person. Some of us clearly fit under one personality, whilst others might have a combination of two or more personalities. What is your social media personality? Do any of these apply to you?

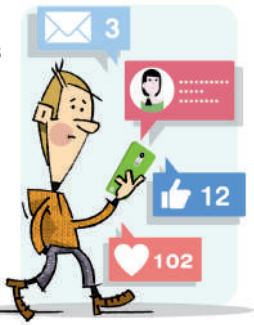
The Social Bunny

You're a member of several social networks where you're an active member – everyone knows and likes you. You're very ¹mean / helpful / peaceful with the advice that you give to people. You're the first to organise meet-ups in real life due to your ²sociable / selfish / tolerant nature.



The FOMO (= Fear of Missing Out)

You're constantly checking all of your social network profiles because you're ³insecure / impatient / responsible and worried that you might get left out of something. You also think that by engaging in your network's posts all the time you're a ⁴shallow / modest / loyal friend and you're going to be liked more.



The Lurker

Your social media profile hasn't got any personal information about you or your photo. You're very ⁵talkative / outgoing / quiet and don't say much on social media platforms. But you notice a lot of what's going on.



The Critic

You love giving your opinion on everything and you're very ⁶honest / hard-working / artistic when it comes to expressing your views. Though some people might see it as ⁷calm / aggressive / shy. As long as you're ⁸polite / violent / bossy, you shouldn't have any problems.



- 16 In pairs, choose three words from Exercises 14 and 15 to describe:

- both of you,
- somebody you both know,
- a celebrity.

FEELINGS AND EMOTIONS | UCZUCIA I EMOCJE

- 17  Listen to five recordings and choose the correct options. Write the answers in your notebook. Why are the speakers feeling like this?

- 1 The woman is *annoyed* / *depressed* / *disappointed*.
- 2 The boy is *embarrassed* / *excited* / *frightened*.
- 3 The girl is *bored* / *frustrated* / *pleased*.
- 4 The woman is *surprised* / *moved* / *stressed out*.
- 5 The man is *worried* / *bored* / *angry*.

- 18 Complete the sentences about the situations in Exercise 17 with words formed from the words in brackets. Write the words in your notebook.

- 1 The woman finds the dog (ANNOY) because it keeps barking all the time.
- 2 Going on the roller coaster is (STRESS) for the boy and he finds the whole experience (FRIGHT).
- 3 The fact that the girl can't upload the photo is (FRUSTRATE) for her.
- 4 The woman is watching a (MOVE) film.
- 5 The man finds it (WORRY) that his son is late and isn't answering the phone.

- 19 Complete the questions with the words from the box. There are two extra words. Write the answers in your notebook. Then in pairs, ask and answer the questions.

angry boring cheer disappointing feel lose
make mood nervous worry

- 1 When was the last time you were in a bad ? Why? What did you do to yourself up?
- 2 Who is the last person you were with? What did they do to make you like this?
- 3 Are you about your final exams? Why? / Why not?
- 4 What things do you about? What can you do to change this feeling?
- 5 Do you find it easy or difficult to up your mind when you have to decide on something important?
- 6 What kind of situations make you your temper?

BODY LANGUAGE | MOWA CIAŁA

- 20 Match the words to make collocations about body language. Write the answers in your notebook.

- | | |
|------------------------------|------------------|
| 1 purse <input type="text"/> | a your fist |
| 2 raise <input type="text"/> | b your fingers |
| 3 tap <input type="text"/> | c your lips |
| 4 grind <input type="text"/> | d your shoulders |
| 5 fold <input type="text"/> | e your eyebrows |
| 6 shrug <input type="text"/> | f your arms |
| 7 bang <input type="text"/> | g your teeth |

R



- 21** In small groups, try to express emotions 1–6 using the body language from Exercise 20. When was the last time you felt these emotions?

1 anger 2 disapproval 3 impatience, irritation
4 discomfort, shyness, insecurity 5 indecision 6 surprise

R

ABILITIES AND INTERESTS | UMIEJĘTNOŚCI I ZAINTERESOWANIA

- 22** Complete the second question in each pair so that it means the same as the first. Use the words in bold. Do not change their form. Write the answers in your notebook. Then in pairs, ask and answer the questions.

- What subject have you got special knowledge about? **EXPERT**
What subject ? ?
- What kind of films do you enjoy watching? **KEEN**
What kind of films ? ?
- What type of music do you strongly dislike? **STAND**
What type of music ? ?
- Do you know any people for whom learning languages comes naturally? **GIFTED**
Do you know any people ? ? language learners?
- What forms of spending free time appeal to you? **FOND**
What forms of spending free time ? ?
- What are other people your age into? **INTERESTED**
What are other people your age ? ?

- 23** Which prepositions complete the text correctly? Write the answers in your notebook.

R

Unique hobbies

Numerous studies show that teenagers benefit hugely from having hobbies, so we've asked three teenagers to describe their unusual hobbies that you might take an interest ¹ ? ?.

Woodworking Kayla (17)

I never regarded woodworking ² ? ? a hobby, but when I was fourteen, we moved near my uncle who was really into it. So, I decided to have a go ³ ? ? it, too. I mainly make furniture and I really take pride ⁴ ? ? my work. I think other people appreciate it, too, as I sell a lot of my stuff online. I think this hobby is going to turn into a career for me.

Stone skipping Cole (18)

Stone skipping is throwing a flat stone onto the water to make it bounce on the surface. It requires knowledge ⁵ ? ? physics and appropriate handling of the stone, but it's really easy to grasp the principles behind it. I now take part in international competitions. My parents disapprove ⁶ ? ? it as they think it's a waste of time and money spent on travelling, but it appeals ⁷ ? ? me, so I'll keep at it.

Pickleball Helena (19)

I discovered pickleball after my physiotherapist suggested it to me. I thought I wouldn't be capable ⁸ ? ? engaging in this sort of activity due to having some back problems, but I've now realised that it's perfect for me. If you're familiar ⁹ ? ? tennis or badminton, then pickleball shouldn't be new to you. You use a solid wooden racket and play on a smaller court. I've now convinced a few friends ¹⁰ ? ? the benefits of it and they sometimes play with me.

PERSONAL VALUES AND ROLE MODELS | OSOBIŚTY SYSTEM WARTOŚCI I AUTORYTETY

- 24** Match the personal values from the box to descriptions 1–5. There are three extra words. Write the answers in your notebook. Which three sentences are most important to you? In pairs, compare your answers.

courage faith friendship honesty
loyalty self-respect tolerance
wellness

My Personal Value System

The most important things to me are:

- always telling the truth. ?
- treating people in the same way regardless of sex, race, age or nationality. ?
- not betraying my family, friends and acquaintances. ?
- eating a healthy diet and taking regular exercise. ?
- making the right decision even if it's difficult. ?

- 25** In pairs, answer the questions.

- Who has had a positive impact on your life?
- Have you had any mentors in your life? Who were they and how did they help you?
- Who is your biggest role model and why?

GO FOR IT

- 26** In small groups, do the task. Together with your classmates you'd like to act out a play based on the book you recently read in class. You're looking for actors for the three main roles. Discuss:

- the characters' age and appearance,
- the clothes you need for the actors,
- the characters' personalities,
- the emotions the actors will have to act out.

Write an ad for your school paper with a description of the people you need.



Unusual beliefs

There were two people sitting in front of me on the bus. One was a slightly overweight woman in her mid-fifties wearing a long skirt, sensible flat shoes and a pearl necklace. The other was a well-built adolescent with a piercing in one lip and an orange sweatshirt with the hood pulled up over his black curly hair. ¹ ? He was lively and cheerful.

But although they looked very different, as I listened to their conversation, I realised they had something in common. ² ? For example? Well, ... 'There are aliens everywhere. They're disguised as humans,' said the adolescent.

'Yes,' agreed the woman. 'I know. I think my next-door neighbour is one.'

At first, I thought they were joking. ³ ? As they talked, they found more beliefs they shared:

'I never walk under ladders.' 'I never go out of the house without checking my horoscope.'

'Fortune tellers can tell you your future.' 'Some people can talk to the dead.'

I like to think I'm open-minded, but I must admit I felt more than a bit puzzled. ⁴ ? There is little or no scientific evidence to support what they think, so I just don't understand it. It's a complete mystery to me.

1 Why do you think people believe in things for which there is little or no scientific evidence? Discuss in pairs.

- The Earth is flat.
- Having regular showers is bad for you.
- Fortune tellers can predict the future.

TRENING NATURALNY

2 Read the tip. Then match sentences 1–5 to sentences a–e to make a short text. Write the answers in your notebook.

- 1 My parents are generous, kind and loving. ?
- 2 They are similar in many ways. ?
- 3 My dad is quite superstitious. ?
- 4 My dad thinks that Friday is his lucky day. ?
- 5 So far, he hasn't won more than ten pounds. ?

- a My mum, on the other hand, trusts in science.
- b However, there is one big difference between them.
- c But he's sure that one day his luck will change.
- d They're also great fun to be with.
- e That's why he always buys a lottery ticket then.

W zadaniu na dobieranie warto zwrócić uwagę na słowa i zwroty spełniające określone funkcje w tekście, ponieważ mogą pomóc ci uzupełnić brakujące zdania.

- Zaimki odnoszące się do osób lub rzeczy, o których była mowa wcześniej w tekście.
- Słowa wprowadzające dodatkowe argumenty, np.: *also, besides, what's more, and, in addition*.
- Określenia podobieństw, np.: *similar, the same, both*.
- Określenia różnic, np.: *however, although, but, on the other hand*.
- Określenia przyczyn i skutków, np.: *that's why, that's the reason, as a result*.
- Słowa powiązane tematycznie, np.: *family – brothers and sisters; personality – shy, cheerful*.

3 Explain how the tip helped you match the sentences in Exercise 2.

ZADANIE NATURALNE

- 4 Przeczytaj tekst, z którego usunięto cztery zdania. Uzupełnij luki 1–4 zdaniami wybranymi spośród A–E tak, aby powstał spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.
- A But it soon became clear they were serious.
 B That's why they were enjoying themselves.
 C She seemed gentle, kind-hearted and sensitive.
 D Why do ordinary people have such unusual beliefs?
 E They both believed some rather surprising things.
- 5 In pairs, answer the questions.
- What things do the people on the bus believe?
 - What do you think of those ideas?
 - What other unusual ideas have you heard of?
- 6 **SŁOWNICTWO** Complete the note with the correct form of words from the first paragraph of the text on page 8. The first letter of each word has been provided. Write the answers in your notebook.

Although I'm a woman in my ¹m ? -twenties, I must admit I'm not into fashion. I usually wear jeans and a T-shirt with a warm jumper or a sweatshirt with the ²h ? up if it's cold. Occasionally, I put on a long skirt or a dress, but I never wear short skirts or high heels. I'm tall, so I think ³f ? shoes suit me better. I'm not very 'modern'. I don't have a tattoo or any ⁴p ? , but I love jewellery. I always wear earrings and I've got a lot of bracelets and ⁵n ? in a box at home. My boyfriend is a very well-⁶b ? rugby player. He used to have beautiful, long ⁷c ? hair but now, unfortunately, it's really short.

- 7 **SŁOWNICTWO** Which words complete the sentences correctly? Write the answers in your notebook. Note down the sentences that are true for you. Then in pairs, compare your lists.
- I'm always in a good mood. I'm a *cheerful* / *helpful* / *quiet* sort of person.
 - I think I'd make a good nurse. I'm *generous* / *gentle* / *ordinary* and caring.
 - I can understand some really complex ideas. I'm *intelligent* / *puzzled* / *serious*.
 - I'm usually pretty *polite* / *sensible* / *sensitive*, but occasionally I do something silly.
 - I've got a very *bossy* / *lively* / *messy* personality. I've always got to be doing something.
 - I'm a(n) *insecure* / *kind-hearted* / *peaceful* sort of person. I hate to see other people suffering.

CULTURE BIT | A Million Dollar Challenge

From 1964 to 2015, the American stage magician and scientific sceptic James Randi (1928–2020) offered a \$1,000,000 prize to anyone who could produce scientifically approved evidence of any paranormal, supernatural or occult power or event. Over 1,000 people tried to win Randi's *One Million Dollar Paranormal Challenge*, but nobody ever succeeded in proving beyond doubt that they could talk to the dead, predict the future or bend metal spoons with the power of their mind.

LIFE SKILLS | Dealing with superstitions

- 8 In groups, discuss the best way to respond in the situation described below.

When talking to a cousin, you discover that they have some surprising beliefs for which, as far as you know, there is no scientific evidence. Do you ...

- change the subject and talk about something safer?
- ask your cousin to tell you more and to explain why he/she believes that?
- tell your cousin that he/she is talking nonsense and show him/her reliable websites that contradict his/her beliefs?
- suggest that you do some online research together to see if you can find any evidence for those beliefs?

- 9 In pairs, role-play the situation. Use the phrases below to help you.

STUDENT A: You believe in something surprising for which there is no scientific evidence. (Use one of the ideas from the text or think of one of your own.) Tell your partner about it.

I really believe that ...
 Not many people know this, but ...
 They're trying to hide it from us.

STUDENT B: Ask your partner questions about his/her surprising belief and suggest ways of checking whether there is any truth in it.

That's interesting, tell me more.
 But if that's true, then surely ...?
 I find that hard to believe.
 Where did you hear that?
 Have you got any evidence to back that up?
 Why don't we check on ... to see if it's true or not?



TEENAGE BRAINS

A A seventeen-year-old was stopped for driving at 182 kilometres per hour. He didn't argue or lose control. He thought the cops were right to stop him. After all, it wouldn't do if everyone drove that fast. But he claimed he'd been careful. He'd chosen an empty, straight motorway and had kept an eye on the road at all times. The police were unimpressed and charged him with reckless driving. Why did he do it? We know teenagers can be moody, disobedient and immature and are sometimes irresponsible. But why do they occasionally feel the need to take irrational, unnecessary risks?

B Great thinkers have been grappling with this question for millennia. The Greek philosopher Aristotle argued that 'the young are heated by Nature.' In the early twentieth century, the pioneering American psychologist Granville Stanley Hall studied adolescents and concluded that their development replicates human evolution. In other words, the stormy, stressful period that teenagers go through is the equivalent of an early less civilised and sophisticated era of human society. This hypothesis has long been discounted, but could there be an evolutionary advantage to teenage behaviour?

C A more recent theory views teenagers not as incomplete adults, but as sensitive, highly adaptable creatures whose brains are perfectly designed for moving from the safety of the child's home to a complex, dangerous world. This theory explains why adolescents rebel against authority and long for thrills. It can lead to risky behaviour like speeding, but it also allows teenagers to meet more people and face up to challenges. And those new friends and experiences help them to evolve, to cope with the problems of adulthood and to become healthier and more successful.

D Brain-imaging technology has shown that human brains take longer to develop than we previously thought. From the age of twelve to twenty-five, our brains become faster, more mature and sophisticated, better at integrating memory and experience into our decisions. But it's not an easy process, so that might explain why teenagers are inconsistent and rebellious. They're still learning to use their brain's developing networks. Just as teens can be physically clumsy as their bodies grow, they can be mentally awkward as their brains develop. So perhaps the kid drove too fast because his brain was still a work in progress.

Uważnie przeczytaj pytania lub zdania w zadaniu na dobieranie i zwróć uwagę na kluczowe słowa i zwroty. Następnie poszukaj w tekście synonimów lub antonimów wybranych słów, powiązanych zwrotów lub przykładów.



ZADANIE NATURALNE

1 Przeczytaj tekst, który został podzielony na cztery części, oraz pytania go dotyczące. Do każdego pytania 1–5 dopasuj właściwą część tekstu A–D. W jednej części tekstu znajdują się odpowiedzi na dwa pytania. Zapisz odpowiedzi w zeszycie.

In which paragraph does the author ...

- 1 mention both pros and cons of risk-taking? **?**
- 2 give an example of an individual's dangerous behaviour? **?**
- 3 argue that teenage brains might provide evolutionary benefits? **?**
- 4 explain that adolescents may take risks because they're not fully grown? **?**
- 5 seem dismissive of a scientific theory? **?**

2 SŁOWNICTWO Complete the text with the verbs from the box. Write the answers in your notebook. Then in pairs, say if you think you could be a success in business. Give reasons for your answers.

cope face keep long lose rebel take

To be successful in business (and in life) you must ...

- know when to ¹ **?** risks and when to play it safe.
- be willing to ² **?** against established conventions.
- ³ **?** an eye on your goals and never ⁴ **?** control.
- always ⁵ **?** up to your responsibilities and ⁶ **?** with every challenge you meet without complaining.
- look to the future and not ⁷ **?** for the past.

Minidialogi

TRENING NATURALNY

1 Read the first part of the mini-dialogues. From options a–c, choose all the answers that fit each gap. Write the answers in your notebook.

1 X: Have you got any idea what nationality Paul is?

Y: ?

- a He speaks excellent English.
- b He comes from France.
- c I've heard he's German.

2 X: Jenny, what's wrong? You look a bit depressed.

Y: ?

- a I'm fed up with school.
- b My sister is so annoying.
- c I'm very sorry to hear that.

2 Read the full mini-dialogues. From options a–c, choose only one answer that fits each mini-dialogue correctly. Write the answers in your notebook. Why don't the other two options fit the gaps?

1 X: Have you got any idea what nationality Paul is?

Y: ?

X: Great, I can practise my French with him then.

- a He speaks excellent English.
- b He comes from France.
- c I've heard he's German.

2 X: Jenny, what's wrong? You look a bit depressed.

Y: ?

X: Oh, come on, cheer up! There are only two weeks before the Christmas break.

- a I'm fed up with school.
- b My sister is so annoying.
- c I'm very sorry to hear that.

Minidialogi występujące w zadaniu tego typu mogą składać się z dwóch lub trzech kwestii. Pamiętaj, że w dialogach złożonych z trzech kwestii, poprawna odpowiedź musi pasować pod względem logicznym i gramatycznym do całego minidialogu, a nie – tylko do kwestii występującej bezpośrednio przed luką.



3 Complete sentences 1–5 with the words from the box. Then match them with language functions a–e. Write the answers in your notebook.

favour lot shall should so

1 Thanks a ?

2 Could you do me a ?

3 ? I help you?

4 I'm ? sorry!

5 What do you think I ? do?

- a Wyrażanie podziękowania ?
- b Przepraszenie ?
- c Wyrażanie prośby ?
- d Pytanie o radę ?
- e Oferowanie pomocy ?

4 Match sentences 1–5 to possible replies a–e. Write the answers in your notebook.

1 Thank you very much for your help. ?

2 Could you help me for a second? ?

3 I'm sorry. It's all my fault. ?

4 Would you like me to help you? ?

5 What's your advice? ?

a It's OK, don't worry about it.

b Thank you, I can manage.

c Don't mention it.

d If I were you, I wouldn't do it.

e With pleasure.

5 In pairs, create a short dialogue for each photo. Use the expressions from Exercises 3 and 4. Write the answers in your notebook.



6 What would you say in the following situations?

1 Przeprasz koleżkę za to, że zapomniałeś/zapomniałaś do niego oddzwonić.

2 Poproś koleżankę o pomoc przy odrabianiu pracy domowej z matematyki.

3 Zaoferuj koledze pomoc przy szukaniu zgubionej książki.

ZADANIE NATURALNE

7 Uzupełnij minidialogi 1–3. Wybierz spośród podanych opcji brakującą wypowiedź: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 X: ? I forgot to introduce my new friend to you.

Y: It's OK. Don't worry about it.

A I apologise.

B Don't mention it.

C I'm sorry to hear that.

2 X: Do you like Joanna's new hat?

Y: ?

X: Neither do I.

A No, I don't like it at all.

B Yes, it's not too bad.

C I think it's quite nice.

3 X: What does your girlfriend like?

Y: ?

A She looks exactly like her twin sister.

B She's very confident and easy-going.

C She is keen on fashion and loves books.

TRENING MATURALNY

- 1 Which options a–d complete the sentences correctly? Write the answers in your notebook. Before you select your answers, read the tip below.
- 1 Unfortunately, Ella's parents don't approve the boy she has started dating.
a to b of c with d for
- 2 Bob is quite self-assured, but he still in his stomach before making a presentation in class.
a feels nerves b goes tense
c gets butterflies d becomes anxious
- 3 My grandfather, who was an accomplished musician and philanthropist, away last year at the age of ninety.
a turned b took c went d passed
- 4 At first, I thought Sam was serious, but then he at me to show that he was only joking.
a winked b frowned c glimpsed d blinked

W teście wielokrotnego wyboru zastanów się, jaką funkcję pełni kluczowy fragment zdania. Czy jest to idiom, czasownik złożony (*phrasal verb*), kolokacja czasownika z przymkiem? Zastanów się najpierw nad kontekstem całego zdania i znaczeniem fragmentu do uzupełnienia, a następnie przeczytaj uważnie możliwe odpowiedzi, aby wybrać właściwą.

Spójrz na wskazówki dla zdań w ćwiczeniu 1:

- 1 Tylko jeden z tych przymków łączy się z czasownikiem *approve*.
2 Wybierz opcję, która uzupełnia wyrażenie idiomatyczne oznaczające „mieć treść”.
3 Odpowiedzią jest czasownik będący częścią czasownika złożonego (*phrasal verb*) oznaczającego „umrzeć”.
4 Tylko jeden z tych czasowników bliskoznacznych znaczy „mrugać okiem”.

► GRAMATYKA | PRZYIMKI, STR. 136

► GRAMATYKA | CZASOWNIKI ZŁOŻONE STR. 150

- 2 Which options a–d complete the sentences correctly? Write the answers in your notebook.
- 1 My graduation dress was a bit tight at first, but my mum has , so it fits perfectly now.
a turned it up b let it out c slipped it on d taken it in
- 2 I've got a picture of my oldest brother sitting in an armchair with his legs .
a bent b stretched c crossed d folded
- 3 Are you familiar the difference between a disorganised person and a procrastinator?
a on b from c about d with
- 4 My best friend has always had a chip on her about not her parents being strict.
a back b head c shoulder d foot

Po uzupełnieniu luk w tekście przeczytaj go jeszcze raz i sprawdź, czy wraz z wybranymi odpowiedziami stanowi on całość logiczną i poprawną pod względem gramatycznym i leksykalnym.

ZADANIE MATURALNE

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



AS DIFFERENT AS CHALK AND CHEESE*

My twin sister Alicia and I are completely different, not 'two of a kind' as many people assume about twins. Yes, we are identical twins, and some people ¹ have problems differentiating between us, especially when we dress in identical outfits. We have the same taste in fashion, but that's about the only thing we have ² ! Our personalities, hobbies and our general outlook on life ³ us completely apart. While I am a shy and self-conscious kind of person who thinks twice before getting involved in anything, Alicia will always be willing to try new things and go against the flow. Nothing appeals ⁴ her more than taking risks and challenging herself. You ⁵ us last week when we locked ourselves out of the house twenty minutes before our A-level exams with my school bag left on the dining-room table! I, obviously, panicked. Alicia? She was ⁶ to be given the chance to solve a tricky problem. She climbed into the house through the back window, grabbed my bag and we made it to school on time!

*very different from each other

- | | |
|---------------------|-------------------|
| 1 A do | B can't manage |
| C tend | D can't help |
| 2 A much alike | B very similar |
| C in common | D to share |
| 3 A pull | B set |
| C tell | D get |
| 4 A for | B with |
| C on | D to |
| 5 A could see | B would have seen |
| C should have seen | D had to see |
| 6 A over the moon | B in her prime |
| C down in the dumps | D in the mood |

- 4 In pairs, discuss if you know anybody whose personality is very similar to or completely different from yours.

Uzupełnianie luk



1

1 In pairs, look at photos 1–2 and discuss the sort of person you could share a room with. Think about personality, behaviour and describe your perfect roommate.

2 Listen to a conversation between two friends Joe and Emma. Why is Emma miserable?

TRENING NATURALNY

3 Complete summary sentences of the conversation. Write the answers in your notebook. Then listen again and check.

- Emma has just had a(n) with her sister.
- Emma doesn't like sharing with her sister.
- Emma tries to set a good , but her sister isn't interested.
- Emma's dad is just as as Emma's sister.
- The conversation shows why Emma is with her sister.

W zadaniu musisz, na podstawie nagrania, tak uzupełnić luki, aby jak najbardziej precyzyjnie oddać sens wysłuchanej wypowiedzi. W każdą lukę zazwyczaj należy wpisać do trzech słów, a zdania są podane w tej samej kolejności co informacje w nagraniu.

4 In pairs, look at photos 1–2 again. Which person is the minimalist? What do you understand by the term 'minimalism'?



2

ZADANIE NATURALNE

5 Usłyszysz dwukrotnie rozmowę dwojga przyjaciół na temat stylu życia. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Zapisz odpowiedzi w zeszyście.

Hi,

I saw Rita yesterday and guess what – she's become a minimalist! She had too many things and was annoyed she had to ¹ all the time. So she got rid of lots of stuff. For example, she realised that she didn't need so many pairs of black trousers. But she didn't give away her ² because it means a lot to her. Rita says it's best to try and go shopping ³ , at least in the beginning. She also said the general idea is to keep life simple. So, when I told her I was going to meet Roger before going to ⁴ , even though I didn't really want to, she was surprised. She said that part of being a minimalist is to regularly say ⁵ to things. I must say I liked the sound of that!

Love

Jane x

6 **SŁOWNICTWO** Match phrases 1–6 to their antonyms from the box. Write the answers in your notebook.

boring careful dull easy-going
fed up with sb lazy set a good example

- delighted with sb ≠
- set a bad example ≠
- easily upset ≠
- hard-working ≠
- careless ≠
- interesting ≠ and

7 In pairs, decide how many of the phrases in Exercise 6 you can use to describe yourselves.

8 In pairs, discuss whether or not you could become a minimalist. Give reasons for your answers.



TRENING NATURALNY

- 1 Read the tip below and questions 1–3. Then match the questions to sentences a–c. Write the answers in your notebook.

Which question is asking you to identify ...

- a a fact rather than an opinion? ☐ ?
 b the main purpose of the conversation? ☐ ?
 c a fact about a politician? ☐ ?

Pamiętaj, by uważnie przeczytać każde pytanie i zrozumieć, na jakiej informacji musisz skupić się podczas słuchania. Uwaga! Odpowiedzi niepoprawne mogą zawierać podobne słownictwo co nagranie, ale np. odnoszące się do innej osoby lub przedmiotu.



- 1 The speakers are
 a explaining who their favourite TV celebrities are.
 b mainly trying to decide who should open the new Youth Centre.
 c describing a good role model for young people.
- 2 The Mayor of the town
 a is a true visionary.
 b has won a TV competition.
 c donates money to good causes.
- 3 Which of the following is a fact according to the recording?
 a A local woman started a food bank in her garage.
 b A TV competition winner is not a good role model.
 c A singer in a rap band is appealing to young people.

- 2  Listen and answer questions 1–3 in Exercise 1. Write the answers in your notebook.

- 3 Read the questions in Exercise 4. Then in pairs, discuss what you think each of the three recordings will be about. Decide exactly what you think each question is asking you to listen out for.



ZADANIE NATURALNE

- 4  Usłyszysz dwukrotnie trzy teksty. Które z podanych odpowiedzi A–C lub A–D są właściwe i zgodne z treścią nagrania? Zapisz odpowiedzi w zeszyty.

Text 1

- 1 Tim is at the tennis summer camp primarily to
 A meet new people and get information.
 B practise and improve his overall game.
 C make up for last year's disappointment.

Text 2

- 2 Which of the following is stated in the dialogue as a fact, not an opinion?
 A Vic B wants to give back to his community.
 B Vic B didn't want a university education.
 C Vic B is a very accomplished music entrepreneur.

Text 3

- 3 At the beginning of her talk at Blewbury County School, the speaker
 A suggests that she was there in the past.
 B talks about how the school began.
 C explains that pupils usually attain high standards.
 D says the teachers are well-rounded human beings.
- 4 The speaker feels that her role model
 A was a key person in the school.
 B had a successful career at Blewbury.
 C changed the reputation of the school.
 D had a big impact on her future career.
- 5 The speaker describes her role model as someone who was
 A similar in personality to herself.
 B both outgoing and compassionate.
 C funny despite his low self-esteem.
 D able to transform shy students into brilliant actors.
- 6 What is the main message of the talk?
 A Role models can have a beneficial impact on your future.
 B Teachers are much better role models than parents.
 C If you have a dream, your role model can make it come true.
 D Blewbury County School teachers are excellent role models.

- 5 **SŁOWNICTWO** Check the meaning of the underlined words and phrases from the recordings in the lesson. Complete the sentences so they are true for you. Write the answers in your notebook. Then in pairs, compare your answers.

- 1 I can't relate to people who are ☐ ? .
 2 The most well-rounded person I know is ☐ ? .
 3 Later on in life, I aspire to be ☐ ? .
 4 My biggest achievement so far in life is ☐ ? .
 5 I think a true visionary is somebody who ☐ ? .
 6 A lack of self-esteem is ☐ ? .
 7 I can't stand people who discriminate against ☐ ? .
 8 A famous philanthropist I've heard of is ☐ ? .



Rozmowa z odgrywaniem roli

- 1 In pairs, discuss whether you agree with the statement below. Is it better to give or to receive?

A gift says more about the person who gives it than the person who gets it.

TRENING NATURALNY

- 2 Read the task below. In pairs, discuss what you might say about the four topics.

Rozmawiasz z kuzynem na temat zbliżających się urodzin waszej babci. Poniżej podano cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń A.

Charakter babci

Zainteresowania babci

Propozycja
prezentu dla babci

Przewidywana reakcja
babci na prezent

- 3  Listen to the role-play conversation. Do the students mention any of your ideas in Exercise 2?

Milczenie podczas rozmowy z odgrywaniem roli to błąd! Pamiętaj, by podtrzymywać rozmowę, nawet gdy nie masz pewności, co powiedzieć. Możesz poprosić rozmówcę o wyjaśnienie, samemu wyjaśnić lub sparafrazować wcześniejszą wypowiedź, albo grać na zwłokę, zastanawiając się nad odpowiedzią na pytanie. W ramce *Useful Phrases* znajdziesz pomocne zdania i zwroty.



- 4  Copy the Useful Phrases box into your notebook and complete it with *I*, *me* or *you*. Then listen to the conversation again and tick the phrases you hear.

USEFUL PHRASES

► STR. 160

Starting a conversation

Have ¹ ? got a minute?

² ? wanted to talk to ³ ? about ...

Continuing a conversation

Asking for clarification

What do ⁴ ? mean?

Sorry, ⁵ ? don't quite follow (you).

Further clarifying or re-stating something

What ⁶ ? mean is ...

What ⁷ ? 'm trying to say is ...

Delaying a response

Let ⁸ ? see ...

Let ⁹ ? think about that for a moment.

Ending a conversation

Let's talk again soon.

Let ¹⁰ ? know how ¹¹ ? get on.



- 5 In pairs, practise the exchanges. Take it in turns to be A and B and use different Useful Phrases each time.

A: (Start a conversation about Great Uncle Ted.)

B: Sure, is he OK?

A: Well, he's having problems with his new neighbours.

B: (Ask for clarification.)

A: (Further clarify.)

B: Oh, dear. When are you going to see him next?

A: (Delay your response.) Probably at the weekend.

B: (End the conversation.)

- 6 In pairs, use the dialogue in Exercise 5 to talk about an imaginary relative. Include at least five Useful Phrases. Use the ideas in the box and your own ideas.

My brother has been really down recently.

Have you heard that Jim is going to Japan for a year?!

We're going to have a big party for my cousin Sally.

- 7 In pairs, look at Exercise 8 and brainstorm how you could develop each of the four topics in the task.

ZADANIE NATURALNE

- 8 Wykonajcie zadanie w parach.

UCZEŃ A

Zespół muzyczny, do którego należysz, prowadzi nabór na nową wokalistkę. Rozmawiasz o tym z kolegą/koleżanką. Poniżej podano cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń B.

Powody odejścia
poprzedniej wokalistki

Wybór prezentu
dla poprzedniej
wokalistki

Rozważana kandydatka
na nową wokalistkę

Argumenty za
wyborem rozważanej
kandydatki

► UCZEŃ B STR. 176



PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Otrzymałeś/Otrzymałaś zaproszenie na przyjęcie urodzinowe kolegi. Napisz o tym do koleżanki z zagranicy.

- Wyjaśnij, dlaczego to zaproszenie jest dla ciebie takie ważne.
- Opisz swoje uczucia związane z zaproszeniem.
- Poinformuj, jaki prezent planujesz kupić.
- Opisz strój, w jaki zamierzasz się ubrać, i poproś koleżankę o opinię.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 100 do 150 słów, nie licząc zdań, które są podane.

Dear Emma,

Guess what, Marek has invited me to his birthday party.

It's really important to me because Marek is the most popular boy in my school and I really like him.

At first, I was a bit worried because I don't know many of the people who will be there, but now I'm very excited and I'm looking forward to going.

I'm not sure what present to buy. It's hard to choose something for Marek because he's so fussy. I was going to get him a black leather belt, but I don't know if he's a small or a medium. He's tall but not very muscular, so maybe small?

Another problem is what to wear for the party. I was thinking of my little black dress, but I don't want to be the only one dressed up if everyone else is in jeans. What do you think? I know you're an expert on dress codes!

Looking forward to hearing from you.

Love,
Joanna

- 1 In pairs, discuss some of the reasons you email or message your friends (e.g., to give news or ask for advice). Do you ever write letters? Why? / Why not?
- 2 Read the sample task and the model answer above. In pairs, discuss what advice you would give Joanna if you were Emma.

TRENING NATURALNY

- 3 Read the tip below, then read the sample task and the model answer again. How is each bullet referred to and developed? In pairs, think of alternative ways of referring to and developing the bullets.

Pamiętaj, że w zadaniu należy odnieść się do każdego z czterech podpunktów polecenia i je rozwinąć, tj. poruszyć je i dodać bardziej szczegółowe informacje.

Spójrz na poniższe przykłady:

- wyjaśnij, czemu długo nie odpisywałeś/odpisywałaś

Przykładowa nierozwinięta odpowiedź brzmiałaby: *I've been busy with driving lessons*, a odpowiedź z odniesieniem i rozwinieciem: *I've been busy with driving lessons every day for the last two weeks*.

- krótko opowiedz o swoich zajęciach

Nierozwinięta odpowiedź: *I've been helping my sister* (= odniesienie), ale: *I've been helping my sister prepare for her music exam. She's taking it tomorrow, so fingers crossed!* (= odniesienie i rozwiniecie)

Pamiętaj, by zawsze rozwinąć każdy punkt polecenia!

- 4 In pairs, think of alternative ways of referring to and developing the bullets in the sample task above.
- 5 Develop sentences 1–4 with your own ideas. Use the tip to help you. Write the answers in your notebook. Then in pairs, compare your ideas.
 - 1 I'm a bit nervous about the party.
 - 2 I don't want to go there alone.
 - 3 I wanted to wear jeans.
 - 4 I was going to buy him a book.
- 6 Copy the table into your notebook and add another example of an item of clothing from the model text.

Opinion	Size / Shape	Age	Pattern / Colour	Origin	Material / Style	Noun
?	<i>little</i>	?	<i>black</i>	?	?	<i>dress</i>

► GRAMATYKA | KOLEJNOŚĆ PRZYMIOTNIKÓW, STR. 131

- 7 Put the adjectives in the correct order to describe these items of clothing. Add them to the table in your notebook.
 - 1 dark blue / straight-leg / brand new / jeans
 - 2 leather / high heels / fashionable / black
 - 3 a / waterproof / large / bright orange / coat
 - 4 a / Mexican / huge / colourful / hat
 - 5 a(n) / woolly / old / comfortable / jumper
 - 6 a(n) / designer / dark blue / elegant / jacket
- 8 In your notebook, write five sentences to describe items of clothing you have in your wardrobe. Use two or three adjectives for each one. Write four true sentences and one false.
- 9 In pairs, read your partner's sentences and guess which one is false.

10 Refer to and develop the points below as if they were points in a writing task. Use the model answer and Exercises 3–7 to help you.

- Describe the outfit that you wore to the party.
- Describe an interesting person you talked to at the party.
- Describe your feelings when you saw your old boyfriend/girlfriend at the party.

CULTURE BIT | Dress codes

A dress code refers to appropriate clothing you are expected to wear in a given social situation. From informal to more formal, the most commonly used categories in the UK and the US are:

- casual – trainers, jeans and a T-shirt,
- smart casual – shirt, trousers, skirt, no jeans or trainers,
- business – suits, smart trousers and jacket, tie for men,
- black tie – for very formal occasions, bow tie and dinner jacket/tuxedo for men, evening dress and high heels for women.

11 Match photos A–G to the dress code categories from the Culture Bit box.

A



B



C



D



E



F



G



LIFE SKILLS | Dress codes

12 In pairs, discuss which dress code you would choose for the following situations. Why?

- visit to the theatre
- your best friend's birthday party
- a bank job interview
- a prom party
- a New Year's Eve party at your neighbour's house
- an award-giving ceremony
- your aunt's wedding

ZADANIE MATURALNE

13 Do the task in your notebook.

Do twoich zajęć z języka angielskiego dołączyła nowa interesująca osoba i chcesz o tym opowiedzieć koledze. W zeszycie napisz e-mail, w którym:

- opiszysz wygląd i styl ubierania się tej osoby,
- opiszysz jej osobowość,
- wyjaśnisz, dlaczego chcesz ją lepiej poznać,
- poprosisz o radę, czy zaprosić tę osobę do domu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 100 do 150 słów, nie licząc zdań, które są podane.

Hi,

I don't have much news, except that there's an interesting new person in my class.

?

PERSONAL INFORMATION | DANE OSOBOWE

address – adres
email – adres e-mail
postal – adres pocztowy
age – wiek
birth – narodziny
date of – data urodzenia
place of – miejsce urodzenia
citizen – obywatel, obywatelka
divorced – rozwiedziony
family name – nazwisko
female – kobieta; żeński
first name – imię
ID – dokument tożsamości
~ number – numer dokumentu tożsamości
male – męczyzna; męski
marital status – stan cywilny
married – żonaty, zamężna
mobile phone number – numer telefonu komórkowego
nationality – narodowość
occupation – zawód
passport number – numer paszportu
sex – płeć
single – stanu wolnego
surname – nazwisko
widow – wdowa
widower – wdowiec

STAGES OF LIFE | OKRESY ŻYCIA

adolescent – osoba w wieku dojrzewania
adult – dorosły; osoba dorosła
age group – grupa wiekowa
at the age of – w wieku
baby – dziecko, niemowlę
child – dziecko
childhood – dzieciństwo
dead – martwy
death – śmierć
elderly – w starszym wieku
generation – pokolenie
grow older – starzeć się
grow up – dorastać
grown-up – dorosły; osoba dorosła
in his/her early twenties – po dwudziestce
in his/her late thirties – przed czterdziestką
in his/her mid-fifties – w wieku około pięćdziesięciu pięciu lat
infant – niemowlę, małe dziecko
kid – dzieciak
middle age – wiek średni
middle-aged – w średnim wieku
old age – starość
over twenty – po dwudziestce
teenager – nastolatek, nastolatka
young – młody
youth – młodość
ageing – starzejący się
be in your prime – być w kwiecie wieku
be on your deathbed – być na łożu śmierci
minor – osoba nieletnia
pass away – umrzeć
pensioner – emeryt, emerytka

toddler – kilkuletni
turn (eighteen) – skończyć (osiemnaście) lat

R

APPEARANCE | WYGLĄD ZEWNĘTRZNY

ADJECTIVES | PRZYMOTNIKI

attractive – atrakcyjny
beautiful – piękny
good-looking – przystojny, atrakcyjny
plain – przeciętny
pretty – ładny

HEIGHT | WZROST

foot – stopa (jednostka miary)
inch – cal (jednostka miary)
of medium height – średniego wzrostu
short – niski
tall – wysoki

BUILD | BUDOWA CIAŁA

athletic build – sportowa sylwetka
broad shoulders – szerokie ramiona
overweight – z nadwagą
plump – puszysty
skinny – bardzo chudy
slim – szczupły
thin – chudy
well-built – dobrze zbudowany

FACE | TWARZ

beard – broda
cheek – policzek
pale/pink –s – blade/różowe policzki
chin – podbródek
complexion – cera
dark/pale/rosy/tanned – ciemna/błada/rumiana/opalona cera
dark circles under your eyes – cienie pod oczyma, podkrążone oczy
eyebrow – brew
eyelash – rzęsa
forehead – czoło
freckles – pieg
lip – warg
full –s – pełne usta
lower/top – dolna/górna warga
lovely smile – uroczy uśmiech
moustache – wąsy
mouth – usta
tongue – język
tooth – ząb
teeth – zęby
wrinkles – zmarszczki

HAIR | WŁOSY

bald – łysy
curly – kręcone
dyed – farbowane
fair – jasne
fringe – grzywka
go bald – łysieć
grey – siwe
ponytail – kucyk
shiny – lśniąco
short – krótkie
shoulder-length – do ramion
spiky – nastroszone, sterczące
straight – proste
waist-length – do pasa
wavy – faliste
white – siwe

OTHER WORDS AND COLLOCATIONS | INNE SŁOWA I ZWROTY

look – wyglądać
looks – wygląd
put on weight – przybierać na wadze
tattoo – tatuaż

PERSONAL POSSESSIONS | RZECZY OSOBISTE

CLOTHES | UBRANIA

blouse – bluzka
bra – stanik
button – guzik
coat – płaszcz
dress – sukienka
dress code – zasady dotyczące ubioru
fleece – polar
hood – kaptur
jacket – marynarka, żakiet; kurtka
jeans – dżinsy
jumper – sweter
label – metka
outfit – strój
pocket – kieszeń
pyjamas – piżama
shirt – koszula
skirt – spódnica
sleeve – rękaw
sock – skarpetka
suit – garnitur
sweater – sweter
sweatshirt – bluza
tie – krawat
tights – rajstopy
tracksuit – dres
~ bottoms – spodnie od dresu
trousers – spodnie
underpants – slipy
underwear – bielizna
uniform – mundur
school – mundur szkolny
zip – zamek błyskawiczny
hoodie – bluza z kapturem
joggers – wygodne spodnie, np. dresowe
loungewear – odzież domowa

R

SHOES AND ACCESSORIES | BUTY I DODATKI

baseball cap – czapka z daszkiem
belt – pasek
boots – kozaki, wysokie buty
snow – śniegowce
bracelet – bransoletka
briefcase – teczka, aktówka
earrings – kolczyki
flat shoes – buty na płaskim obcasie
glasses – okulary
gloves – rękawiczki
handbag – torebka
hat – kapelusz, czapka
high heels – buty na wysokim obcasie
jewellery – biżuteria
necklace – naszyjnik
piercing – piercing, kolczyk
sandals – sandały
scarf – szalik, apaszka
sunglasses – okulary przeciwsłoneczne
prescription – korygujące okulary przeciwsłoneczne
trainers – buty sportowe

ADJECTIVES | PRZYMOTNIKI

casual – nieformalny, codzienny
checked – w kratę
comfortable/uncomfortable – wygodny/niewygodny
cotton – bawełniany
denim – dżinsowy
designer – designerski, markowy
elegant – elegancki
fashionable/unfashionable – modny/nieodmodny
floral – kwiecisty
formal/informal – formalny/nieformalny
good quality – dobrej jakości
in good condition – w dobrym stanie
khaki – w kolorze khaki
leather – skórzany
loose – luźny
old-fashioned – niemodny, staromodny
patterned – wzorzysty
poor quality – złej jakości
second-hand – używany
smart – elegancki
silk – jedwabny
straight leg – o prostej nogawce
stunning – olśniewający
tight – obcisły
trendy – modny
ugly – brzydki
warm – ciepły

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

dress – ubierać (się)
dress up as sb/sth – przebrać się za kogoś/coś
fit – pasować (pod względem rozmiaru)
get a haircut – ostrzyć się
get changed – przebrać się
get dressed – ubrać się
iron a shirt – wyprasować koszulę
match – pasować (pod względem koloru, wzoru)
polish shoes – wypastować buty
put on – zakładać (ubranie)
~ make-up – nakładać makijaż
suit – pasować (do osoby, jej stylu)
take off – zdjąć z siebie (ubranie)
try on – przymierzyć
wear – nosić, mieć na sobie
blend into the crowd – wzmieszać się w tłum
dress down – ubrać się mniej formalnie niż zwykle
dress up – wystroić się, ubrać bardziej formalnie niż zwykle
let out – poszerzyć
roll up – podwinąć
slip on – wsunąć, narzucić
stand out from the crowd – wyróżniać się z tłumu
take in – zwęzić
throw on – zarzucić na siebie
turn up – podwinąć
wrap up – owinąć się, otulić

R

PERSONALITY | CECHY CHARAKTERU

aggressive – agresywny
ambitious – ambitny
arrogant – arogancki
artistic – uzdolniony artystycznie
bossy – apodyktyczny
brave – odważny
bright – bystry
calm – opanowany
careful – ostrożny
careless – nieostrożny
caring – troskliwy
cheerful – radosny
clever – zdolny, inteligentny,
sprytny
cold – ośchły, chłodny
confident – pewny siebie
cruel – okrutny
disciplined –
zdyscyplinowany
dull – nieciekaw
easy-going – wyluzowany
friendly/unfriendly – przyjazny/
nieprzyjazny
funny – zabawny
generous – szczodry,
współczujący, uczynny
gentle – łagodny
hard-working – pracowity
helpful – uczynny, pomocny
honest – uczciwy
impatient – niecierpliwy
independent – niezależny
insecure – niepewny
intelligent – inteligentny
kind/unkind – miły, uprzejmy /
niemiły, nieuprzejmy
kind-hearted – dobrotliwy,
o wielkim sercu
lazy – leniwy
lively – żywiołowy
loyal/disloyal – lojalny/niełojalny
mean – skąpy; podły
messy – nieporządkowy
modest – skromny
nasty – wstrętny
neat – staranny, schludny
ordinary – zwykły
outgoing – otwarty, towarzyski
peaceful – spokojny
polite/impolite – uprzejmy/
nieuprzejmy
quiet – cichy
relaxed – wyluzowany
reliable – godny zaufania
responsible/irresponsible –
odpowiedzialny/
nieodpowiedzialny
rude – niegrzeczny, nieuprzejmy
selfish – samolubny
sensible – rozsądny
sensitive/insensitive – wrażliwy/
niewrażliwy
serious – poważny
shallow – płytki
shy – nieśmiały
sociable/unsociable – towarzyski/
nietowarzyski
stubborn – uparty
talkative – gadatliwy
tolerant/intolerant – tolerancyjny/
nietolerancyjny
untidy – nieporządkowy
violent – agresywny, porywczy
wise – mądry

FEELINGS AND EMOTIONS | UCZUCIA I EMOCJE

ADJECTIVES | PRZYMOTNIKI

annoyed – zirytowany
annoying – irytujący
bored – znudzony
boring – nudny
depressed – załamany
depressing – przygnębiający
disappointed – rozczarowany
disappointing – rozczarowujący
embarrassed – zawstydzony
embarrassing – wprawiający
w zażenowanie
excited – podekscytowany
exciting – ekscytujący
frightened – przerażony
frightening – przerażający
frustrated – sfrustrowany
frustrating – frustrujący
moved – wzruszony
moving – wzruszający
pleased – zadowolony
puzzled – zaskoczony, zdziwiony
stressed out – zestresowany
stressful – stresujący
surprised – zdziwiony
surprising – zaskakujący
worried – zmartwiony
worrying – martwiący

NOUNS | RZECZOWNIKI

anger – złość
disapproval – dezaprobat
discomfort – dyskomfort
impatience – zniecierpliwienie
indecision – niezdecydowanie
insecurity – niepewność
irritation – irytacja
shyness – nieśmiałość

BODY LANGUAGE | MOWA CIAŁA

bang your fist (on a table) –
uderzyć pięścią (w stół)
blink – mrugać powiekami
cross your legs – skrzyżować nogi
fold your arms – skrzyżować
ramiona
frown – zmarszczyć brwi
glimpse – spojrzeć przelotnie
grind your teeth – zgrzytać
zębami
purse your lips – zacisnąć usta
raise your eyebrows – unieść brwi
(ze zdumienia)
shrug your shoulders – wzruszyć
ramionami
tap your fingers (on a table) –
bębnąć palcami (w stół)
wink at sb – mrugnąć okiem do
kogoś

PHRASES | ZWROTY

be angry with sb – być złym
na kogoś
be in a bad/good mood – być
w złym/dobrym nastroju
be nervous about sth –
denerwować się czymś
be/feel/get fed up with sb/sth –
mieć kogoś/czegoś dość
change your mind – zmienić zdanie
cheer up – rozweselić, rozchmurzyć
się
feel like sth – mieć na coś ochotę;
czuć się w jakiś sposób

have a bad day – mieć zły dzień
have a good sense of humour –
mieć poczucie humoru
lose your temper – stracić
panowanie nad sobą
make up your mind – zdecydować
się
worry about sth – martwić się
czymś
be down in the dumps – mieć
chandrę, być bardzo smutnym
be over the moon – nie posiadać
się ze szczęścia
cope with sth – radzić sobie
z czymś
face up to sth – stawiać czemuś
czoło
get butterflies in your stomach –
mieć tremę
have a chip on your shoulder –
być przewrażliwionym
lose control – stracić panowanie
nad sobą

ABILITIES AND INTERESTS | UMIEJĘTNOŚCI I ZAINTERESOWANIA

able/unable to – zdolny/niezdolny
do
adore – uwielbiać
be an expert on sth – być
ekspertem w jakiejś dziedzinie
be bad/terrible at sth – być
w czymś kiepskim
be crazy/mad about sth – szaleć
za czymś
be fond of sb/sth – lubić kogoś/coś
be good at sth – być w czymś
dobrym
be interested in sth – interesować
się czymś
be into sth – interesować się czymś
be keen on sth – bardzo coś lubić
can't stand sb/sth – nie cierpieć
kogoś/czegoś
come naturally to sb – przychodzić
komuś z łatwością
competent – kompetentny
dislike – nie lubić
enjoy – czerpać przyjemność, lubić
gifted – zdolny
skill – umiejętność, sprawność
skilled – wykwalifikowany, zręczny
talented – utalentowany
appeal to sb – podobać się
komuś
be familiar with sth – znać coś
capable of doing sth – zdolny do
zrobienia czegoś
convinced of sth – przekonany
o czymś
disapprove of sth – nie pochwalać,
być przeciwnikiem czegoś
grasp sth – rozumieć coś
have a go at sth – spróbować coś
zrobić
pride yourself in sth – szczić się
czymś
regard sth as sth – uważać coś
za coś
take an interest in sth –
zainteresować się czymś
take pride in sth – szczić się
czymś
take risks – podejmować ryzyko

PERSONAL VALUES | OSOBISTY SYSTEM WARTOŚCI

belief – przekonanie
betray – zdradzić
change your mind – zmienić zdanie
courage – odwaga
faith – wiara
friendship – przyjaźń
honesty – uczciwość, szczerość
ideal – ideał, wzór
loyalty – lojalność
moral standards – standardy moralne
realise – uświadomić sobie
self-respect – szacunek do samego
siebie
tolerance – tolerancja
treat sb the same way – traktować
kogoś tak samo
truth – prawda
value system – system wartości
wellness – dobrostan
keep an eye on (your goals) –
koncentrować się (na swoich
celach)
rebel against sth – buntować się
przeciwko czemuś
self-esteem – poczucie własnej
wartości

SOCIAL VALUES | SPOŁECZNY SYSTEM WARTOŚCI

approve of sb/sth – aprobować
kogoś, akceptować coś,
pochwalać
compromise – kompromis
discriminate against sb –
diskryminować kogoś
ethics – etyka, moralność
follow the rules – przestrzegać
zasad
human rights – prawa człowieka
liberty – wolność

ROLE MODELS | AUTORYTETY

have a (positive) impact – wpływać
(pozytywnie)
look down on sb – patrzeć na kogoś
z góry, pogardzać kimś
look up to sb – podziwiać kogoś
mentor – mentor, mentorka
role model – wzór do naśladowania
respect – szanować
set an example – dawać przykład
achievement – osiągnięcie
aspire to sth – dążyć do czegoś,
aspirować do czegoś
philanthropist – filantrop, filantropka
visionary – wizjoner, wizjonerka
well-rounded – tu: gruntownie
wykształcony

IDENTITY | POCZUCIE TOŻSAMOŚCI

have sth in common with sb –
mieć z kimś coś wspólnego
relate to sb – rozumieć kogoś,
znajdować z kimś wspólny język
set sb/sth apart – odróżniać
kogoś/coś
share values/views – podzielać
wartości/poglądy



SŁOWNICTWO

- 1 Which word is the odd one out in each line? Explain why it is different. Write the answers in your notebook.

- 1 baby child grown-up kid
- 2 lips freckles wrinkles complexion
- 3 beard cheek eyebrow moustache
- 4 curly shiny spiky straight
- 5 hood pocket scarf sleeve
- 6 belt necklace bracelet earring
- 7 casual cotton denim leather
- 8 worried pleased nervous frightened
- 9 checked floral patterned puzzled
- 10 caring mean gentle kind-hearted

- 2 Read the sentences and complete the words. The first letter of each word has been given. Write the answers in your notebook.

- 1 She had very little patience and frequently lost her t?????
- 2 I don't know why he was a??????, but something had clearly made him angry.
- 3 The film was so m????? that she cried all the way home.
- 4 The students showed a lot of g??????? for all their teacher had done for them.
- 5 They didn't get on at all because they just couldn't s????? each other.
- 6 You need real c??????? to step out of your comfort zone.
- 7 It's really f???????? when you try hard but can't quite succeed in your goals.
- 8 A r??? m???? is someone who you admire and whose behaviour you want to copy.

- 3 Which words complete the phrases correctly? Write the answers in your notebook.

- 1 bang your *mouth* / *fist*
- 2 fold your *legs* / *arms*
- 3 grind your *teeth* / *tongue*
- 4 purse your *eyes* / *lips*
- 5 shrug your *shoulders* / *fists*
- 6 tap your *ears* / *fingers*
- 7 get butterflies in your *stomach* / *ear*
- 8 have a chip on your *hand* / *shoulder*

ŚRODKI JĘZYKOWE

ZADANIE NATURALNE

- 4 Uzupełnij minidialogi 1–3. Wybierz spośród podanych opcji brakującą wypowiedź: A, B albo C. Zapisz odpowiedzi w zeszyście.

- 1 X: Can I borrow your old handbag?

Y: ?

X: Great. I didn't really think it was your style.

A You can have it. I'm not that fond of it anymore.

B I'm afraid I'm using it at the weekend.

C Sure, but please bring it back because it's my favourite.

- 2 X: Is this the right size for me?

Y: ?

X: Yeah, I think I need the next size up.

A It seems rather loose.

B It looks a little tight.

C It fits perfectly.

- 3 X: Why are you getting rid of this hoodie?

Y: ?

X: OK. Why don't you give it to a charity shop?

A It's too small for me now.

B It's my favourite.

C Sorry, I can't do that.

ZADANIE NATURALNE

R

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

What language is it?

It seems that globalisation is turning us slowly into one uniform culture. Regardless of where we live, we tend to wear the same brands, eat similar food and watch the same series. That said, something that still lets us stand ¹ ? from the international crowd is the characteristic body language commonly used in our culture. Obviously, some facial expressions are universal. A smile usually shows happiness while ² ? your eyebrows communicates surprise. But every so often gestures in other parts of the world can be puzzling and hard to ³ ? at first glance. I took an interest in cultural differences in body language when I moved to India. I vividly remember not feeling capable ⁴ ? why the people I talked to kept shaking their heads in a peculiar way. To me, they looked ⁵ ? they doubted or disapproved of every single word I said. Only later did I find out that in India headshaking during a conversation was regarded ⁶ ? a way of showing respect to the other person. Since then, I've learnt a lot about Indian gestures. Some locals even say I shake my head like a native.

- | | | | |
|-------------------|----------------------|--------------------|-------------|
| 1 A up | B out | C back | D by |
| 2 A shrugging | B pursing | C raising | D folding |
| 3 A appeal | B grasp | C frown | D hold |
| 4 A to understand | | B understand | |
| | C to have understood | D of understanding | |
| 5 A despite | B if only | C unless | D as though |
| 6 A as | B of | C for | D to |

ROZMOWA WSTĘPNA

W parach odpowiedzcie na pytania.

UCZEŃ A

- 1 Can you be fashionable without spending a lot of money?
- 2 Who do you look up to? Why?

UCZEŃ B

- 1 What are you passionate about?
- 2 What puts you in a good mood? Why?

ZADANIE 1

UCZEŃ A

Zbliżają się wybory na przewodniczącego rady samorządu uczniowskiego (*the president of the student council*). Rozmawiasz z kolegą/koleżanką na temat profilu idealnego kandydata. Poniżej podano cztery kwestie, które musisz omówić.

Cechy charakteru
idealnego kandydata

Oczekiwany system
wartości

Przydatne
zainteresowania
i umiejętności

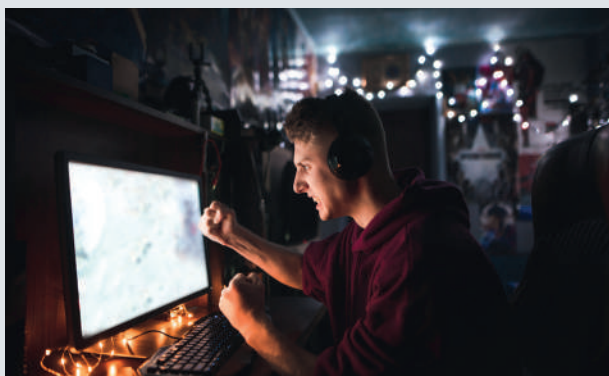
Priorytety działania
na najbliższą
kadencję

Rozmowę rozpoczyna uczeń B.

► UCZEŃ B STR. 176

ZADANIE 2

Opisz zdjęcie i odpowiedz na pytania.



- 1 Why has the man lost his temper? Why do you think so?
- 2 What do you do to cheer yourself up when you have a bad day?
- 3 Tell us about a situation when you helped someone solve a problem.

ZADANIE 3

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Wraz z kolegami i koleżankami z klasy przygotowujecie prezentację na temat aktywności, które najlepiej pomagają młodym ludziom radzić sobie ze stresem. Masz za zadanie wybrać zdjęcie, które zamieścicie na stronie tytułowej prezentacji.

- Wybierz zdjęcie, które będzie, twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



UCZEŃ A

- 1 What makes young people miserable these days?
- 2 Are women more emotional than men? Why do you think so?

UCZEŃ B

- 1 Can a hobby be a waste of time? Why? / Why not?
- 2 What might be the long-term consequences of living a stressful life?

02

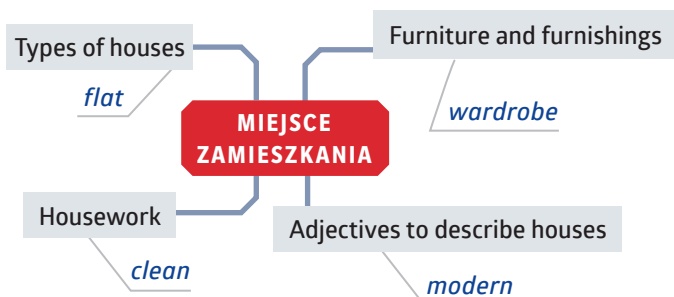
MIEJSCE ZAMIESZKANIA

SŁOWNICTWO



LOOK BACK

- 1 In pairs, look at the categories below. How many words in each category can you think of?



THE HOUSE AND ITS NEIGHBOURHOOD | DOM I JEJEGO OKOLICA

- 2 Which parts of the house and its surroundings in the picture above (1–18) match words a–r? Write the answers in your notebook.

a attic	?	g chimney	?	m kitchen	?
b balcony	?	h door	?	n lawn	?
c basement	?	i first floor	?	o living room	?
d bathroom	?	j garage	?	p porch	?
e bedroom	?	k ground floor	?	q roof	?
f boiler room	?	l hall	?	r steps	?

- 3 Read the sentences about the picture above. Are the sentences true (T) or false (F)? Write the answers in your notebook.

- There's an iron fence that goes around the house. ?
- There's a wooden floor in the living room. ?
- There aren't any bushes near the house. ?
- The chimney is made of bricks. ?
- There are solar panels in the garden. ?
- The staircase takes you from the ground floor to the first floor. ?
- There isn't a lift. ?
- There is a ladder to the attic. ?

- 4 Copy the table into your notebook and complete it with the features from Exercises 2 and 3 you have got where you live. Then in pairs, compare your lists.

I've got	I haven't got
?	?

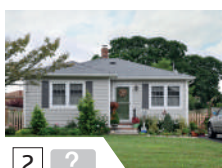
TYPES OF HOUSES AND FLATS | RODZAJE DOMÓW I MIESZKAŃ

- 5 Which types of houses from the box match the houses in photos 1–6? There are three extra words. Write the answers in your notebook.

block of flats bungalow castle cottage
houseboat mansion semi-detached house
skyscraper terraced house



1 ?



2 ?



3 ?



4 ?



5 ?



6 ?

- 6 Listen to four people talking about different places to live. Match the types of houses from the box to speakers 1–4. There are two extra words. Write the answers in your notebook.

basement flat bedsit cottage council house
manor house penthouse

1 ? 2 ? 3 ? 4 ?

HOME FURNISHINGS | WYPOSAŻENIE DOMU

- 7 Copy the table and complete it with the words from the box. Match the things to the parts of the house where you are likely to find them. Some things match more than one room. Then in pairs, list other things you can find in these rooms.

armchair bath bunk bed coffee table cooker
couch cutlery desk duvet fireplace kettle
microwave oven pillow sheet shower washbasin
washing machine

bathroom	?
bedroom	?
kitchen	?
laundry room	?
living room	?

- 8 Listen to five conversations and choose the correct answers. Write the answers in your notebook.

- The speakers need to get a new *lamp* / *light bulb*.
- The speakers need to clean the *TV* / *curtains*.
- The woman thinks that the *door* / *doorbell* is broken.
- The speaker was going to wash the *teapot* / *sink*.
- The speaker wants their mother to pass them the *blanket* / *heater*.

- 9 In pairs, answer the questions.

- What do you roll down to cover your windows?
- What do you wipe your feet on before entering a house, building, etc.?
- What electrical appliance do you use to clean the carpet?
- Where do you check to see how you look?
- What does water run out of?
- What do you use to dry yourself?
- Where do you store ice cream?
- Where do you do the washing-up that is not a dishwasher?

- 10 Complete the sentences with the words from the box. There are three extra words. Write the answers in your notebook. Then in small groups, ask and answer the questions.

air alarm appliances burglar
central heating knock landing mattress

- Are ? alarms popular where you live? Do you have one? If not, would you consider getting one?
- Do people use a doorbell where you live or do they just ? on the door?
- Do you have ? conditioning in your place? If not, how do you cool your room when it's hot?
- Do you use a(n) ? clock to get up? If not, how do you wake up on time?
- What household ? can't you live without? Why?

ADJECTIVES TO DESCRIBE THE HOUSE AND THE GARDEN | PRZYMIOTNIKI OPISUJĄCE DOM I OGRÓD

- 11 What is there in each room? Write the answers in your notebook. Then in pairs, describe the rooms.



1



2



- 12 Complete the email with the words from the box. There are two extra words. Write the answers in your notebook. Then match the descriptions in Olivia's email with the photos in Exercise 11.

ancient bright comfortable cosy empty
modern renovated roomy tiny

To: Lucas
Subject: My new room

Hi Lucas,

I hope you're well. As you know, I've been looking for a room to rent as I don't want to live in student accommodation when I go to uni.

Last weekend I saw two rooms. The first one has recently been ¹ ? – they changed the carpet and painted the walls. It had a big window, so it was really ² ?. There was a lot of space, so it felt quite ³ ?. I really liked the ⁴ ? pictures on the wall, but I would probably replace them with photos of my family.

Then I saw this really small room in the attic of a very old house. Actually, it wasn't old – it was ⁵ ! The room felt ⁶ , which was nice, but it was dark as there was only one ⁷ ? window, which didn't give much light.

I didn't like the second one and I'm not sure about the first one – the location wasn't great. I'm seeing a few more rooms next week. Will keep you posted.

All the best,
Olivia

- 13 In pairs, describe your room using words from Exercises 11 and 12.

ARCHITECTURE | ARCHITEKTURA

- 14  Listen to a conversation between a landscape architect and some homeowners. Complete the landscape architect's notes. Write the answers in your notebook. What do you think about the architect's suggestions?

Miller family backyard design notes

Area split into three parts:

1 Entertainment area

- build a conservatory with ¹ ? leading to the patio
- get ² ? for the patio and an outdoor heater

2 Vegetable area

- a path leading from the patio to a vegetable ³ ?

3 Play area

- plant a(n) ⁴ ? to separate the kids' area from the rest of the garden
- include a(n) ⁵ ?, climbing frame, swing and a sandpit
- install a(n) ⁶ ?

ACCOMMODATION FOR RENT/SALE | WYNAJMOWANIE, KUPNO I SPRZEDAŻ MIESZKANIA

- 15 Read the adverts. In pairs, compare the two places. Where would you like to live? Why?

 x5  x3  x1



House to Let!

Best accommodation for students. Walking distance to the university colleges, restaurants and public transport.

Key features:

- four spacious furnished bedrooms, two with en suite bathrooms, plus one additional bathroom
- spare room for guests
- fully-fitted kitchen
- one parking space

Rent: £2,975 per month (Pay a month in advance.)

Bills not included in the price.

 x1  x1



Houseboat to Let

Rent this cosy one-bedroom, one-bathroom houseboat on your own or get a roommate and split the costs.

Very quiet area and a twenty-minute walk to the city centre.

Check out the reasonable price!

Rent: £450 per week (all bills included)

- 16 Read the email and choose the correct options. Write the answers in your notebook.

To: Lucas
Subject: My new room

Hi Lucas,

How are you? So, finally, I've decided to share a flat with my elder sister, Maya. She found a big flat that had been put up for ¹ ?. She liked it so much that she decided to buy it. She moved ² ? just last week. Oxford is visited by a lot of tourists and can get very busy, but the flat is in a quiet ³ ? area and all the neighbours are really nice. It's ⁴ ? located – just two minutes from the bus stop.

We're having a house-⁵ ? party next Saturday. I hope you can come!

Olivia

- | | | |
|------------------|--------------|---------------|
| 1 a rent | b sale | c let |
| 2 a in | b on | c to |
| 3 a resident | b resident's | c residential |
| 4 a conveniently | b precisely | c easily |
| 5 a heating | b moving | c warming |



17  Match questions 1–6 to replies a–g. There is one extra reply. Write the answers in your notebook. Then listen and check.

- 1 Is it possible to book a viewing for this Saturday? 
- 2 Is council tax included in the rent? 
- 3 What's your notice period? 
- 4 Do you need a deposit? 
- 5 Is the rent negotiable? 
- 6 What do your movers do with fragile items? 
- a Yes, and you will also need to pay one month's rent in advance and your estate agent's commission.
- b Sorry, but my mortgage payments are fixed, so I can't negotiate.
- c No, it isn't, but all the utility bills are.
- d It's one month, but I'm sure we can negotiate the terms.
- e The instalments are too high.
- f We always wrap them in bubble wrap and then place them in thick cardboard boxes.
- g I'm sorry, but the landlord doesn't allow visitors at the weekend.

CHORES | PRACE DOMOWE

18  Complete the text with the correct words. Write the answers in your notebook. Listen and check. Then in pairs, discuss what you think about the household gadgets mentioned in the text.

The robots that will the housework for you

Let's face it – not many people enjoy doing household .

Actually, a recent survey claims that seven in ten people would be fine with a robot doing the work for them and seventy-three percent think their place would be cleaner if they had a robot. There already are robots that can  the lawn or  the carpet.

Forty-three percent of the people surveyed said that they hate  the washing after it comes out of the dryer, but ... you've guessed it ... there's a robot for that! All you have to do is  the clothes away.

Now, wouldn't it be great if there was a robot that would  the dinner and  the table and  the dishwasher afterwards? All we'd need to do is switch it  and relax.



19 Match the words to make collocations. Write the answers in your notebook. Then in pairs, discuss which of the household chores you do.

- | | |
|--|----------------------|
| 1 change  | a the dog for a walk |
| 2 dust  | b the plants |
| 3 empty  | c light bulbs |
| 4 hang up  | d the bed |
| 5 make  | e the dishwasher |
| 6 mop  | f your room |
| 7 take  | g the washing |
| 8 take out  | h the rubbish |
| 9 tidy  | i the surfaces |
| 10 water  | j the floor |

20 In small groups, answer the questions.

- Have we got more free time thanks to gadgets and equipment that help us with the housework?
- Do you think young children should do housework? Why? / Why not? At what age and what jobs should they do?
- Have there been changes in who (men or women) does household chores? What changes have you noticed or heard about?

21 Complete the text with the correct prepositions. Write the answers in your notebook. Which of the problems described in the text do you think is the worst? Why?



25 September

BLOG ► POST

I finally bought my own flat! At twenty-three, it's quite an achievement. However, my happiness ends there. Ever since I moved  of my old place and came here, I've had nothing but trouble. First of all, I had to clean  the mess that the previous owners left. They were actually letting  the flat, so it's very likely that it was their tenants who left the place looking like a dump! Still, the owners should have cleaned it and thrown  all of the rubbish. Secondly, I noticed that the wallpaper was coming  the walls, the tap in the bathroom was leaking and the toilet was cracked. So now I need to take  another loan to pay someone to do  the flat. I haven't even had a chance to settle . I guess this is what it means to be a homeowner. I just hope nobody drops  for a visit.

GO FOR IT

22 Imagine that you have a room to rent in one of the houses in Exercise 5. Write an advert and include the following information:

- a description of the room, building and surroundings,
- furniture and other equipment,
- division of chores,
- rent and other costs.



A

I'd love to do up my home, but I'm afraid I might spend a lot of money only to find that I don't like the result once the work's finished.

Your Dream Home

CHANNEL 9

If that sounds like you, then we would love to hear from you. In *Your Dream Home*, we use virtual reality and special effects to help you turn your house into your dream home. And then we send in the builders. To apply to be on the show, please click on the link below.

[Apply now](#)



B

From: Kate
To: Karolina
Subject: Your Dream Home

Hi Karolina,

You'll never guess what's happened! Remember my parents applied to take part in that TV show *Your Dream Home*? Well, we've been accepted! They're filming the show next week. It'll be amazing to put on virtual reality goggles and see what they can do to our old-fashioned home with its antique furniture, net curtains and sad brown wallpaper! I've got some great ideas. The ceilings downstairs are really high, so I think we could have a mezzanine* floor in our living room to make a games room. I'd love to have a sun terrace on the roof, too. And as for my bedroom, I'm thinking a fitted wardrobe and my own en-suite bathroom with a shower cabin.

Any thoughts?

Cheers,
Kate

*mezzanine – antresola, półpiętro

C

CHANNEL 9

8 p.m. **Your Dream Home**

The show where they use technology to let people see what their home could be like before they call the builders in. In this episode, we meet Colin and Jackie and their two teenage kids Kate and Kenny who want to renovate their three-bedroom 19th-century terraced house in Leeds. The only problem is they all have very different ideas of what changes they'd like to make.



D



nicensky99 ★ 9/10 Highly Recommended

Your Dream Home: REVIEWS

I love this show. I never miss it. It's such a brilliant idea to let people see what a home renovation would be like without even picking up a brick or opening a can of paint. Last night's episode was hilarious because the teenage kids and the parents couldn't agree about anything. In the end, they chose a really modern, unusual style and when all the building work and decorating was finished, their home looked amazing.

1 Read texts A–D quickly. Then in pairs, answer the questions.

- 1 What kind of TV show is *Your Dream Home*?
- 2 Are there any shows like that in Poland?
- 3 Why do you think shows like that are popular?

TRENING MATURALNY

2 Read the tip below. Then read extracts 1–3 and match them to sentences a–d. There is one extra sentence. Write the answers in your notebook.

- 1 So if I've got this right, you want us to knock down the wall between the kitchen and the living room. ?
 - 2 We're going to be away for a couple of weeks, so I wonder if you'd mind passing by now and then to water the plants. ?
 - 3 This beachside apartment will be a real home from home. You shouldn't hesitate about booking it for your next holiday. ?
- a The author of this extract makes a recommendation.
 - b In this extract, someone checks they've understood something correctly.
 - c This extract warns somebody not to do something.
 - d This author of this extract makes a request.

W zadaniu na dobieranie zdań do tekstów należy zwrócić uwagę na intencję autora. Zastanów się, jaki był zamiar piszącego: zachęta, ostrzeżenie, przekazanie informacji czy rekomendacja.



ZADANIE NATURALNE

- 3 Przeczytaj teksty A–D. Do każdego zdania 1–3 dopasuj właściwy tekst A–D. Jeden tekst nie pasuje do żadnego zdania. Zapisz odpowiedzi w zeszycie.

1	This text reports what happened in an episode of a TV show.	?
2	This text invites people to participate in a TV show.	?
3	In this text, someone describes some specific changes they'd like to make.	?

- 4 Read texts A–D again. In pairs, answer the questions.

- How can the guests on *Your Dream Home* see what their house will look like before the renovations have even been started?
- What four renovations would Kate most like to make to her home?
- According to the TV guide, why might this episode of the show be particularly entertaining?
- How successful was the family's home renovation in the end?

- 5 **SŁOWNICTWO** Complete each sentence with two words from text B. Write the answers in your notebook.

- This summer we've hardly used the ? because the weather's been so bad.
- Nobody uses the bath anymore now what we have a(n) ? in the bathroom.
- There's a lot more space for your clothes when you have a(n) ?.
- We're going to get rid of those horrible ? and replace them with blinds.

TRENING NATURALNY

- 6 Use the information from texts A–D to complete the sentences in Polish. Use up to three words in each gap. Write the answers in your notebook.

- Rodzina Kate mieszka w XIX-wiecznym domu ? w Leeds.
- Kate wzięła udział w programie dzięki zgłoszeniu wysłanemu internetowo przez ?.
- Aby zgłosić się do programu *Your Dream Home*, należy użyć ? podanego przez organizatora.
- Po remoncie styl domu można określić jako ? i ?.
- Kate chciała mieć w swoim pokoju ? oraz własną łazienkę.
- Odcinek programu telewizyjnego z rodziną Kate został wyemitowany ?.

Zanim odszukasz informację w tekstach, spróbuj się domyślić, jakiej informacji brakuje w tekście, np. kwoty, godziny, przymiotnika opisującego osobę lub przedmiot.



ZADANIE NATURALNE

- 7 Przeczytaj wiadomość Karoliny do Marka. Uzupełnij luki zgodnie z treścią tekstów A–D tak, aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim. W każdą lukę można wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

Cześć Marku,

Opowiadałam Ci kiedyś o mojej koleżance Kate z Wielkiej Brytanii. Właśnie obejrzałam odcinek programu *Your Dream Home* z udziałem jej rodziny. Od dawna chcieli przeprowadzić remont swojego domu, zbudowanego jeszcze ¹?, ale obawiali się, czy będą zadowoleni z efektu końcowego. Dzięki specjalnej technologii użytej w programie mogli zobaczyć przyszłe zmiany i zdecydować, jak ma wyglądać ich dom w nowej odsłonie. Na tym etapie Kate i jej brat mieli zupełnie odmienne wizje niż ²?, co sprawiło, że odcinek z ich udziałem był wyjątkowo zabawny, jak słusznie zauważył jeden z widzów. Kate chciała na przykład wybudować antresolę, a na niej urządzić pokój gier, wykorzystując atut salonu, którym jest ³?. Jej innym pomysłem było urządzenie na dachu ⁴?. W sumie remont okazał się sukcesem, a wystrój domu zmienił się diametralnie. Zresztą sam obejrzyj. Odcinek jest dostępny na stronie Channel 9.

Karolina

LIFE SKILLS | Resisting change

- Sometimes we resist change without considering if it's a good idea or not. For example, you might not want to change the wallpaper in your room, but you later like the new look. Can you think of a situation when you or somebody you know resisted change only to discover later that the change was a good thing?
- In pairs, discuss what we can do to be more open-minded about changes. Use the ideas in the box and your own ideas.

ask others for advice
do some research
really listen to others
visit places where the change has already happened

TRENING NATURALNY

1 Match sentences 1–4 to sentences a–d. Use the underlined phrases to help you. Write the answers in your notebook.

- 1 Marty used to live in a city centre flat. ?
- 2 If he won the lottery, he'd buy a new house. ?
- 3 Scottish cities look different to English ones. ?
- 4 I imagine it's fun living like a nomad on the road. ?
- a Driving around the country in a motor home must give you a sense of freedom.
- b Last year he moved to a house in the suburbs, though.
- c But he wouldn't leave his home town.
- d In Glasgow, for example, most people live in flats rather than houses.

2 Match the four pairs of sentences from Exercise 1 to tips 1–4 below. Some sentences might match more than one tip. Write the answers in your notebook.

Zdania wiążą się w spójny i logiczny tekst m.in. dzięki słownictwu i strukturom gramatycznym.

Gdy uzupełniasz brakujące zdania w tekście, zwróć uwagę na poniższe punkty:

- 1 Zaimki osobowe ?
- 2 Synonimy lub powiązane słownictwo ?
- 3 Stwierdzenia poparte przykładami ?
- 4 Te same lub podobne formy gramatyczne czasowników ?

ZADANIE NATURALNE

3 Przeczytaj tekst, z którego usunięto cztery zdania. Uzupełnij luki 1–4 zdaniami wybranymi spośród A–E tak, aby powstał spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.

- A As a result, over 25 percent of Britons aged 20 to 34 lived with their parents, now, whereas in 1997 the proportion was under 20 percent.
- B I'll have to climb onto the roof to clean the leaves out of the gutter, to replace a broken tile or to fix the aerial.
- C I used to live in a nice flat in London, but it cost a fortune and I couldn't stand my flatmates, so I soon moved out.
- D I'm not looking for a lakeside property with its own boathouse or a city centre penthouse with a hot tub on the terrace.
- E I close my eyes and imagine myself in a new flat, putting up some shelves with friends and playing my music as loud as I like.



A place of my own

I live with my parents, but I'd like to move out. ¹ ? It's not for me. I'd be satisfied with an unfurnished studio flat in a run-down neighbourhood as long as it has electricity, running water, modern plumbing and easy access to shops.

- ⁵ I'm not desperate. I get on well with my parents and we live in a comfortable home in a leafy housing estate. My bedroom is a fully equipped converted loft. It's got a walk-in wardrobe and plenty of storage space for all my belongings, which is great because I'm very neat and tidy.
- ¹⁰ The ceiling's a bit low, so I bang my head quite often but, all in all, it's a nice place to live.

However, when I crawl under my quilt at night and lie with my head on the pillow looking at the stars through the skylight, I sometimes feel like a bird in a birdcage. ² ? They also have

- ¹⁵ similar dreams and want the freedom of living on their own.

My parents aren't pushing me to leave. On the contrary, I think they'd be quite upset if I left. However, having just celebrated my twenty-eighth birthday, I think the time has come for me to go.

- ²⁰ I'm not unusual. Today, young people stay longer with their parents than before mainly because they can't afford not to. In the UK, for instance, house prices have doubled in the last twenty years while wages have stagnated. ³ ? Men stay at home longer than women, too. In the EU, over 35 percent of
- ²⁵ 25- to 34-year-old males live with their parents compared to 20 percent of females.

I can't afford to buy a place, so I'll have to rent. Unfortunately, there's not a lot to choose from in my price range. I'm aware there will be disadvantages if I move house.

- ³⁰ I'll need to pay the rent, the council tax and all the bills. ⁴ ? I'll also have to learn to mend a dripping tap. But it's something I've just got to do.

4 **SŁOWNICTWO** Match the words to make collocations. Write the answers in your notebook. Then in pairs, say which of these things you think you could do and which you're sure you couldn't do.

- | | | |
|----------------------|---|---------------------------|
| 1 clean leaves | ? | a a broken tile |
| 2 convert | ? | b an attic into a bedroom |
| 3 do | ? | c neat and tidy |
| 4 fix an aerial | ? | d out of the gutter |
| 5 install a skylight | ? | e shelves |
| 6 keep things | ? | f that isn't working |
| 7 paint | ? | g the ceiling |
| 8 put up some | ? | h window in the roof |
| 9 replace | ? | i your own plumbing |

Tłumaczenie fragmentów zdań

TRENING NATURALNY

- 1 Complete the sentences with the translations from the boxes. Write the answers in your notebook.

she has been living she is living she lives

- I'm sure (*ona mieszka*) here for over two years.
- Anna spends a lot of time with her grandparents because (*ona mieszka*) very close to them.
- At the moment, (*ona mieszka*) in a small flat with two other students.
- are there it's there is
- My bedroom is quite small, but (*jest*) enough space for a bed and a tiny desk.
- How many flats (*jest*) in your block of flats?
- Their new kitchen is very modern, but (*jest*) also rather dark.

- 2 Match sentences 1–3 to translations a–c. Write the answers in your notebook.

R

- The last flat for rent we looked at had an en-suite bathroom in each bedroom, but the only problem is that (*było*) completely unfurnished.
- The tenant wanted to know how many flats (*było*) on each floor of the building and who lived in them.
- Why (*było*) only one desk but two swivel chairs in the last house for rent we visited?
 - there were
 - was there
 - it was

- 3 Translate the words in brackets into English so that the sentences are logical and grammatically correct. Write the answers in your notebook.

- Hannah and Sam (*odnowili*) their flat. It's amazing. You have to go and see it!
- After we moved in, we employed two interior decorators who (*odnowili*) the entire house since we had no clue how to go about it ourselves.
- The previous owners (*odnowili*) the kitchen and the dining room when the roof started to leak and all the work was ruined.

To samo słowo lub wyrażenie w języku polskim może być tłumaczone na język angielski na kilka różnych sposobów w zależności od kontekstu. Przy udzielaniu odpowiedzi kieruj się całym zdaniem, a nie – tylko fragmentem do przetłumaczenia.



- 4 Translate the words in brackets into English so that the sentences are logical and grammatically correct. Write the answers in your notebook.

- Your new bookcase looks very stylish. How long (*ją masz*)?
- When (*masz zamiar podlać*) the plants on the balcony?
- Approximately, how many times a week (*wyrzucasz*) the rubbish?
- We (*będziemy musieli spakować*) all our stuff into boxes before we move house.

- 5 Translate the words in brackets into English so that the sentences are logical and grammatically correct. Write the answers in your notebook.

R

- We (*podpiszemy*) the lease next Friday, which is exactly a week before the move-in date.
- My wife (*zapłaciła*) for a made-to-order wardrobe before I had a chance to tell her I was not keen on it.
- They (*przydzielili*) only one parking space to us, which is not ideal as we have two cars.
- Samantha decided to move in while the workmen (*jeszcze montowali*) new cabinets in her kitchen.

- 6 Which options are correct? Write the answers in your notebook.

- How many lifts (*jest*) in the new building?
 - are
 - are there
- I don't remember if (*był*) a study in the last flat for rent we saw yesterday.
 - it was
 - there was
- (*Nie ma*) enough space for the five of us here, we'll definitely need to find a bigger house to rent.
 - It is not
 - There is not
- My cousin's house is just round the corner – (*to jest*) a five-minute walk from here.
 - it is
 - there is



► GRAMATYKA | CZASY GRAMATYCZNE, STR. 112

► GRAMATYKA | KONSTRUKCJE *THERE IS / IT IS*, STR. 145

- 7 In your notebook, complete the sentences with *there + be* or *it + be* in the correct tense. Then translate your answers into Polish.

R

- 1 ? really disappointing when our flat-pack furniture arrived damaged and it took quite a while to get a refund.
- 2 The landlord has pointed out that ? bound to be some problems with the air-conditioning system.
- 3 ? not worth investing in a completely new kitchen, but we will definitely replace the worktops with more durable and heat-resistant ones.
- 4 ? a leak in our kitchen ceiling for over a month now though the landlord has promised to get it sorted.
- 5 I'm afraid ? a page missing from the tenancy agreement.

- 8 Translate the words in brackets to complete the questionnaire. Use up to four words in each gap. Write the answers in your notebook.



Does your bedroom need a makeover? Answer these questions to find out.

- 1 Do you think ? (*jest wystarczająco*) light in your bedroom?
- 2 How much time ? (*straciłeś*) this week trying to find something?
- 3 Do you feel ? (*potrzebujesz*) more space for your clothes and books?
- 4 ? (*Czy są*) any things in your bedroom you can throw away or store in some other room?
- 5 When ? (*ostatnio przestawiałeś*) the furniture in your bedroom?

- 9 In pairs, ask and answer the questions from Exercise 8. Give more details about each answer. Do you think your bedroom is in need of a makeover?

ZADANIE MATURALNE

- 10 Spośród podanych opcji A–C wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym zdanie. Zapisz odpowiedzi w zeszycie.

- 1 These bags are heavy. ? (*Zaniosę*) them for you.
A I am carrying B I carry C I will carry
- 2 The last flat we saw is perfect, but I'm not sure if we ? (*możemy sobie na niego pozwolić*).
A can let it go B can afford it C can allow it
- 3 In our old house, ? (*była*) a fitted wardrobe in my bedroom.
A it was B was C there was
- 4 My flatmate and I always ? (*dzielimy się*) the housework and we get on very well.
A share B divide C take turns
- 5 When we moved into our new house, the previous owners ? (*już odnowili*) the spare bedroom.
A had already redecorated
B were just redecorating
C have already redecorated

ZADANIE MATURALNE

R

- 11 Fragmenty podane w nawiasach przetłumacz na język angielski tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Zapisz odpowiedzi w zeszycie. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- 1 Matthew ? (*dzieli pokój*) with one of his brothers for three years, but their parents are now thinking of insulating the attic and turning it into another bedroom.
- 2 I'm afraid ? (*nastąpiło*) a misunderstanding about how much rent and bills you are supposed to pay per month.
- 3 Please take off your jacket and ? (*czuj się jak u siebie w domu*)!
- 4 Beth's relationship with her father improved a lot because she ? (*wyprowadziła się*) and found her own place to live.
- 5 After weeks of house-hunting, she managed to find a spacious one-bedroom flat ? (*wygodnie usytuowany pomiędzy*) the university and the town centre.

Dobieranie zdań do wypowiedzi

- 1 Read the Culture Bit about allotments. Do we have something similar in Poland? In pairs, discuss what you grow / would grow on your allotment.

CULTURE BIT | Allotments

An allotment garden, often called simply 'an allotment', is a plot of land in a city, town or village made available for individual, non-commercial gardening – usually for growing fruit and vegetables for personal consumption.



TRENING NATURALNY

- 2 Listen to two short texts. What is the context for each one? Choose from the ideas in the box. Write the answers in your notebook.
- an advert instructions a lecture a podcast
a speech a voice message
- 3 Read the tip below and choose the correct answer for texts 1–2. Write the answers in your notebook. Then listen again to check and note down the differences between the recording and the incorrect answers.

Text 1

The speaker mentions

- a that vegetables need a maximum amount of sunlight.
- b it is possible to grow vegetables in small urban spaces.
- c the design of large vegetable gardens that suit city lifestyles.

Text 2

The speaker

- a doesn't think his friend helps out enough on their allotment.
- b has an allotment that he doesn't like sharing with anybody.
- c wants his friend to only water the tomatoes on the allotment.

W zadaniu na dobieranie wysłuchasz kilku różnych, krótkich wypowiedzi na pokrewny temat. Do każdej wypowiedzi należy dopasować zdanie, przy czym jedno zdanie zostało podane dodatkowo. Staraj się zrozumieć sens całej wypowiedzi, zamiast skupiać się na pojedynczych słowach czy zwrotach. I w nagraniu, i w zdaniach do wyboru może pojawić się to samo słownictwo, lecz nie oznacza to automatycznie, że dana odpowiedź jest poprawna.



- 4 Read statements A–F in Exercise 5 carefully. Think about the language you are likely to hear in the recording.

ZADANIE NATURALNE

- 5 Usłyszysz dwukrotnie pięć wypowiedzi na temat ogrodów. Które zdania A–F pasują do wypowiedzi 1–5? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz odpowiedzi w zeszycie.

This person ...

- A complains about the cost of something for the garden.
- B explains the real reasons for a rise in plant ownership.
- C mentions an initiative potentially improving the quality of life in cities.
- D advertises the attractions of visiting some famous private gardens.
- E recommends plants that are suited to urban locations.
- F suggests that it is not easy to have a garden at this location.

1	2	3	4	5
?	?	?	?	?

- 6 **SŁOWNICTWO** Match the words from boxes A and B to make compound nouns from the recordings in the lesson. Do they form one or two separate words? Write the answers in your notebook. Then check your answers in the audioscript on page 170.

- A | fruit house roof vegetable window
B | garden plant sill terrace tree

One word	Two words
?	?

- 7 In pairs, check if you know the Polish translation for all the compound nouns in Exercise 6. Discuss how interested you would be in owning and looking after your own garden.





- 1 Imagine you are moving house to a smaller place. Copy the table and complete it in your notebook. In pairs, discuss your lists and compare what you would and wouldn't take.

Things to take	Things to get rid of
?	?

- 2  Listen to an interview with Bridgit Daly. Has she always had positive experiences moving house?

TRENING NATURALNY

- 3  Read the tip below and complete sentences 1–4. Write the answers in your notebook. Then listen again and check. Which sentences require a specific piece of information?

- Bridgit has been invited on the programme to ?
- Because of ?, Bridgit has moved house over sixty times.
- Bridgit says there will always be ? when you move house – there is no way of avoiding it.
- Bridgit thinks that ? is a good way of letting people know which removal companies you can rely on.

W zadaniu musisz, na podstawie nagrania, uzupełnić krótki tekst lub zdania tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanej wypowiedzi. Czasem luki należy uzupełnić krótką, określoną informacją, a w innych przypadkach zdanie może okazać się podsumowaniem myśli głównej lub zawierać wnioski wyciągnięte na podstawie nagrania.



ZADANIE NATURALNE

- 4  Usłyszysz dwukrotnie wywiad z pracownikiem firmy przeprowadzkowej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4. Zapisz odpowiedzi w zeszycie.
- Mike says that as well as ? removals people need to work hard, be on time, be organised and know how to deal with people.
 - Mike thinks that people forget to pack things like mirrors, photos and clocks because they ?.
 - On a recent job, a cat nearly travelled between ? in one of Mike's removals van.
 - In a story about misreading an address, Mike remembers that his team had already ? when they realised their mistake.

- 5 **SŁOWNICTWO** Look at the collocations from the recording. Which word on the right can replace the underlined word to make another collocation?

- | | |
|------------------------------|---------------------|
| 1 <u>assemble</u> furniture | connect / dismantle |
| 2 <u>flat-pack</u> furniture | antique / ancient |
| 3 removal <u>company</u> | van / car |
| 4 <u>move</u> house | stay / set up |
| 5 <u>load</u> a van | fill / clear |

- 6 In pairs, make questions using collocations from Exercise 5. Begin your questions with *Have you ever ...?* Ask each other your questions.
- 7 In pairs, think about the times you, a member of your family or a friend have moved home. Think about any problems or difficulties. Tell your partner about it.



Opis ilustracji i odpowiedzi na trzy pytania

- In pairs, think back to your childhood and discuss the questions.
 - Where did you like to play when you were a child?
 - Did you have a 'special place' in or near your house? Describe it.

TRENING MATURALNY

- In pairs, look at the photo and discuss what you could say to describe the people, the location and the activities taking place.



-  Read the tip below. Then listen and compare the model description with your ideas in Exercise 2.

Opisując ilustrację, należy zawsze odpowiedzieć możliwie szczegółowo na podstawowe pytania: kto, gdzie i co, np.:

- Kto znajduje się na zdjęciu?
- Gdzie jest ta osoba?
- Co ona robi?



► GRAMATYKA | CZASOWNIKI STATYCZNE I DYNAMICZNE, STR. 112

- Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets. Write the answers in your notebook. Which sentence has incorrect information?
 - The photo  (show) a family in a room.
 - It  (seem) to be a living room because there's a sofa and a small rug.
 - The girls  (look) about one and two years old.
 - There's a woman who  (wear) a red long-sleeved hoodie.
 - I  (think) she's their mother.
 - The woman  (look) at her laptop. Maybe she  (think) about her work.

- In pairs, look through your Student's Book and find three photos of people doing something inside or outside. Make sentences describing who is in the photo, where they are and what they are doing.
- Copy the Useful Phrases box into your notebook and complete it with the words from the box.

foreground next on photo shows

USEFUL PHRASES

► STR. 160

Beginning a description

In the , I can see ... / there is/are ...

The image  ...

Saying where (in the photo)

 the right/left of the photo ...

In the  /middle/background, ...

In front of / Behind /  to ...

ZADANIE MATURALNE

- In pairs, take it in turns to do the task below. Give a full description of each photo and remember to talk about who, where and what.

UCZEŃ A



UCZEŃ B



List prywatny | E-mail

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Napisz wiadomość do osoby, z którą planujesz wakacyjną zamianę mieszkania. W e-mailu:

- poinformuj o lokalizacji twojego mieszkania i dostępnym transporcie publicznym,
- poleć jedną z lokalnych restauracji i wyjaśnij, dlaczego ją polecasz,
- podziękuj z góry za przysługę związaną z twoim kotem i roślinami,
- poinformuj o usterce w mieszkaniu i przeproś za nią.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 100 do 150 słów, nie licząc zdań, które są podane.

- 1 In pairs, imagine you could do a house swap with anybody, anywhere in the world. Discuss what sort of location and what type of accommodation you would prefer.



- 2 Read the sample task and the model answer above. Is this apartment the kind of place you would like to stay in? Why? / Why not?
- 3 Copy the Useful Phrases box into your notebook and complete it with examples from the model answer above.

USEFUL PHRASES

► STR. 163

Saying thank you

It's extremely kind/good of you to (look after the cat).

Thank ¹ ? ? ? to ...

I'm very grateful.

I ² ? ? it.

Saying sorry

I apologise / Apologies for (the taps).

I'm ³ ? ? about ...

Using modifiers

extremely, really, so, so much, thoroughly, very much

Dear Moni,

Thank you for agreeing to house-swap in July. Here's some information about our apartment.

We live outside the town centre, but there's a bus stop just opposite our apartment block. The bus is number 3 and it goes to the central bus station. Our apartment is on the fourth floor, but there's a lift.

We live in a residential area, so there aren't many restaurants nearby. However, we recommend Sam's Pizzeria, which is just across the street. They serve delicious pizzas and salads. And the prices are reasonable.

Thank you for agreeing to look after our cat. I really appreciate it. The cat food is in the cupboard under the sink. And one last thing – I'd be grateful if you could water the house plants just once during the week.

I'm really sorry about the taps in the kitchen. My dad tried to fix them himself instead of asking a plumber.

Have a great time!

All the best,
Henry

- 4 Which is the most likely option in an email concerning a house swap? In your notebook, rewrite each sentence adding appropriate modifiers. More than one modifier might be possible.
- 1 It's good of you to lend us your *bicycles* / *brand new car*.
 - 2 I'm sorry about the noisy *neighbours* / *central heating*.
 - 3 I appreciate your offer to *mow the lawn* / *repaint the room*.
 - 4 I am grateful for the *fresh bread* / *frozen turkey* you left out for us.
 - 5 I apologise for breaking one of your *plates* / *washbasins*.
- 5 Imagine you are writing to the family with whom you have just done a house swap. Write sentences from the prompts. Write the answers in your notebook.
- 1 Thank them for something they left you in the flat.
 - 2 Apologise for something you broke.
 - 3 Apologise for something you lost.
 - 4 Thank them for some recommendations they left you.

ZADANIE NATURALNE

- 6 Do the task below in your notebook.

Napisz wiadomość do osoby, która wymieniła się z tobą na mieszkanie, i opowiedz o swoim pobycie. W e-mailu:

- wyraż opinię na temat mieszkania i podziękuj za prezent,
- napisz o odwiedzonych miejscach,
- przeproś za uszkodzenie czegoś w mieszkaniu,
- wspomnij zabawną historię związaną z twoim pobytem.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 100 do 150 słów, nie licząc zdań, które są podane.

Dear Henry,

Thank you for swapping your home. We had a great time.

?

Rozprawka za i przeciw

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Niektórzy młodzi ludzie wybierający studia decydują się na wyjazd do innego miasta, a w konsekwencji – na mieszkanie w akademiku lub mieszkaniu studenckim. Inni wolą nie wyprowadzać się z domu i studiować na pobliskiej uczelni. Jeszcze inni z kolei, mimo że studiują w tym samym mieście, wyprowadzają się z domu i mieszkają samodzielnie. Napisz rozprawkę, w której przedstawisz zalety i wady mieszkania w domu rodzinnym w trakcie studiów.

Wypowiedź powinna zawierać od 200 do 250 słów.

- 1 In pairs, discuss and make a list of pros and cons of studying and living in your home town during university and of studying and living away from home. Which scenario do you prefer?
- 2 Read the sample task and the model answer above. Do you agree with the conclusion? Why? / Why not?
- 3 Copy the Useful Phrases box into your notebook and complete it with words or phrases from the model answer.

USEFUL PHRASES

► STR. 163

Presenting arguments using tentative language

... they ¹ ? ? missing out ...
 ... students ² ? ? ? ? better off ...
 ... space ³ ? ? ? an issue ...
 ... a reliable internet connection ⁴ ? ? a problem ...

Developing points

Furthermore, ...
⁵ ? ? in favour of ... is ...
 What ⁶ ? ? , they may ...
 Not only that, but ...

Contrasting points

⁷ ? , there are also downsides ...
 ... whereas ...
 On the one hand, ... On the other hand, ...

These days many young people are opting to stay in the family home while they study locally, but they may be missing out on experiencing all that independent living can teach them. Here we consider the advantages and disadvantages of living at home while studying.

The obvious advantage of staying at home is that it is more economical. Without the cost of eating out and other domestic expenses, students are likely to be better off living at home. Furthermore, students are more likely to eat well and they may avoid spending time on household chores. Another point in favour of staying at home is that family members can support them when they are dealing with issues such as exam stress or personal problems.

However, there are also downsides to living and studying at home. Firstly, local universities may not offer the same range of faculties as the ones located in big cities. Secondly, space tends to be an issue. Stay-at-home students with big families may find it difficult to have the privacy and peace and quiet they need. Moreover, depending on where they live, a reliable internet connection might be a problem. What is more, they may have to sacrifice some aspects of social life because they can't invite people around or stay out late.

On balance, the decision whether to live at home or in student accommodation is a difficult one. Staying at home may be beneficial in terms of budget, but there are other factors to take into account. When making their choice, students should decide which factor is the most important for them.

- 4 In your notebook, rewrite statements 1–5 in a more tentative way. Then in pairs, discuss the statements and decide which ones you agree with.
 - 1 Stay-at-home students miss out on learning important life skills.
 - 2 A lot of student accommodation in big cities is poor quality and bad value for money.
 - 3 Many students are not very good with money and get into serious debt.
 - 4 Female students are better at coping with living away from home than male students.
 - 5 Students who study in big cities get better, higher-paid jobs.

ZADANIE MATURALNE

- 5 Do the task below in your notebook.

Wielu młodych ludzi wyprowadza się ze swoich rodzinnych stron do dużych miast. Napisz rozprawkę, w której przedstawisz zalety i wady takiej decyzji.

Wypowiedź powinna zawierać od 200 do 250 słów.



THE HOUSE AND ITS NEIGHBOURHOOD | DOM I JEGO OKOLICA

brick – cegła
bush – krzak
ceiling – sufit
chimney – komin
door – drzwi
back ~ – tylne drzwi
front ~ – drzwi frontowe
downstairs – na dole
fence – płot
floor – piętro; podłoga
first ~ – pierwsze piętro
ground ~ – parter
wooden ~ – drewniana podłoga
garden – ogród
front ~ – ogród z przodu budynku
rear ~ – ogród z tyłu budynku
roof ~ – ogród na dachu
vegetable ~ – ogród warzywny, warzywnik
gate – brama, furtka
iron – żelazny; żelazo
ladder – drabina
lawn – trawnik
lift – winda
pavement – chodnik
porch – ganek, weranda
roof – dach
security – ochrona
solar panel – panel słoneczny
staircase – klatka schodowa
stairs – schody
step – schodek
sun terrace – taras do opalania
tree – drzewo
fruit ~ – drzewo owocowe
upstairs – na górze
wall – ściana
window – okno
windowsill – parapet
bench – ławka R
climbing frame – drabinka gimnastyczna
gravel path – ścieżka żwirowa
outdoor heater – ogrzewacz ogrodowy
sandbox – piaskownica
swing – huśtawka
treehouse – domek na drzewie
vegetable plot/patch – grządką warzywną

TYPES OF HOUSES AND FLATS | RODZAJE DOMÓW I MIESZKAŃ

apartment – mieszkanie
~ block – blok mieszkalny
block of flats – blok mieszkalny
building – budynek
bungalow – bungalow, parterowy dom
castle – zamek
cottage – domek wiejski, chata
flat – mieszkanie
houseboat – łódź mieszkalna
mansion – luksusowa rezydencja
one-bedroom flat – mieszkanie z jedną sypialnią
semi-detached house – dom bliźniak

skyscraper – drapacz chmur, wieżowiec
studio (flat) – kawalerka
terraced house – dom szeregowy
two-room flat – mieszkanie dwupokojowe
basement flat – mieszkanie w suterenie R
bedsit – wynajęty pokój, kawalerka
council house – budynek komunalny
manor house – dwór
penthouse – luksusowy apartament na ostatnim piętrze budynku

NEIGHBOURHOOD | OKOLICA DOMU

allotment – działka
area – okolica
capital (city) – stolica
city – duże miasto
conveniently located – dogodnie położony
country(side) – wieś, okolica wiejska
district – dzielnica
easy access to sth – łatwy dostęp do czegoś
home town – miasto rodzinne
inhabitant – mieszkaniec
neighbour – sąsiad
neighbourhood – okolica
old town – starówka
parking space – miejsce parkingowe
resident – mieszkaniec
residential area – dzielnica mieszkaniowa
rural – wiejski
slums – slumsy
suburbs – przedmieścia
tourist resort – kurort
town – małe miasto
tourist ~ – miasto turystyczne
underground station – stacja metra
urban – miejski
village – wieś, miasteczko

PHRASES | ZWROTY

across the street – po drugiej stronie ulicy
at the top (of a building) – na ostatnim piętrze (budynku)
by the sea – nad morzem
go inside – wejść do środka
in front of sth – przed czymś
in the city centre – w centrum miasta
in the countryside – na wsi
in the suburbs – na przedmieściach
make yourself at home – czuj się jak u siebie w domu
next to sth – obok czegoś
on the corner – na rogu
on the (first) floor – na (pierwszym) piętrze
on the top floor – na ostatnim piętrze
opposite sth – naprzeciwko czegoś
within walking distance of sth – w bliskiej odległości od czegoś

ADJECTIVES TO DESCRIBE THE HOUSE AND GARDEN | PRZYMOTNIKI OPISUJĄCE DOM I OGRÓD

ancient – starożytny, wiekowy, bardzo stary
bright – jasny
comfortable/uncomfortable – wygodny/niewygodny
cosy – przytulny
empty – pusty
in bad condition – w złym stanie
messy – nieuporządkowany, zabałaganiony
modern – nowoczesny
neat – schludny
old-fashioned – staroświecki, staromodny
recently renovated – niedawno odnowiony, po remoncie
roomy – przestronny
spacious – przestronny
stylish – stylowy
tidy – uporządkowany
tiny – malutki
traditional – tradycyjny

ROOMS | POMIESZCZENIA DOMU

attic – strych, poddasze
balcony – balkon
basement – piwnica
bathroom – łazienka
bedroom – sypialnia
boiler room – kotłownia
cellar – piwnica
corridor – korytarz
games room – pomieszczenie rekreacyjne
garage – garaż
underground ~ – garaż podziemny
hall – przedpokój, hol
kitchen – kuchnia
laundry (room/area) – pralnia
living room – pokój dzienny, salon
sitting room – pokój dzienny, salon
study – gabinet
toilet – toaleta, WC

HOME FURNISHINGS | WYPOSAŻENIE DOMU

blind – roleta, żaluzja
clock – zegar
curtain – zasłona
net ~ – firanka
door handle – klamka
doorbell – dzwonek
doormat – wycieraczka do butów
electrical appliances – urządzenia elektryczne
heater – grzejnik, kaloryfer
light – światło
light bulb – żarówka
plant – roślina
house ~ – roślina doniczkowa
vacuum cleaner – odkurzacz
air conditioning – klimatyzacja R
alarm clock – budzik
antique furniture – zabytkowe meble
burglar alarm – alarm antywłamaniowy

central heating – centralne ogrzewanie R
household appliances – sprzęt AGD
knock on the door – pukać do drzwi
wallpaper – tapeta

BATHROOM | ŁAZIENKA

bath – wanna
mirror – lustro
pipe – rura
shower – prysznic
~ cabin – kabina prysznicowa
soap – mydło
tap – kran
toilet seat – deska sedesowa
toothbrush – szczoteczka do zębów
toothpaste – pasta do zębów
towel – ręcznik
washbasin – umywalka
washing machine – pralka

BEDROOM | SYPIALNIA

bed – łóżko
bunk ~ – łóżko piętrowe
double ~ – łóżko dwuosobowe
blanket – koc
bookshelf – półka na książki
chair – krzesło
desk – biurko
duvet – kołdra, pierzyna
lamp – lampa
pillow – poduszka
rug – dywanik
sheet – prześcieradło
shelf – półka
wardrobe – szafa
fitted ~ – szafa wnękowa
made-to-order wardrobe – szafa na wymiar R
mattress – materac

LIVING ROOM | SALON

armchair – fotel
bookcase – biblioteczka
carpet – dywan, wykładzina
CD player – odtwarzacz płyt CD
coffee table – stolik kawowy
couch – kanapa
cushion – poduszka dekoracyjna
dining table – stół jadalny
fireplace – kominek
sofa – kanapa
stereo – sprzęt audio
TV set – telewizor

KITCHEN | KUCHNIA

bowl – miska
coffeemaker – ekspres do kawy
cooker – kuchenka
electric ~ – kuchenka elektryczna
gas ~ – kuchenka gazowa
cup – filiżanka
cupboard – szafka kuchenna
cutlery – sztućce
dishwasher – zmywarka
fork – widelec
freezer – zamrażarka
fridge – lodówka
kettle – czajnik
electric ~ – czajnik elektryczny
kitchen table – stół kuchenny
knife – nóż
microwave oven – kuchenka mikrofalowa
mug – kubek

oven – piekarnik
pan – rondel
plate – talerz
pot – garnek
sink – zlew
spoon – łyżka
teapot – dzbanek do herbaty
toaster – toster
worktop – blat kuchenny

R

CHORES | PRACE DOMOWE

be at home – być w domu
be in – być w domu
change a light bulb – wymienić żarówkę
clean the bathroom – sprzątać łazienkę
clean the carpet – czyścić dywan
clean the floors – myć podłogi
clean the windows – myć okna
clear up the table – sprzątać ze stołu
cook – gotować
do household jobs/chores – wykonywać prace domowe
do the cleaning – sprzątać
do the cooking – gotować
do the housework – wykonywać prace domowe
do the ironing – prasować
do the shopping – robić zakupy
do the washing – prać
do the washing-up – myć naczynia
draw the curtains – zaciągać zasłony
dry the dishes – wycierać naczynia
dust the surfaces – ścierać kurze
empty the dishwasher – wyjmować naczynia ze zmywarki
feed the cat – nakarmić kota
fix sth – naprawić coś
fold the washing – składać pranie
get home – dotrzeć do domu
hang (up) the washing – wieszać pranie
iron clothes – prasować ubrania
leave the house – wychodzić z domu
lie on the bed – leżeć na łóżku
load the dishwasher – napełnić zmywarkę
lock the door – zamknąć drzwi na klucz
make the bed – ścielić łóżko
make/cook dinner – ugotować obiad
mend sth – naprawić coś
mop the floor – myć podłogę mopem
mow the lawn – kosić trawę
put away – odkładać na miejsce (np. ubrania, rzeczy)
roll down the blinds – spuścić rolety
see sb home – odprowadzić kogoś do domu
share the housework – dzielić się pracami domowymi
stay in – zostać w domu
stay out – przebywać poza domem
switch on (the light/dishwasher) – włączyć (światło/zmywarkę)

take it in turns to do sth – robić coś na zmianę
take out the rubbish – wynosić śmieci
take the dog for a walk – wyprowadzić psa na spacer
throw away – wyrzucać
tidy your room – posprzątać pokój
vacuum the carpet – odkurzyć dywan
wash clothes – prać ubrania
wash the dishes – myć naczynia
water the plants – podlewać rośliny
clean leaves (out of the gutter) – oczyścić (rynne) z liści
clean up (the mess) – posprzątać (bałagan)
convert (an attic into a bedroom) – przerobić (strych na sypialnię)
do your own plumbing – zajmować się hydrauliką
drop in – wpaść do kogoś
fix an aerial – naprawić antenę
keep things neat and tidy – utrzymywać czystość i porządek
paint the ceiling – pomalować sufit
put up some shelves – powiesić półki
replace (a broken tile) – wymienić (pęknięty kafelek)
throw out (rubbish) – wyrzucać (śmieci)

R

ACCOMMODATION FOR RENT/SALE | WYNAJMOWANIE, KUPNO I SPRZEDAŻ MIESZKANIA

accommodation – zakwaterowanie
student – – mieszkanie studenckie; akademik
ad/advert/advertisement – ogłoszenie
amenities – udogodnienia, infrastruktura
bill – rachunek
electricity – – rachunek za prąd
telephone – – rachunek za telefon
commute – dojeżdżać do pracy
en-suite bathroom – pokój z łazienką
facilities – udogodnienia, infrastruktura
flatmate – współlokator, współlokatorka (w mieszkaniu)
for rent – do wynajęcia
for sale – na sprzedaż
fully fitted kitchen – w pełni wyposażona kuchnia
furnished/unfurnished – umeblowany/nieumeblowany
house rules – zasady panujące w domu
per month – miesięcznie
per week – tygodniowo
private garden – prywatny ogród
public transport – transport publiczny
reasonable price – rozsądna cena
redecorate a house – odnowić dom

renovate a house – odnowić dom
rent – czynsz
roommate – współlokator, współlokatorka (w pokoju)
spare room – pokój gościnny
to let – do wynajęcia
view – widok
with a – of sth – z widokiem na coś
commission – prowizja dla pośrednika
council tax – podatek komunalny
deposit – kaucja
estate agent – agent, agentka nieruchomości
instalment – rata
landlord/landlady – właściciel/właścicielka wynajmowanego domu
negotiable – do negocjacji, do uzgodnienia
notice period – okres wypowiedzenia
sign the lease – podpisać umowę najmu
utility bills – rachunki za media (gaz, prąd, wodę)

R

PHRASES | ZWROTY

can afford sth – móc sobie pozwolić na coś
exchange flats – zamienić się mieszkaniami
find a place of your own – znaleźć swój kąt
pay in advance – płacić z góry
pay the bills/rent – płacić rachunki/czynsz
rent a flat – wynajmować mieszkanie (od kogoś)
share a flat/room/house with sb – dzielić z kimś mieszkanie/pokój/dom
split the costs – dzielić się kosztami
book a viewing (of a house/flat) – umówić się na prezentację domu/mieszkania przed kupnem lub wynajmem
come off the walls – odchodzić od ścian (o farbie/tapecie)
do up a flat – odnowić mieszkanie
let out a flat – wynajmować komuś mieszkanie
take out a loan/mortgage – wziąć pożyczkę / kredyt hipoteczny

R

MOVING TO A NEW HOUSE | PRZEPROWADZKA

carton – karton
fall apart – rozpaść się, rozlecieć
fall down – przewrócić się, zawalić się
house-warming party – parapetówka
knock down – burzyć, wyburzyć
makeover – remont, zmiana wyglądu
move in(to) – wprowadzać się (do)
pack/unpack – pakować/rozpakować
permanent address – adres zameldowania
possessions – mienie, dobytek
removal – przeprowadzka, przenosiny
secure – zabezpieczyć, zamocować

tape – taśma
temporary address – adres tymczasowy
transfer – przeprowadzka, przenosiny
assemble furniture – składać meble
bubble wrap – folia bąbelkowa
cardboard box – pudło z kartonu
dismantle furniture – rozkładać meble
fill a van – zapełnić samochód
flat-pack furniture – meble w paczkach do samodzielnego montażu
fragile items – przedmioty delikatne, kruche
install – instalować, zakładać
load a van – zapełnić, załadować samochód
move house – przeprowadzać się
move out – wyprowadzić się
mover – pracownik, pracownica firmy przeprowadzkowej
removal company – firma przeprowadzkowa
removal van – samochód do przeprowadzek
set up house/home – założyć (własny) dom
settle in – zaaklimatyzować się, zaadaptować

R

R

ARCHITECTURE | ARCHITEKTURA

conservatory – oranżeria, ogród zimowy
doorway – wejście, drzwi
drainpipe – rynna
extend – rozbudować
facade – fasada
floor-to-ceiling windows – okna od podłogi do sufitu
French windows – przeszkłone drzwi, okna werandowe
gutter – rynna
landing – półpiętro
mezzanine – antresola, półpiętro
patio – patio, taras
shutters – okiennice
skylight – świetlik (w dachu)



SŁOWNICTWO

- 1 In your notebook, match the words from boxes A and B to make compound nouns. Then complete the sentences.

A | en-suite ground light parking terraced washing

B | bathroom bulb floor house machine space

- The kitchen was on the [?], right above the basement.
 - They were happy to move to a(n) [?] in the suburbs, where there were fewer neighbours and less noise than in the block of flats they used to live in in the city centre.
 - All my clothes are dirty because our [?] has broken down and we're waiting for the new one to be delivered.
 - Could you help me change the [?]? I hate working on my computer in the dark.
 - In our new house, I'll have my own room with a(n) [?]. No more fights about who's the first to take a shower in the morning!
 - Each flat in this new block of flats comes with a(n) [?] located either underground or in front of the building.
- 2 Which options go with the verbs in bold? Sometimes all the options are correct. Write the answers in your notebook.
- We **do** the washing / the ironing / the household chores / the dinner.
 - We **tidy** the windows / the basement / the carpet / the spare room.
 - We **pay** the shopping / a reasonable price / the bills / the rent.
 - We **water** the bushes / the plants / the washbasin / the lawn.
 - We **empty** the rubbish / the dishwasher / a drawer / a ladder.

- 3 In your notebook, complete the sentences with the words from the box.

R

agent cardboard central ceiling climbing
conditioning council mortgage neat period
replace swing

- For those who don't want to take out a(n) [?], the city offers affordable [?] houses.
- We're going to renovate the bathroom ourselves. We have to [?] the tiles and paint the [?] and walls.
- Due to cold winters and hot summers here, most flats are equipped with both [?] heating and air [?].
- These practical [?] boxes will help you keep your things [?] and tidy.
- The estate [?] told us that the notice [?] was only two weeks.
- Like most children, I loved playing on [?] frames, but my favourite thing was the [?] that my grandpa hung for me in the garden.

ŚRODKI JĘZYKOWE

ZADANIE NATURALNE

- 4 Spośród podanych opcji A–C wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym zdanie. Zapisz odpowiedzi w zeszycie.
- I didn't hear the doorbell because I [?] (odkurzałem) my room.
A was vacuuming
B vacuumed
C had vacuumed in
 - In my bedroom [?] (jest) a lot of plants and it takes time to water them twice a week.
A is
B are
C there are
 - Before I leave for school in the mornings, I always [?] (ścielę) my bed.
A make
B do
C change
 - I get on well with my sister and I [?] (nie mam nic przeciwko dzieleniu pokoju) with her.
A don't have to share a room
B have nothing to share in the room
C don't mind sharing a room

ZADANIE NATURALNE

R

- 5 Fragmenty podane w nawiasach przetłumacz na język angielski tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Zapisz odpowiedzi w zeszycie. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.
- Are utility bills [?] (wliczone w czynsz) or do I have to pay them separately?
 - If there hadn't been a huge traffic jam, the removal van [?] (nie przybyłaby spóźniona).
 - How many times [?] (przeprowadzałaś się) in your life?
 - The instalment doesn't have to [?] (być opłacona z góry).
 - I [?] (szukam) the perfect flat for months now, but I can't find anything I like in my price range.

ROZMOWA WSTĘPNA

W parach odpowiedzcie na pytania.

UCZEŃ A

- 1 What is the most useful household appliance that you have?
- 2 Is your home in a convenient location? Why? / Why not?

UCZEŃ B

- 1 How would you furnish your ideal bedroom?
- 2 Do you get on with your neighbours? Why? / Why not?

ZADANIE 1

UCZEŃ A

Poszukujesz współlokatora/współlokatorki do dwupokojowego mieszkania. Rozmawiasz ze studentką/studentem z Danii, który/która jest zainteresowany/zainteresowana twoją ofertą. Poniżej podano cztery kwestie, które musisz omówić.

Lokalizacja
mieszkania

Wypożyczenie
i umeblowanie

Warunki wynajmu

Posiadanie
zwierząt

Rozmowę rozpoczyna uczeń B.

► UCZEŃ B STR. 176

ZADANIE 2

Opisz zdjęcie i odpowiedz na pytania.



- 1 Why is the room in such a mess?
- 2 What household chores are your least favourite? Why?
- 3 Tell me about a situation when you or someone you know had to share a room.

ZADANIE 3

Popatrz na Zdjęcie 1. i Zdjęcie 2.

Przygotowujesz prezentację o domach w przyszłości. Zastanawiasz się nad wyborem tytułowego slajdu.

- Wybierz slajd, który będzie, twoim zdaniem, najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1



2



UCZEŃ A

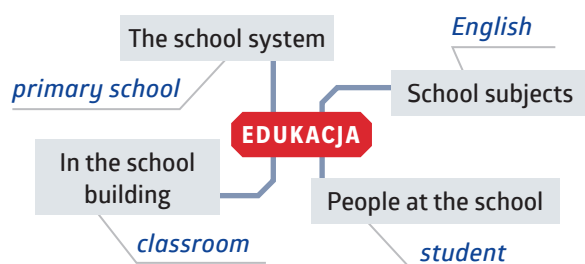
- 1 Where do you think most people will live in the future: in cities or in the countryside? Why?
- 2 What are the advantages of living in the suburbs?

UCZEŃ B

- 1 Will robots do all the housework in the future? Why? / Why not?
- 2 What are the disadvantages of living in a city centre?

LOOK BACK

- 1 In pairs, look at the categories below. How many words in each category can you think of?



THE SCHOOL SYSTEM | SYSTEM OŚWIATY

- 2 Complete the text with the words from the box. There are three extra words. Write the answers in your notebook.

graduate high school kindergarten mixed
primary private public single-sex university
vocational

Education in Canada



The Canadian system of education is split into four levels: pre-primary, ¹?, secondary and post-secondary. The pre-primary stage is ²?, which means that parents have to pay for it. Primary and secondary education is ³?, so mainly funded by the government. Children start primary school at the age of five or six (depending on the province). However, the first year of school (called ⁴? in Canada) isn't obligatory. Obligatory education starts with Grade 1 and students stay in primary school until Grade 6. During this stage of education, students are taught by one teacher (who teaches all the subjects) and don't change classrooms.

The next level, secondary, has two stages: junior high school and ⁵?. Junior high school lasts two years and helps students transition to a school where classes are taught by different teachers and in different classrooms. This stage ends after students complete Grade 12. School is compulsory until the age of sixteen, apart from the provinces of Manitoba, Ontario and New Brunswick, where it's eighteen.

Most schools in Canada are ⁶? (or co-educational), so boys and girls learn together. Independent schools, also called private schools, aren't very popular.

After completing secondary education, students can go to either a school where they learn a specific trade, to college or to ⁷?

- 3 In pairs, discuss the similarities and differences between the Canadian and Polish systems of education.

- 4 Complete the text with the words from the box. There is one extra word. Write the answers in your notebook.

R

achievement certificate cramming
curriculum enrol fees multiple choice
myths obligatory project



A different kind of school

Imagine reading Greek ¹? whilst travelling around Greece or learning Italian while ordering food in a restaurant in Rome. This is what happens at THINK Global School. When I first wanted to visit the school and talk to the head teacher, I learned that I had to go to ... China as that's where the students were studying at the time.

This is because THINK Global School is a travelling school. Students follow the school's own ²?, which sees them study in around twelve different countries over three years. As it's an independent school, parents have to pay school ³?, which are really high.

Students learn things from the places they're at instead of ⁴? for exams and answering ⁵? questions; they learn through ⁶? work, experiencing the local history and culture and interacting with the locals.

After the three ⁷? years, students receive a(n) ⁸? of completion and can ⁹? on a course at university. THINK Global School graduates go on to study at some of the top universities in the world. Sometimes, the most unconventional types of schooling can bring the most success.

- 5 In pairs, discuss if you would like to study at THINK Global School. Give three arguments for and three arguments against studying at this school.

SCHOOL SUBJECTS | PRZEDMIOTY NAUCZANIA

- 6 Match the subjects from the box to examples 1–14. Write the answers in your notebook.

Art Biology Chemistry Civics
English Language and Literature foreign languages
Geography History
Information and Communication Technology (ICT)
Maths Music Physical Education (PE) Physics
Religious Education (RE)

- 1 plants, bacteria, DNA ?
 - 2 atom, gas ?
 - 3 gymnastics, athletics ?
 - 4 contrast, colours ?
 - 5 German, Spanish, French ?
 - 6 continents, oceans, rivers ?
 - 7 rhythm, note, song ?
 - 8 966, 1410, Mieszko I ?
 - 9 click, install ?
 - 10 $2 + 2 = 4$?
 - 11 faiths and beliefs ?
 - 12 speed of light, energy ?
 - 13 parliament, state, democracy ?
 - 14 essay, poem ?
- 7 In pairs, answer the questions.
- 1 Which of the subjects in Exercise 6 are included in the humanities? Which are science subjects?
 - 2 What are your three favourite subjects and why? What do you learn in them?
 - 3 Which is your least favourite subject and why?

IN THE SCHOOL BUILDING | SZKOŁA I JEJ POMIESZCZENIA

- 8  Listen to six recordings. Where are the speakers? Match the recordings to the places from the box. There are three extra places. Write the answers in your notebook.

canteen computer room corridor gym
head teacher's office laboratory library
playground playing field

- 1 ? 2 ? 3 ? 4 ? 5 ? 6 ?
- 9 In pairs, answer the questions.
- 1 Which of the places in Exercise 8 have you got in your school?
 - 2 Where do you normally hang out with other students when you're at school?



PEOPLE AT THE SCHOOL | OSOBY W SZKOLE

- 10 Complete the job adverts with the words from the box. There are two extra words. Write the answers in your notebook.

deputy head examiner form head teacher
lecturer secretary staff teacher



**Western Valley
Independent School**

Current Jobs

For more information and to apply click '[More info.](#)'

1 ?

Are you a leader? Are you able to run a school and manage and motivate all the staff? Can you ensure that all the staff follow the set curriculum and all protocols? If this is you, then apply NOW! [More info](#)

2 ?

Second in command, but still a very important person in our school. Help manage other teachers, prepare the schedule and apply school policy. [More info](#)

Geography 3 ?

We're looking for an enthusiastic and creative person to join our teaching 4 ?. We'd also like you to take responsibility for one of our classes as a(n) 5 ? teacher. [More info](#)

6 ?

Our school holds internal tests every term, so we need someone who would oversee the preparation and administration of these tests. Is this you? [More info](#)

- 11 Choose the correct translations of the words in brackets. Write the answers in your notebook.

- 1 It's flu season, so today I had thirteen ? (*nieobecnych*) students in my class.
a inactive b absent c present
- 2 We get points when we're ? (*czynni*) in class.
a cooperative b passive c active
- 3 Our teacher has his rules and expects us to follow them – he's very ? (*surowy*).
a hard-working b strict c fair
- 4 My brother could do addition and subtraction at three years old. He's now five and doing multiplication. He's really ? (*utalentowany*).
a gifted b demanding c imaginative

SCHOOL SUPPLIES | PRZYBORY SZKOLNE

- 12  Listen to five recordings. Choose the word that is missing in each recording. Write the answers in your notebook.

- 1 a file b school bag c locker
- 2 a sharpener b rubber c ruler
- 3 a desk b board c folder
- 4 a highlighters b pencils c correction fluid
- 5 a dictionary b calculator c binder



SCHOOL LIFE | ŻYCIE SZKOŁY

13 Read the definitions and complete the words. The first letter of each word has been given. Write the answers in your notebook.

- A list of the times of classes in a school.
t ?
- The latest date when you have to hand in a paper of a project.
d ?
- The literature you have to read in each grade.
s ? b ?
- Teachers usually check this at the start of a lesson.
a ?
- You go on this when you leave your school to visit a museum or see a play in the theatre.
s ? t ?
- This is when you're not at school.
a ?
- When the teachers meet the parents or guardians.
p ? -t ? c ?
- A longer period of time between lessons when you can also eat some food.
l ? b ?
- This is how we describe subjects that you have to take.
c ?
- The classes you take after school.
e ? a ?
- A student who has only recently arrived at a school.
n ?

14 Complete the sentences with the words from the box. Write the answers in your notebook. Then in pairs, say if these sentences are true or false for you.

abilities assess assignment homeschooling
set source

- As part of an international project, my class has been working on a written ? with students at a school abroad.
- ?, meaning studying without attending school, is very popular in my country.
- In some classes, we are arranged depending on each student's ?.
- At the start of the school year, we have to take a diagnostic test in English so that our teacher can ? our level of ability.
- When writing essays in Polish or English, we always have to provide the ? texts.
- Our teachers don't often ? homework, but we still need to learn the things that were covered in class.

LEARNING | UCZENIE SIĘ

15 Copy the table and complete it with the words and phrases from the box. Some words and phrases can go with more than one verb.

a course a good impression a presentation
a project a task an experiment classes
homework lessons mistakes notes progress
well your best

do	make	take
?	?	?

16 Have these words and phrases got the same (S) or a different (D) meaning? Write the answers in your notebook. Explain the differences in meaning.

- attend school | go to school ?
- collaborate | cooperate ?
- copy homework | hand in homework ?
- learn something | learn about something ?
- memorise | learn by heart ?
- miss lessons | have lessons ?
- turn up late | be late ?

17 Which words complete the text correctly? Write the answers in your notebook.

R

Rules at my school

Here are the rules at my school. Let me know if they are similar or different at your school.

- If you're going to be ¹in / off school, make sure you (if you're eighteen years or older) or your parents/guardians call the absence line.
- The above also applies if you show ²up / in late.
- All students who are absent for more than three days will have to catch ³up / out on the material. Ask your teacher for any worksheets that were given to the class during your absence.
- If you or your teacher feels you are falling ⁴after / behind with schoolwork, then we need to arrange a meeting with you, your teacher and your parents.
- Any student who copies test answers or homework ⁵at / from another student or the Internet will receive a fail.

18 In pairs, discuss the rules that apply to students in your school.

EXAMS, TESTS, GRADES | EGZAMINY, TESTY, OCENY

19 Complete the texts with the words from the boxes. There is one extra word in each box. Write the answers in your notebook.

What advice would you give your 18-year-old self?

University graduates give advice to students who are just about to start their college or university journey.



exams pass results



Joanna, 45

It's been a while since I finished university, but some of my closest friends are people that I went to uni with. Remember that it's not all about academic ¹ ? . There's more to university than ² ? . The people that you meet at uni are likely to remain your friends for life.

cheat entrance retake school-leaving



Greg, 32

I've got a great tip for you which is based on my own experience. Don't ³ ? in exams! I learned the hard way as I got expelled from university. I had to ⁴ ? my university ⁵ ? exams and start all over again! I was a completely different student when I went back.

do fail past revise



Wei, 25

I'm fresh out of uni and I found taking tests and exams quite hard. When you are studying for an exam make sure you look at ⁶ ? exam papers as teachers like to use similar content year after year. And if you ⁷ ? badly in an exam, then don't worry. Just ⁸ ? a bit more and next time you'll probably pass.

20 Match the titles from the box to their Polish equivalents. Write the answers in your notebook.

A levels BA BSc MA MSc PhD

- 1 licencjat (nauki ścisłe) ?
- 2 licencjat (nauki humanistyczne) ?
- 3 magister (nauki ścisłe) ?
- 4 magister (nauki humanistyczne) ?
- 5 doktor (nauki humanistyczne i ścisłe) ?
- 6 matura ?

21 Complete the questions with the words from the box. There are two extra words. Write the answers in your notebook. Then in pairs, ask and answer the questions.

R

apply campus faculty get halls scholarship take

- 1 What are the requirements to ? into university in Poland?
- 2 Can people in your country get a(n) ? to help fund their education?
- 3 Are you planning to ? to university? Why? / Why not?
- 4 Do students live at home, rent rooms or stay in ? of residence?
- 5 Do people ? a gap year before going to university? Would you like to do this? Why? / Why not?

GO FOR IT

22 In small groups, do the task. Imagine you can create your ideal school. Decide on the following:

- what kind of school it would be,
- what subjects you would teach,
- who would work at the school,
- what the school building would look like,

Make a poster advertising your new school. Then present it to the rest of the class.



Four schools around the world that are breaking norms



1 ? Ørestad Gymnasium, Denmark

Can you imagine 358 pupils all together in one huge classroom? Now, imagine the walls are made of glass! You'd think it would be hard to pay attention when taking part in lessons. But, apparently, it isn't. The wide open spaces encourage students to collaborate, to think flexibly and to take an active role as they do research, solve problems and learn new skills.

2 ? Steve Jobs School, The Netherlands

This secondary school rejects the idea that every pupil should learn at the same rhythm as their classmates. Instead, every student gets a tablet with apps that guide them along a personal learning plan, which is evaluated and modified every term by the child, their parents and their coach (not teacher). Participating in the design of your own education increases your motivation to learn.

3 ? Carpe Diem School, Ohio, USA

At the Carpe Diem school, education is also personalised. Instead of attending classes, each of the 300 students has a small personal space with a computer that guides them through their education. Consequently, the place looks more like an office than a school. Any student who has trouble with their online learning can ask an instructor for help.

4 ? Innova Schools, Peru

These low-cost fee-paying schools were launched by billionaire businessman Carlos Rodriguez-Pastor in 2011. Now, there are twenty-nine of them across Peru. They have managed to raise academic standards by emphasising technology, group work and blended learning (half online, half in traditional classrooms). They also have strict rules that make sure students study hard to pass their exams and get better marks.

- 1 Look at the photo and read the text quickly. Which school the students in the photo could attend?

TRENING NATURALNY

- 2 What is the paragraph below about? Choose the correct heading. Write the answer in your notebook.

How can I describe my first day? It was different. Exciting and a little confusing. There were so many students all moving around together. How could anyone concentrate, I wondered. However, once I eventually found my group, I realised my classmates were all paying attention and were keen to answer the teacher's questions.

- a Education can be fun
- b My unusual new school
- c Impossible to concentrate

- 3 Match reasons 1-3 to the headings in Exercise 2. Write the answers in your notebook.

- 1 This heading is wrong because the text explains that the students at the school were focused. ?
- 2 This heading is wrong because the text is about a school in particular, not education in general. ?
- 3 This heading is correct because the text describes a student's first day at school. ?

- 4 Which school in the text do you think the paragraph in Exercise 2 is referring to? Give reasons for your answer.

Uważnie przeczytaj wszystkie nagłówki, zanim dopasujesz je do fragmentów tekstu. Niewłaściwe nagłówki mogą zawierać informacje nieprawdziwe, nawet jeśli słownictwo nawiązuje do danego akapitu. Mogą również zawierać powszechnie znane, prawdziwe informacje, o których jednak nie ma wzmianki w tekście.



ZADANIE NATURALNE

- 5 Przeczytaj ponownie tekst. Które nagłówki A–F pasują do części tekstu 1–4? Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu. Zapisz odpowiedzi w zeszycie.
- A Technological research at school
 - B A team decides on your learning path with you
 - C Results aren't the most important thing
 - D Learning together in the same space
 - E Autonomous study in a workplace environment
 - F Hard work pays off without costing a fortune
- 6 In pairs, discuss why the other two headings in Exercise 5 are incorrect.
- 7 In pairs, answer the questions.
- 1 Which of the schools in the text is most like yours?
 - 2 If you were a parent, would you send your child to any of these schools? Give reasons for your answer.
 - 3 What other unusual schools have you heard of?
- 8 **SŁOWNICTWO** Complete the questions with the words from the box. There is one extra word. Write the answers in your notebook. Then in pairs, ask and answer the questions.
- active role blended learning classmates fee-paying
group work instructors motivation personalised
research
- 1 After almost a year at secondary school, do you get on well with all your .
 - 2 Do you prefer or working on your own?
 - 3 Do you prefer traditional classrooms, online classes or .
 - 4 Is education enough at your school?
 - 5 Do you do any scientific at your school?
 - 6 Should parents take a more in their children's education?
 - 7 What for you is the greatest to learn?
 - 8 What are the pros and cons of attending a(n) school?
- 9 **SŁOWNICTWO** Match the words to make collocations. Write the answers in your notebook. Then use them to write a paragraph about your school.
- | | | |
|----------------|----------------------|------------------------------|
| 1 attend | <input type="text"/> | a good marks |
| 2 get | <input type="text"/> | b class |
| 3 have strict | <input type="text"/> | c extracurricular activities |
| 4 learn new | <input type="text"/> | d attention |
| 5 pay | <input type="text"/> | e hard |
| 6 solve | <input type="text"/> | f problems |
| 7 study | <input type="text"/> | g skills |
| 8 take part in | <input type="text"/> | h rules |

CULTURE BIT | Independent schools in the UK

In England, there are more than 2,500 independent schools with well over half a million students. They educate about seven percent of England's school population. In Scotland, independent schools are less popular teaching only about four and a half percent of all students.

Confusingly, independent schools in England are usually called public schools, even though they are actually private and charge fees. Some independent schools are very old. The King's School in Canterbury, for example, first opened its doors in the year 597. Over fifty percent of the British political elite have studied at independent schools.



LIFE SKILLS | Independent learning strategies

- 10 Which of these independent learning strategies do you use? In pairs, grade them from 1 to 5 in terms of how useful you think they are. Then think of more successful learning strategies and compare your ideas with the rest of the class.
- Put your phone away so you can concentrate on what you're doing.
 - Write down your learning objectives and order them from the most to the least important.
 - Set yourself a realistic timetable with regular breaks.
 - Go back over your work a few hours or days later and try to judge it objectively.
 - Teach what you've learned to someone else.

A The Dilemma

Lisa was hurrying along the corridor on her way to the library when she bumped into her form teacher, Ms Jankowski.

'Lisa, the Deputy Head Teacher would like to see you in her office.'

Lisa felt intrigued and worried. Why did the Deputy Head Teacher want to see her? Had she done something wrong? And why did it have to be now when she had so much work to catch up with? She had two assignments to submit for the next day. And she needed to do some revision and study some past papers for her Maths A level.

Lisa was a gifted student. Her attendance record was perfect. She always paid attention to her teachers and took precise notes in class. Her exam marks were well above average and her parents read her school reports with pleasure.

However, although her academic results were excellent, Lisa had a problem. She wanted to do a degree in Economics and Management at Oxford University. The problem was that to be accepted on that course, you had to excel at Maths. It was obligatory to get an A level at A* or A grade. And, unfortunately, Maths was Lisa's worst subject.

That was why her parents had agreed to send her to this exclusive boarding school. She'd previously gone to a state comprehensive. She'd liked it there and the teachers were great but,

unfortunately, the academic standards were not so great. There were too many kids who skipped lessons and caused disruption.

Lisa knocked on the door of the Deputy Head Teacher's office and waited. There was no sound from inside. She turned the door handle. The door opened.

'Hello?' she said.

Silence. She looked inside. There was no one there. She stepped into the room. On the desk near the window was a large beige envelope. On the corner of the envelope was a label. It read *Maths A level, strictly confidential*.

Lisa's heart began to race. She closed the door behind her. This was her opportunity. She had to get an A in Maths. If not, she'd have to resit the exam and that would ruin her plans for the summer. And there was no guarantee she would get an A in the resit, anyway. She'd been lucky to get a B in the mock exam. All she needed to do was to open that envelope and her problem was solved.

But if she did that and looked at the exam paper, that would be cheating and she'd never cheated before. Still, the temptation was enormous. Lisa had never failed to achieve her goals and she didn't want to start now. She wouldn't even need to copy the questions from the exam paper, she could just take a photo. It would only take a second. But then, what if she got caught? She'd probably be expelled and expulsion from school would ruin her future.



It was a dilemma.

A few minutes later, the Deputy Head Teacher appeared and saw Lisa waiting outside her office.

'Lisa. I have some good news. I've been told you need more support to get an A in your Maths A level, so I've arranged for extra tuition for you from now until the exam.'

As Lisa walked along the corridor to the library, she had a relieved look on her face. She pulled out her phone, accessed the gallery and without even looking at it, she deleted the last photo she'd taken.

B The Toughest Degree in the Country

Would you like to graduate from Oxford or Cambridge? If so, you'd better study hard because the admission requirements are extremely demanding. For example, the acceptance rate to study Architecture at the University of Cambridge is less than eleven percent, which means almost nine out of ten candidates are rejected. Computer Science at Oxford is even more demanding. The rate of successful applications is just nine percent. The toughest degree course in the country, however, is Economics and Management at Oxford. Only seven percent of candidates are successful.

So what do you need in order to be one of the lucky few?

Apart from having suitable school-leaving qualifications including Mathematics, you must also pass the Thinking Skills Assessment to show you have the skills and aptitude required to succeed in Higher Education. You should be interested in discovering how businesses and the economy are organised. Apart from being independent and adaptable, you also need to be capable of performing a critical and logical analysis of problems and solutions, and you must also be able to assess arguments critically. Finally, it is also important that you possess the ability to present your thoughts in a clear and effective way in speech and in writing.



If you're accepted, what is the course like?

The three-year B.A. degree consists of two parts: Prelims and Finals. The first academic year, Prelims, involves lectures and tutorials in General Management, Introductory Economics and Financial Management leading to exams in June. Curiously, your exam results do not count towards your final degree. Their purpose is to help you choose which subjects to specialise in. In the second year, there are no formal exams, but over the two years of Finals, you must complete eight papers, or alternatively, seven papers and a thesis. The final examinations take place at the end of your third year.

ZADANIE NATURALNE

- 1 Przeczytaj tekst A. Z podanych odpowiedzi A–D wybierz właściwą, zgodną z treścią tekstu. Zapisz odpowiedzi w zeszyście.
- Why was Lisa anxious about having to see the Deputy Head Teacher?
A She knew she had done something wrong.
B She hadn't been studying hard enough.
C She was very busy with schoolwork.
D She was on her way to sit a vital exam.
 - Which of the following sentences about Lisa is NOT true?
A Her schoolwork and behaviour were first class.
B She felt confident she would be able to study any degree.
C Her previous school had good and bad qualities.
D She changed schools in order to improve academically.
 - When Lisa saw the envelope on the desk, she felt
A excited and anxious.
B sure what to do.
C she had missed her opportunity.
D disappointed with her result in the mock exam.
 - What did Lisa do when she was in the Deputy Head Teacher's office?
A She opened the envelope and wrote down the exam questions.
B She decided not to cheat in case she got punished.
C She asked the Deputy Head Teacher for help with Maths.
D She took a photo of the Maths exam paper.

ZADANIE NATURALNE

- 2 Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu B tak, aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie pięć słów. Zapisz odpowiedzi w zeszyście.
- Economics and Management at Oxford University is considered to be the most demanding degree in the UK because are admitted to the course.
 - The demonstrates which candidates are talented and competent enough to achieve good results in further education.
 - During 'Finals', you are required to complete eight papers or , and sit exams at the end of third year.
 - The purpose of the text is to describe what a particularly challenging degree course is like and explain what are.

Gramatykalizacja

TRENING NATURALNY

- 1 In pairs, answer questions 1–2. Remember that you must use the correct form of the words in brackets. You can use up to four words, adding more elements if necessary.

During the meeting yesterday, the head teacher (promise / buy) more equipment for the school.

- will promise to buy
- promise to buy
- promised that she would buy
- made a promise about
- promised to buy

- Która odpowiedź jest odpowiedzią właściwą, ponieważ po jej wstawieniu zdanie jest logiczne, gramatycznie poprawne oraz spełnia wymaganie użycia nie więcej niż czterech wyrazów?
- Która odpowiedź jest odpowiedzią niewłaściwą, ponieważ:
 - po jej wstawieniu zdanie nie jest logiczne?
 - przekracza maksymalną liczbę wyrazów, określoną w poleceniu?
 - nie zostały w niej wykorzystane wszystkie wyrazy podane w nawiasie?
 - po jej wstawieniu zdanie jest niepoprawne gramatycznie?

Pamiętaj, że nie można zmieniać kolejności wyrazów podanych w nawiasie, ale zazwyczaj trzeba dodać do nich inne wyrazy, np. przedimki, przymki albo czasowniki posiłkowe. Po uzupełnieniu zdań upewnij się, że twoja odpowiedź jest logiczna i gramatycznie poprawna, że zostały wykorzystane wszystkie elementy z nawiasu oraz że liczba wpisanych wyrazów nie przekracza limitu wskazanego w poleceniu.



► GRAMATYKA | MOWA ZALEŻNA, STR. 138

► GRAMATYKA | SKŁADNIA CZASOWNIKÓW, STR. 147

- 2 Complete the sentences with the correct form of the words in brackets. You can add more words if necessary, but you must not change the order of the words given. Use up to five words in each gap. Write the answers in your notebook.
- The teacher (invite / participate) in the lesson more actively, so we all started asking questions.
 - Most children study in their local comprehensive schools because their parents can't (afford / send / they) to a fee-paying school.
 - I'm sure you (enjoy / attend) a summer course next year.
 - Yesterday one of my classmates (accuse / / / cheat) during the written exam, but I didn't do it.
 - The Biology teacher (make / we / work / groups) and later we had to report our findings to the whole class.
 - One of the students asked (teacher / not / wipe) the board because he hadn't finished copying from it.

- 3** Complete the sentences with the correct form of the words in brackets. You can add more words if necessary, but you must not change the order of the words given. Use up to five words in each gap. Write the answers in your notebook.

R

- Last year my parents **?** (*try / convince / I*) to change my degree course, but I decided to stick to my guns.
- I was ill and out of school for four weeks and I've only recently **?** (*manage / catch*) the rest of the class.
- My friend **?** (*insist / note down*) everything the teacher said during yesterday's class.
- During the last seminar, Emma's professor **?** (*suggest / set*) clear targets for the next academic year.
- I know John wanted to keep it a secret, but I couldn't **?** (*help / hear*) that he was planning to sign up for the French course.
- The teacher threatened **?** (*not / let / we / sit*) the exam if we failed to hand in our essays before the deadline.

- 4** In your notebook, complete the texts with the correct form of the words in brackets. You can add more words if necessary, but you must not change the order of the words given.



Hannah

I'm very bad at French and I've got the end-of-year French exam next week. Any advice?



Jess

Next week? That's not much time. Spend some time revising the grammar. I wouldn't ¹ **?** (*advise / you / learn*) lists of French words by heart – you'll forget them by next week.



Sam

Very little time left. You can't learn a foreign language in a week! Did you ask your teacher if ² **?** (*dictionaries / be / allow*) during the exam? Consider ³ **?** (*study / friend*) – you can motivate each other and achieve much more.



Ella

Somebody once ⁴ **?** (*tell / I / plan*) what exactly I wanted to revise every day. Then stick to the plan. If you ⁵ **?** (*prefer / work*) in a quiet place, go to the library or study at night when everybody is asleep.

- 5** In pairs, talk about the advice given in the forum. Who do you agree/disagree with? Why? What advice would you give to Hannah?

ZADANIE MATURALNE

- 6** Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów, ale dodaj wszystkie niezbędne elementy tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane. Zapisz odpowiedzi w zeszycie.
- We were going on a short school trip to a theme park, so the teacher **?** (*allow / we / not / wear*) a school uniform and come in jeans and a T-shirt instead.
 - Mark made a promise to his teacher and told her last week that **?** (*he / finish*) his essay about the solar system the following day.
 - One of the boys from year five is a troublemaker and skips classes so often that the head teacher wants **?** (*expel / he / school*).
 - I've heard this exam is very hard – how many **?** (*time / you / take*) it so far?
 - I think it's much **?** (*good / have*) a break now and then study until we get tired again.

ZADANIE MATURALNE

R

- 7** Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów, ale dodaj wszystkie niezbędne elementy tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane. Zapisz odpowiedzi w zeszycie.
- I'm sure Mark stayed at school longer yesterday – I **?** (*see / he / conduct*) an experiment while I was passing the Science lab after the school choir practice.
 - Do you have any idea exactly when we **?** (*suppose / submit*) our assignments next week?
 - I regret **?** (*not / pay / attention*) the lecturer. If I had, I would know now what to include in my term paper.
 - I'm afraid Sophie has decided that **?** (*drop / school*) in order to start full-time employment is the best option for her.
 - Several undergraduates have objected **?** (*have / tutorials*) postponed this term.

Wybór wielokrotny

- In pairs, discuss what you understand by the terms 'self-motivation' and 'personal development'. How important are they in a school or work environment?
-  Listen to some information about a course on personal development for teenagers. Is it a course you would like to do? Why? / Why not?

TRENING NATURALNY

-  Read the tip below and answer questions 1 and 2. Write the answers in your notebook. Then listen again and check. Use the audioscript on page 171 to find alternative phrases that match the underlined phrases in the questions.

- One of the objectives of the course is to
 - help students discover what they are good at.
 - ask students why they find things difficult.
 - make students change their behaviour.
- In between workshops, students
 - work on tasks for mental well-being.
 - try to change their behaviour.
 - do some coursework at home.

Przeczytaj uważnie pytania w zadaniu wielokrotnego wyboru – pomogą ci one zapoznać się z tematem nagrania i skupić na informacjach niezbędnych do rozwiązania zadania. Pamiętaj, że zazwyczaj usłyszysz inne formy słów i zwrotów niż te użyte w pytaniach.



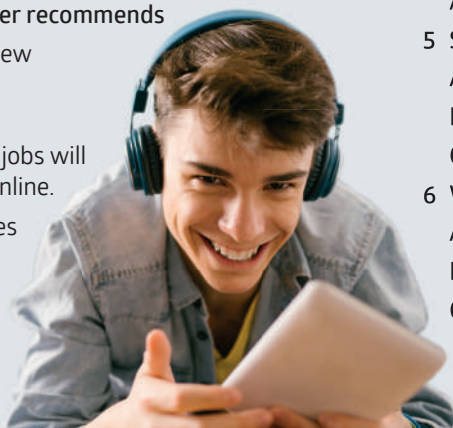
- In pairs, read the questions in Exercise 5 and discuss what you think the two recordings will be about.

ZADANIE NATURALNE

-  Usłyszysz dwukrotnie dwa teksty. Które z podanych odpowiedzi A–C są właściwe i zgodne z treścią nagrań? Zapisz odpowiedzi w zeszytce.

Text 1

- The teacher is talking to students who
 - need more help with IT skills.
 - are about to leave school.
 - have already chosen a career.
- Above all, the teacher recommends
 - keeping up with new technological developments.
 - finding out which jobs will involve working online.
 - talking to Mr Jones about updating their CV.



- SŁOWNICTWO** Copy the table and complete the word families with words from the recordings in this lesson.

Verb	Noun (what?)
1 ?	development
2 ?	improvement
know	3 ?
4 ?	motivation
concentrate	5 ?
6 ?	revision

- In your notebooks, complete the questions with the correct forms of the words from Exercise 6. Check your answers in the audioscript on page 171. Make sure you understand and use all the phrases in bold. Then in pairs, ask and answer the questions.

- When you're studying, does music **act as a motivator** for you or do you **find it impossible to** ? with music in the background?
- When it comes to learning foreign languages, would you describe yourself as a **self-motivated learner** or are you **lacking in** ? ?
- What ? you to study harder when you're ? for an exam?
- What ? and skills would you most like to ? ?
- What sort of things ? your mood while you are studying?

Text 2

- Professor Jaworska thinks that
 - certain people can't study at all with music.
 - most people like studying with music in the background.
 - it is impossible to improve study skills through music.
- Which of these key study skills does the interviewer ask about?
 - concentration
 - memory
 - motivation
- Students may prefer silence when they are doing
 - an artwork assignment.
 - a language assignment.
 - a research assignment.
- What is the main message of the interview?
 - Music can cheer you up when you are feeling down.
 - Music doesn't improve students' academic abilities.
 - Music can help students become more effective learners.



Dobieranie zdań do wypowiedzi

- 1 In pairs, discuss when and why this photo of 16-year-old UK students was taken. Then read the Culture Bit below and check your ideas.



CULTURE BIT | The School Prom

Most UK secondary schools hold a prom – short for ‘promenade dance’ – for Year 11 students (aged 15/16) at the end of the summer term. Proms were popularised in the UK during the 2000s – probably due to the influence of American TV shows. The word ‘promenade’ originally comes from a French word meaning to walk or stroll, but in the US it soon became associated with dancing. These days a prom is a rite of passage and will usually involve an impressive outfit and luxury transportation to venues that can range from the school gymnasium to a five-star hotel or even a medieval castle.

- 2  Listen to a student talking about her school prom. Note down her positive memories and her negative memories.

TRENING NATURALNY

- 3  Read questions 1–3. In each case, which option is correct? Write the answers in your notebook. Then listen again and check.

- 1 The speaker
 - a remembers her school prom with great fondness.
 - b doesn't remember her school prom being very enjoyable.
- 2 She
 - a wore an outfit that was lent to her for free.
 - b wore an outfit that cost a lot of money.
- 3 She
 - a is ashamed of the way her hair looked on the night.
 - b is proud of the way her hair looked on the night.

- 4 In your notebook, match the extracts from the audioscript containing the key information with the correct sentences in Exercise 3.

- A 'I spent a fortune on a dress that looked as if I'd borrowed my mother's wedding dress and dyed it pink.' 
- B 'She took some photos as we were leaving, and I honestly can't believe I went out with my hair like that.' 
- C 'If I said I had good memories of my school prom, I'd be lying. In fact, I'm not sure that anyone enjoyed it really.' 

- 5 Read the tip below and find examples in Exercises 3 and 4 that illustrate the advice.



W zadaniu na dobieranie zdań do wypowiedzi wysłuchasz kilku różnych krótkich tekstów na pokrewny temat. Poprawnie dobrane zdania najprawdopodobniej nie będą zawierały identycznego słownictwa co nagrania, więc skup się na wyrazach o podobnym lub przeciwnym znaczeniu. Kluczowe informacje mogą także zostać wyrażone poprzez negację lub złożone struktury gramatyczne. Istotne jest dobieranie znaczeń, a nie – pojedynczych wyrazów czy zwrotów.

ZADANIE NATURALNE

- 6  Usłyszysz dwukrotnie cztery wypowiedzi na temat szkolnych balów. Które zdania A–E pasują do wypowiedzi 1–4? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz odpowiedzi w zeszycie.

The speaker ...

- A suggested how to avoid an incident that took place at the previous prom.
- B had to change what they were doing at the prom and do something else.
- C would like to have changed one particular thing about the prom.
- D wondered whether this year's prom was as good as last year.
- E thinks school proms would be better if people mixed more.

1	2	3	4
			

- 7 **SŁOWNICTWO** In your notebook, complete the verb phrases with the correct preposition.

- 1 Have you ever dreaded going to a party but ended  enjoying it?
- 2 If you look  on the last year, are there any parties that stand out for you?
- 3 Do you know anyone who always hangs  in the kitchen at parties?
- 4 If you had a party at home, which rooms would your parents restrict access ?
- 5 When was the last time you had to clean  after a party? Did anyone help you?

- 8 In pairs, ask and answer the questions in Exercise 7.



Wypowiedź na podstawie materiału stymulującego i odpowiedzi na dwa pytania

- 1 In pairs, think about all the classrooms in your school. Which is your favourite and which is your least favourite? Why? What would your ideal classroom be like?

TRENING NATURALNY

- 2  Read the task below. In pairs, discuss which of the three options you would choose and why. Then listen to a model answer and compare your ideas.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Zdjęcia przedstawiają trzy wnętrza przeznaczone na sale lekcyjne. Która z propozycji, twoim zdaniem, stwarza najlepsze warunki do nauki?

- Wybierz wnętrze, które uważasz za najlepsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 3  Listen to the model answer again. In your notebook, note down the reasons for and against options 1-3.
- 4 Read the tip below. What is wrong with way the photos are presented? Using only relevant information, re-write the introduction in your notebook.

The three photos show different ways of arranging the furniture in a classroom. There's a small room with seats in a semi-circle, a classroom with desks in rows and a nice light classroom with tables arranged so that groups of four can sit together. I think option three would be best for my English classroom because ...

Zadanie z materiałem stymulującym polega nie na opisie zdjęć, ale na ocenie dostępnych opcji, na wyborze i jego uzasadnieniu, jak również na uzasadnieniu odrzucenia pozostałych opcji. We wstępie do wypowiedzi należy pokrótce opisać cechy wspólne ilustracji oraz wspomnieć o kontekście wybrania jednej z nich, a następnie określić, którą opcję uważasz za najlepszą. Te kilka zdań wystarczy jako wstęp do dalszej wypowiedzi, w której przedstawisz argumenty za dokonany wybór.

- 5 Read the Useful Phrases and the task in Exercise 6. Think of two simple sentences to present the three photos and state which option you think is best.

USEFUL PHRASES

► STR. 160

Presenting the visual input

I can see (three different ...)

The three photos show (different ways of ...)

Stating which option you think is best

Of these three options, I'd choose ... for ... because ...

I think option (three) would be best for ... because ...

Option (three) seems to be the best option for ... because ...

ZADANIE NATURALNE

- 6 In pairs, take it in turns to do the task below. Try to give at least two reasons for your chosen option and two reasons against the options you have rejected.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3. Zdjęcia przedstawiają trzy sposoby aranżacji szkolnej przestrzeni wspólnej do nauki i wypoczynku. Która z propozycji, twoim zdaniem, stwarza najlepsze warunki do wypoczynku i cichej nauki w szkole?

- Wybierz projekt, który uważasz za najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Po lekturze artykułu na temat inspirującej osoby, która poradziła sobie z trudnościami w nauce, podziel się swoimi przemyśleniami na blogu.

- Przedstaw sylwetkę tej osoby i wspomnij, z jakimi trudnościami w nauce ten ktoś się zmagał.
- Opisz problemy szkolne spowodowane tymi trudnościami.
- Wyjaśnij, w jaki sposób ta osoba poradziła sobie z problemami.
- Wspomnij o planach na kolejne posty na blogu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 100 do 150 słów, nie licząc zdań, które są podane.

- 1 In pairs, discuss what you understand by this famous quote. Do you believe it applies to schools and academic achievement? How can students achieve it, particularly students with learning difficulties?

Genius is one percent inspiration and ninety-nine percent perspiration.

(Thomas Edison)

- 2 Read the sample task and the model answer above. Imagine you have to write about somebody who overcame a learning difficulty. Who would you write about?

TRENING NATURALNY

- 3 Read the tip below. Does the sample answer above follow the advice? Find examples.

Gdy piszesz post na bloga, używaj nieoficjalnych, kolokwialnych form języka, np. skróconych form czasownika czy wtrąceń typu *Well ...* lub *I mean ...* Zwracaj się bezpośrednio do czytelników (*you*), aby czuli, że chcesz nawiązać z nimi kontakt. Unikaj jednak emotikonów i żargonu blogowego. Pamiętaj też o sprawdzeniu tekstu. Nieoficjalny czy kolokwialny to nie to samo co pełen błędów!



- 4 In pairs, think of other informal expressions and ways of addressing readers you could use in a blog post.

It's dyslexia awareness week, and I've got an inspiring story for you.

I'm sure you've heard of Jamie Oliver, the famous chef! Well, you may not know this, but he really suffered at school because of his dyslexia.

Sadly, if you were dyslexic in those days, people didn't understand enough about it and couldn't help you to learn in a different way, and this was the case for Jamie Oliver. Back then, he had a really hard time at school and he lost the motivation to learn.

Fortunately, his love of cooking helped him to overcome his dyslexia. He didn't let dyslexia hold him back: he found something he was good at and worked hard at it until he became successful.

I'm planning to blog about some more famous people with dyslexia this week. I'm also putting together a 'Facts about dyslexia' digital presentation – just let me know if you'd like me to share it.

Get in touch with your own stories, or stories of people you know.



Jamie Oliver

- 5 Read the Useful Phrases. Which phrases appear in the sample answer above?

USEFUL PHRASES

► STR. 163

Raising interest levels

Guess what! You'll never guess what ...

I'm sure you've heard of ...

You may not know / have heard this, but ...

It may seem strange/crazy/unlikely, but ...

Using informal time expressions

Past:

In those days, ...

Years ago, ...

Back then, ...

In the past, ...

Present:

These days, ...

Nowadays, ...

In this day and age, ...

In today's world, ...

Beginning sentences with comment and opinion adverbs

annoyingly, certainly, clearly, fortunately, hopefully, interestingly, luckily, naturally, obviously, probably, sadly, surprisingly, understandably, unfortunately

- 6** In your notebook, rewrite the sentences replacing the words in bold with an appropriate adverb. Do you agree with the statements? Write three more of your own statements on education. Begin each one with an adverb.
- I understand why** society needs a way of testing academic ability.
 - It's annoying that** a student's academic results are still largely based on a single school-leaving exam.
 - It's obvious that** a fairer system would include grades from other schoolwork.
 - It surprises me that** exams are still such a big part of education.
 - I'm hoping that** the education authorities will change assessment methods soon.
- 7** In pairs, read your partner's comments or opinions from Exercise 6. Discuss whether you agree or disagree with each other.
- 8** Internet connectivity improved and the use of digital resources in schools grew during the early 2000s. In pairs, compare and contrast what you think education was like before the internet with education today. Discuss the points below and your own ideas. Make notes under the headings given.
- classroom equipment and resources
 - teaching and learning methods
 - special educational needs

Before the internet	Today
?	?

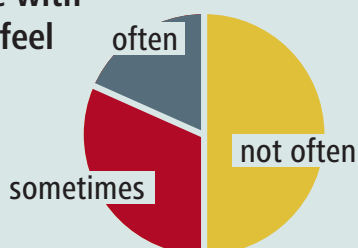
- 9** Describe three of the differences you have identified in Exercise 8 as if they were part of a blog post. Use informal time expressions and appropriate style.

LIFE SKILLS | Collaboration • Communication • Social Responsibility

- 10** In pairs, discuss what you understand by the term an inclusive classroom. Then complete the tips for creating an inclusive classroom with the words in the box.

engage exclusion find out individuality online
social group space values

How often do people with a learning disability feel lonely?



- 11** Discuss each tip and give yourselves a score:
2 points = I already do this; 1 point = I sometimes do this;
0 points = I hardly ever do this and need to improve!

- 12** Read the task in Exercise 13. Who could you write about, e.g. a family member, a friend or neighbour, a famous person, a historical figure? Think about how to develop the four points and make notes.

ZADANIE NATURALNE

- 13** Do the task below in your notebook.

W związku ze szkolnym projektem na temat historii osoby, która nie ukończyła szkoły, a mimo to odniosła sukces w życiu, zamieść na ten temat post na blogu.

- Przedstaw sylwetkę tej osoby i wyjaśnij, skąd czerpiesz wiedzę na temat tego kogoś.
- Opisz przyczyny nieukończenia szkoły.
- Wyjaśnij, jak ta osoba poradziła sobie w życiu.
- Podsumuj, czego można się nauczyć na podstawie tej historii.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 100 do 150 słów, nie licząc zdań, które są podane.

An Inspiration

?

How to be inclusive

Special Educational Needs and Disabilities (SEND) can affect a young person's ability to learn and make friends. Everyone can help by understanding and accepting differences.

Top tips

- Act against ? – it's a form of bullying. Recognise it and don't do it.
- Support ?. Each person is unique – let's celebrate that!
- Focus on ? like kindness, respect and empathy.
- Widen your ? – avoid exclusive groups.
- Be kind ? – don't share mean comments.
- ? with people who you think are different from you.
- ? what people are interested in and what they're good at.
- Give others ? if they ask for it.

IN THE SCHOOL BUILDING | SZKOŁA | JEJ POMIESZCZENIA

canteen – stołówka
classroom – klasa, sala lekcyjna
computer room – pracownia komputerowa
corridor – korytarz
gym – sala gimnastyczna
head teacher's office – gabinet dyrektora, gabinet dyrektorki
laboratory/lab – pracownia naukowa, laboratorium
library – biblioteka
office – sekretariat
playground – boisko szkolne, plac zabaw
playing field – boisko
teachers' room – pokój nauczycielski

SCHOOL SUBJECTS | PRZEDMIOTY NAUCZANIA

Art – plastyka
Biology – biologia
Chemistry – chemia
Civic studies / Civics / Citizenship – wiedza o społeczeństwie
English Language and Literature – język angielski
foreign languages – języki obce
Geography – geografia
History – historia
humanities – przedmioty humanistyczne
Information and Communication Technology (ICT) / Information Technology (IT) – informatyka
Mathematics/Maths – matematyka
Music – muzyka
Physical Education (PE) – wychowanie fizyczne, WF
Physics – fizyka
Polish Language and Literature – język polski
Religious Education (RE) – religia
Science – nauka
science subjects – przedmioty ścisłe

LEARNING | UCZENIE SIĘ

attend – uczęszczać
~ a course / classes – uczęszczać na kurs/zajęcia
~ school – chodzić do szkoły
collaborate with sb – współpracować z kimś
concentrate – koncentrować się
concentration – koncentracja
cooperate with sb – współpracować z kimś
copy (answers/homework) from sb – przepisywać (odpowiedzi / pracę domową) od kogoś
discuss set books – omawiać lektury
do a project – robić projekt
do a task – wykonywać zadanie
do an activity/exercise – robić ćwiczenie
do an experiment – przeprowadzić eksperyment
do homework – odrabiać pracę domową

do well – dobrze sobie radzić
do your best – bardzo się starać
expel sb from school – wydzielić kogoś ze szkoły
find it impossible to do sth – nie być w stanie czegoś zrobić
focus on sth – skupiać się na czymś
go to school – chodzić do szkoły
hand in homework – oddawać pracę domową
have a break – zrobić sobie przerwę, mieć przerwę
have lessons – mieć lekcje
knowledge – wiedza
learn about sth – dowiadywać się o czymś
learn by heart – uczyć się na pamięć
learn new skills – nabyć nowych umiejętności
learn sth – uczyć się czegoś
make a good impression – zrobić dobre wrażenie
make a presentation – zrobić prezentację
make mistakes – robić błędy
make progress – robić postępy
memorise – uczyć się na pamięć
miss lessons – opuszczać lekcje
motivate – motywować
notes – notatki
make/take ~ – robić notatki
participate in sth – brać w czymś udział
pay attention (in class) – uważać (na lekcji)
read maps – czytać mapy
report findings – przedstawiać wnioski/wyniki
revision – powtórka, powtórzenie
skip classes – opuszczać zajęcia, chodzić na wagary
solve a problem – rozwiązywać problem / zadanie matematyczne
study hard – uczyć się pilnie
take lessons – chodzić na lekcje
take part in sth – brać w czymś udział
teach (a subject) – nauczać (przedmiotu)
turn up late – spóźniać się
wipe the board – ścierać tablicę
work in groups – pracować w grupach
write an essay – pisać wypracowanie
be off school – być nieobecny w szkole
catch up on (schoolwork) – nadrobić (materiał z zajęć)
cause disruption – zakłócać porządek
conduct an experiment – przeprowadzać eksperyment
excel at sth – celować w czymś
expulsion – wydalenie (ze szkoły)
fall behind with schoolwork – mieć zaległości w nauce
read Greek myths – czytać mity greckie
set homework – zadawać pracę domową
show up late – spóźnić się

LIFELONG LEARNING | UCZENIE SIĘ PRZEZ CAŁE ŻYCIE

achieve your aims/goals – osiągać swoje cele
advance – rozwijać się, robić postępy
advanced – zaawansowany
aim – cel
autonomous study – samodzielna nauka
complete a course – ukończyć kurs
develop – rozwijać (się)
develop a new skill – rozwijać nową umiejętność
development – rozwój
do (scientific) research – przeprowadzać badania (naukowe)
do/take a course – chodzić na kurs
gain/obtain new qualifications – zdobyć nowe kwalifikacje
goal – cel
improve – poprawić
~ your study skills – poprawić umiejętności uczenia się
improvement – poprawa, polepszenie
learning objective – cel nauki
motivation – motywacja
lack in ~ – mieć zbyt mało motywacji
~ to learn – motywacja do nauki
motivator – czynnik motywujący
act as a ~ – działać jako czynnik motywujący
online education/learning – kształcenie na odległość
personal development – rozwój osobisty
professional life – życie zawodowe
self-motivated learner – uczeń o silnej motywacji wewnętrznej
set yourself a goal – wyznaczyć sobie cel
take an active role – brać aktywny udział
think flexibly – myśleć elastycznie
training – szkolenie
set (clear) targets – wyznaczać (jasne) cele
sign up for sth – zapisać się na coś
stick to your guns – obstawać przy swoim

SCHOOL SUPPLIES | PRZYBORY SZKOLNE

blackboard – tablica (czarna)
board – tablica
board eraser – gąbka do tablicy
calculator – kalkulator
chalk – kreda
coloured pencil – kredka
copybook – zeszyt
correction fluid – korektor
coursebook – podręcznik
crayons – kredki świecowe
desk – ławka
dictionary – słownik
exercise book – zeszyt ćwiczeń
file – teczka na dokumenty; plik
folder – teczka tekturowa
highlighter – zakreślacz
interactive whiteboard – tablica interaktywna
locker – szafka

notebook – zeszyt
PE kit – strój gimnastyczny
pen – pióro, długopis
pencil – ołówek
pencil case – piórnik
(pencil) sharpener – temperówka
(ring) binder – segregator
row of desks – rząd ławek
rubber – gumka
ruler – linijka
school bag – tornister, plecak szkolny
textbook – podręcznik
whiteboard – tablica (biała)
whiteboard marker – pisak do tablicy
workbook – zeszyt ćwiczeń

GRADES | OCENY SZKOLNE

academic results – wyniki w nauce
academic standards – poziom nauczania
credit – zaliczenie, punkty
exam paper – arkusz egzaminacyjny
exam results – wyniki egzaminu
examination/exam – egzamin
examine – przeegzaminować
grade – stopień, ocena
mark – stopień, ocena
past exam paper – arkusz egzaminacyjny z ubiegłych lat
school-leaving exam – egzamin końcowy (na zakończenie szkoły)
score – wynik
university entrance exam – egzamin wstępny na uczelnie
written exam – egzamin pisemny
above average – powyżej średniej **R**
assess – oceniać
achievement – osiągnięcie
evaluate – oceniać
mock exam – egzamin próbny
multiple-choice test/question – test/pytanie wielokrotnego wyboru
resit – powtarzać egzamin; egzamin poprawkowy
term paper – praca semestralna
worksheet – arkusz, karta ćwiczeń

PHRASES | ZWROTY

cheat in an exam – ściągać na egzaminie
do/sit/take an exam – przystępować do egzaminu
do badly in an exam – źle sobie poradzić na egzaminie
fail an exam – oblać egzamin
get/score (56) marks/points in a test – dostać (56) punktów z testu
get good marks – dostawać dobre oceny
grade/mark an exam paper/a test/ homework – sprawdzać arkusz egzaminacyjny / test / pracę domową
pass an exam – zdać egzamin
prepare for an exam – przygotowywać się do egzaminu
retake an exam – ponownie przystępować do egzaminu
revise for an exam – powtarzać do egzaminu
study for an exam – uczyć się do egzaminu

SCHOOL LIFE | ŻYCIE SZKOŁY

absence – nieobecność
 attendance – obecność
 blended learning – nauczanie hybrydowe
 break – przerwa
 lunch – przerwa na lunch
 bullying – prześladowanie
 class – lekcja, zajęcie
 (class) register – dziennik lekcyjny
 electronic register – dziennik elektroniczny
 take the – sprawdzać listę obecności w dzienniku
 compulsory – obowiązkowy
 deadline – termin wykonania pracy
 dyslexia – dysleksja
 dyslexic – dyslektyczny
 exchange student – uczeń uczestniczący, uczennica uczestnicząca w wymianie
 group work – praca w grupie
 holiday – wakacje
 learning difficulties – trudności w nauce
 lesson – lekcja
 newcomer – nowy uczeń, nowa uczennica
 open day – dzień otwarty
 optional – nieobowiązkowy
 parent-teacher conference – wywiadówka, zebranie rodziców
 personalised education – nauczanie indywidualne
 school trip – wycieczka szkolna
 school uniform – mundurki szkolny
 school year – rok szkolny
 set books – lektury szkolne
 strict rules – surowe zasady
 student exchange programme – wymiana uczniowska, wymiana studencka
 term – semestr
 timetable – plan lekcji
 troublemaker – osoba sprawiająca kłopoty
 workshop – warsztaty, zajęcia praktyczne
 written work – praca pisemna
 abilities – zdolności
 announce sth in assembly – ogłosić coś na apelu
 assignment – zadanie, praca domowa
 submit an – oddać pracę domową
 dread sth – obawiać się czegoś
 drop out of (school/college) – rzucić (szkołę/studia)
 end up doing sth – tu: ostatecznie coś zrobić (wbrew wcześniejszym uczuciom/planom)
 hang around – kręcić się
 homeschooling – nauczanie domowe
 look back on sth – wspominać coś
 project work – praca projektowa
 prom (AmE) – bal na zakończenie roku szkolnego w szkole średniej
 restrict access to (a room) – ograniczyć dostęp do (pokoju)
 school report – sprawozdanie, świadectwo szkolne
 source texts – teksty źródłowe

PEOPLE AT THE SCHOOL | OSOBY W SZKOLE

classmate – kolega, koleżanka z klasy
 deputy head – wicedyrektor, wicedyrektorka
 examiner – egzaminator, egzaminatorka
 form teacher – wychowawca, wychowawczyni
 head teacher – dyrektor, dyrektorka szkoły
 instructor – instruktor, instruktorka
 lecturer – wykładowca, wykładowczyni
 professor – profesor, profesorka
 pupil – uczeń, uczennica
 schoolboy – uczeń
 schoolgirl – uczennica
 schoolmate – kolega, koleżanka ze szkoły
 secretary – sekretarz, sekretarka
 student – uczeń, uczennica; student, studentka
 teacher – nauczyciel, nauczycielka
 teaching staff – grono pedagogiczne
 tutor – korepetytor, korepetytorka; prywatny nauczyciel, prywatna nauczycielka
 university student – student, studentka uniwersytetu

ADJECTIVES | PRZYMIOTNIKI

absent (from school) – nieobecny (w szkole)
 active – aktywny
 cooperative/uncooperative – chętny/niechętny do współpracy
 demanding – wymagający
 fair/unfair – sprawiedliwy/niesprawiedliwy
 gifted – utalentowany
 hard-working – pracowity
 imaginative – obdarzony wyobraźnią
 motivated – zmotywowany
 motivating – motywujący
 passive – bierny
 present (at school) – obecny (w szkole)
 professional – profesjonalny
 punctual – punktualny
 strict – surowy
 talented – utalentowany
 weak – słaby

EXTRACURRICULAR ACTIVITIES | ZAJĘCIA POZALEKCYJNE

club – kółko zainteresowań
 book – klub książki
 chess – kółko szachowe
 drama – kółko teatralne
 sports – SKS (Szkolny Klub Sportowy)
 competition – olimpiada przedmiotowa
 sports day – dzień sportu
 school choir – chór szkolny

THE SCHOOL SYSTEM | SYSTEM OŚWIATY

academy – akademii
 college – szkoła wyższa, kolegium
 co-educational school – szkoła koedukacyjna
 comprehensive school – szkoła państwowa dla uczniów powyżej 11. roku życia
 elementary school (AmE) – szkoła podstawowa
 fee-paying school – płatna szkoła
 grade (six) (AmE) – (szósta) klasa
 high school (AmE) – szkoła średnia
 independent school – szkoła niepubliczna, społeczna
 junior high school (AmE) – gimnazjum
 kindergarten – przedszkole
 middle school (AmE) – gimnazjum
 mixed school – szkoła koedukacyjna
 nursery school – przedszkole
 primary school (BrE) – szkoła podstawowa
 private school – szkoła prywatna
 public school – w Wielkiej Brytanii: szkoła prywatna; w USA: szkoła publiczna, szkoła państwowa
 secondary school (BrE) – szkoła średnia
 single-sex school – szkoła tylko dla chłopców lub dziewcząt
 state school (BrE) – szkoła publiczna, szkoła państwowa
 university/uni – uniwersytet
 year (six) (BrE) – (szósta) klasa
 admission requirements – warunki przyjęcia
 boarding school – szkoła z internatem
 campus – kampus uniwersytecki
 certificate (of completion) – certyfikat, świadectwo (ukończenia)
 cram – wkuwać
 curriculum – program nauczania
 dormitory – akademik, internat, bursa
 enrol on a course – zapisać się na kurs
 faculty – wydział (uczelni)
 follow the curriculum – realizować program nauczania
 hall of residence – akademik, internat, bursa
 obligatory – obowiązkowy
 seminar – seminarium
 tuition/school/college/university fees – czesne
 tuition – korepetycje
 tutorial – konsultacje, seminarium
 vocational school – szkoła zawodowa

GRADUATION | UKOŃCZENIE SZKOŁY

A levels – egzamin po szkole średniej (odpowiednik matury)
 BA (Bachelor of Arts) – licencjat (nauki humanistyczne)
 BSc (Bachelor of Science) – licencjat (nauki ścisłe)
 graduate – absolwent, absolwentka

MA (Master of Arts) – magister (nauki humanistyczne)
 MSc (Master of Science) – magister (nauki ścisłe)
 PhD (Doctor of Philosophy) – doktor (nauki humanistyczne i ścisłe)

thesis – praca dyplomowa
 undergraduate – student, studentka pierwszych trzech lat (przed uzyskaniem licencjatu)

PHRASES | ZWROTY

fresh out of uni – świeżo po studiach
 get/receive/obtain a diploma/degree – otrzymać dyplom/stopień naukowy
 graduate (from university) – ukończyć (studia uniwersyteckie)
 have/hold a diploma/degree in – mieć dyplom / stopień naukowy z
 apply to university – ubiegać się o przyjęcie na uniwersytet
 change a degree course – zmienić kierunek studiów
 get a scholarship/grant – dostać stypendium
 get into university – dostać się na uniwersytet
 take a gap year – zrobić rok przerwy między szkołą a studiami



SŁOWNICTWO

1 Answer the questions. Write the answers in your notebook.

- Who doesn't normally work at a school: a form teacher, a lecturer or a head teacher?
- Which object doesn't fit in a school bag: a ruler, a sharpener or a locker?
- Which one is a Science subject: Civics, Physical Education or Chemistry?
- Where do students usually have a meal at their lunch break: in a canteen, in a library or in a gym?
- Which of these help the most to prepare for A levels: file folders, past exam papers or school timetables?
- Which adjective best describes teachers who expect a lot from their students: demanding, fair or imaginative?
- Which adjective describes students who show exceptional talent: cooperative, gifted or strict?

2 Complete each sentence with a verb. Write the answers in your notebook.

- When you **?** something by heart, you memorise it.
- When you **?** up late for school, you miss the beginning of the first lesson.
- When you **?** a test, it means that you don't pass it.
- When you **?** an exam, you take it once again.
- When you **?** in your homework, you give it to your teacher.
- When you **?** attention in class, you listen carefully to your teacher.
- When you **?** well in a test, you get a good mark.
- When you **?** a mathematical problem, you know the correct answer to it.

3 In each sentence choose one option that doesn't go with the verb in bold. Write the answers in your notebook.

- You can **make** *progress / a good impression / research*.
- You can **do** *mistakes / badly in a test / a task*.
- You can **attend** *classes / to school / a language course*.
- You can **take** *an exam / an experiment / notes*.
- You can **study** *new skills / hard / for an exam*.

4 Complete the text with the words from the box. There are two extra words. Write the answers in your notebook.

R

assess assignments catch cram curriculum enrolled fall fees motivated revision

Recently I've ¹ **?** on my first online postgraduate course. I like the flexibility the course offers. Classes are recorded so if I need to ² **?** up on the material I missed, I can watch the lesson again later on. What's more, if anyone happens to ³ **?** behind with the coursework, they can do additional modules and apply for a private tutorial. It's also very easy to ⁴ **?** your own progress thanks to weekly online tests. They're a very effective way of doing ⁵ **?**. I suppose once I've passed all these tests, I won't need to ⁶ **?** for the final exams. Another great advantage of the course is that students can contribute to the development of the ⁷ **?**. We can say which of its elements we'd like to focus on, or even what ⁸ **?** it would be useful to write. After all, the course is called Innovation in Learning and Teaching. I hope it'll make me a more innovative teacher.

ŚRODKI JĘZYKOWE

ZADANIE MATURALNE

5 Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów, ale dodaj wszystkie niezbędne elementy tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane. Zapisz odpowiedzi w zeszycie.

- When I was younger, I **?** (*not / mind / listen*) music when I was studying. Now any kind of background noise distracts me.
- Our English teacher often **?** (*advise / we / write*) new words on sticky notes.
- How old were you when **?** (*you / learn / read*)?
- Right before the end of the exam, I realised that I **?** (*make / mistake*) in my calculations.
- A lot of students **?** (*be / absent / school*) yesterday. They had to stay home after heavy snowfall.

ZADANIE MATURALNE

R

6 Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów, ale dodaj wszystkie niezbędne elementy tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane. Zapisz odpowiedzi w zeszycie.

- Which set book **?** (*you / suppose / read*) next?
- Some teachers know how to motivate me. They always succeed **?** (*make / I / do*) my best.
- Because of the pandemic we weren't sure **?** (*we / sit*) the final exams in June or perhaps much later.
- Until Caroline volunteered to teach English in her gap year, she **?** (*never / consider / become*) a teacher.

ROZMOWA WSTĘPNA

W parach odpowiedzcie na pytania.

UCZEŃ A

- 1 Do you like studying with other people?
- 2 Would you like to study abroad? Why? / Why not?

UCZEŃ B

- 1 Do you enjoy reading set books? Why? / Why not?
- 2 Are oral exams stressful for you? Why? / Why not?

ZADANIE 1

UCZEŃ A

Jesteś na wymianie szkolnej w Nottingham. Rozmawiasz z rówieśnikiem, u którego gościsz, o swojej szkole i o polskim systemie szkolnictwa. Poniżej podane są cztery kwestie, które musisz omówić.

Budynek
i wyposażenie szkoły

Ulubione
przedmioty szkolne

Oceny
i sprawdziany

Oczekiwane zmiany
w życiu szkoły

Rozmowę rozpoczyna uczeń B.

► UCZEŃ B STR. 176

ZADANIE 2

Opisz zdjęcie i odpowiedz na pytania.



- 1 Does the girl know the boy is copying answers from her? What makes you think so?
- 2 How do you revise for school tests?
- 3 Tell me about a foreign language lesson that you enjoyed.

ZADANIE 3

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Twoja szkoła uzyskała fundusze na organizację dodatkowej formy zajęć pozalekcyjnych i przekazała uczniom do konsultacji trzy propozycje.

- Wybierz propozycję, która będzie, twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



UCZEŃ A

- 1 What life skills should be taught at school? Why?
- 2 Does good education guarantee a good job? Why? / Why not?

UCZEŃ B

- 1 Do you think tests and exams motivate students to achieve more? Why? / Why not?
- 2 Should teachers use more technology in the classroom? Why? / Why not?

04

PRACA

SŁOWNICTWO



1



2



3



4



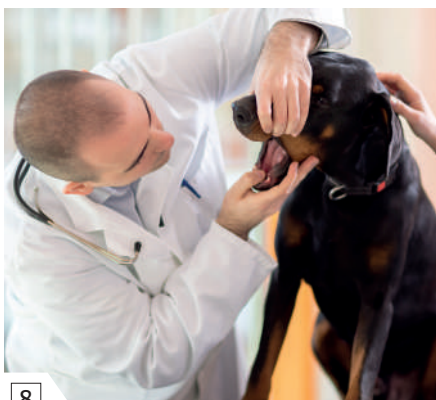
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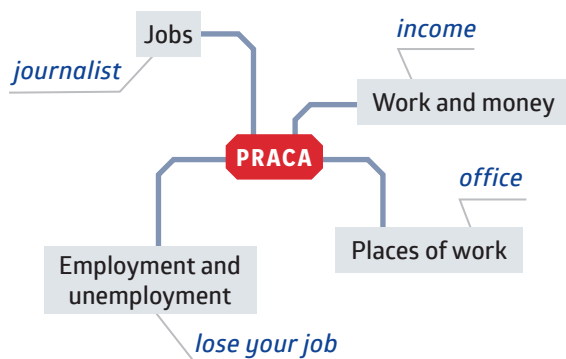
8



9

LOOK BACK

- 1 In pairs, look at the categories below. How many words in each category can you think of?



JOBS AND PROFESSIONS | ZAWODY

- 2 Name the jobs in photos 1-9. Write the answers in your notebook.

- 3 Complete the jobs with the missing words. The first letter of each word has been given. Write the answers in your notebook. What do these people do at work?

- | | |
|----------------|--------------------|
| 1 computer p ? | 7 sales r ? |
| 2 driving i ? | 8 security g ? |
| 3 fashion d ? | 9 social media i ? |
| 4 flight a ? | 10 ticket i ? |
| 5 tour g ? | 11 travel a ? |
| 6 office w ? | 12 TV p ? |

- 4 Match the names of the jobs from the box to career fields 1–8. Then add the jobs from Exercises 2 and 3. Some jobs can go into more than one category. Write the answers in your notebook.

accountant app developer carer cleaner
journalist lecturer musician pilot
plumber psychologist surgeon vlogger

- 1 Business ?
- 2 Arts, Media and Entertainment ?
- 3 Education ?
- 4 Health and Medicine ?
- 5 Services ?
- 6 Travel and Transport ?
- 7 Technology/IT ?
- 8 Other ?

- 5 In pairs, choose five jobs from Exercises 2–4. Take it in turns to describe them to your partner without saying what they are. Your partner tries to guess the jobs.

JOBS AND PROFESSIONS / ADJECTIVES TO DESCRIBE JOBS |
ZAWODY / PRZYMIOTNIKI OPISUJĄCE PRACĘ

- 6  Listen to four speakers. Which jobs are they talking about? Copy the table and complete the second column with the jobs from the box. There are two extra words.

builder carpenter fitness instructor
receptionist waiter website designer

Speakers	Jobs	Adjectives
1	?	? and ?
2	?	? and ?
3	?	? and ?
4	?	? and ?

- 7  Listen to the recording again. Which adjectives from the box match the jobs described by speakers 1–4? Complete the third column of the table in Exercise 6. Match two adjectives to each speaker.

badly-paid full-time manual part-time
permanent seasonal temporary well-paid

- 8 In pairs, discuss questions 1–4. Use the jobs from the box and your own ideas. Give reasons for your answers.

farmer interior designer librarian miner
nurse secretary taxi driver

What makes a job ...

- 1 challenging?
- 2 stressful?
- 3 rewarding?
- 4 dull?

- 9 In pairs, answer the questions about all the jobs mentioned in Exercises 2–8. Which of the jobs ...

- 1 can be done remotely?
- 2 require a degree?
- 3 are purposeful?
- 4 are white-collar jobs?
- 5 are monotonous?

- 10 In pairs, discuss which job from Exercises 2–8 you would like to do. Which would you not like to do? Give reasons for your answers.

CHOOSING A CAREER AND LOOKING FOR A JOB | WYBÓR ZAWODU
I POSZUKIWANIE PRACY

- 11  Listen to a recording about the connection between birth order and career choice. Copy the table and complete the second column ('Adjectives describing jobs').



Birth order	Adjectives describing jobs	Occupations
First born	?	?
Middle child	?	?
Youngest child	?	?
Only child	?	?

- 12 Which occupations from the box would be suitable for each person in the table in Exercise 11? Complete the last column in the table.

astronaut CEO composer conductor
editor entrepreneur graphic designer
senior executive

- 13 In pairs, answer the questions.

- 1 What's your birth position in the family?
- 2 Do the results of the survey match your career goals?



- 14  In pairs, read notes from an interview with a recruitment consultant. Try to complete the text with one word in each gap. Write the answers in your notebook. Then listen and check.

Top Tips for Finding Work



Interview with a recruitment consultant for people looking for their first jobs.

- Find adverts online or register with a ¹ ? centre.
- Don't worry about a lack of ² ? .
- Things to include in your CV:
 - personal details
 - education and any additional ³ ?
 - ⁴ ? courses
 - IT and linguistic ⁵ ?
 - ⁶ ? work
- Ask someone to provide ⁷ ? .
- Send an email with a ⁸ ? letter and don't forget to attach your CV.
- Find out as much information about the company as you can before you attend the ⁹ ? .

- 15 In pairs, answer the questions.

- What other advice would you add to the tips in Exercise 14?
- Have you ever applied for a job? Do you know anyone who has recently applied for a job? What was the process of looking for a job like?

AT WORK | W PRACY

- 16 Copy the table and complete it with the words and phrases from the box. Some words and phrases can go with more than one verb.

flexitime freelance from home good at sth
in charge of sth/sb overtime punctual
self-employed shifts your job

be	do	work
?	?	?

- 17 Complete the text with the words from the box. There are two extra words. Write the answers in your notebook. Then in pairs, discuss the pros and cons of working in a corporation and being a freelance worker.

boss civil colleague employee freelancer
staff team worker

The Perfect Manager

I was recently asked how I got to where I am today. In terms of work, of course. My first job was as a(n) ¹ ? in a big corporation. I was really lucky to get that post right out of uni – it taught me a lot, especially how to take criticism. My ² ? was a horrible person who had no idea how to manage a(n) ³ ? of people. Fortunately, I had a really supportive ⁴ ? who helped me get through a few years of misery. Last year, I decided I could no longer work there and left the company to start working as a(n) ⁵ ? . I love being my own boss as I don't have to worry about promotions, office politics or other members of ⁶ ? .

- 18 Which words complete the sentences correctly? More than one option might be correct. Write the answers in your notebook.

- The person that reports to you is your *subordinate* / *director* / *boss*.
- The person that decides if you're going to get a job is a(n) *trainer* / *hiring manager* / *interviewee*.
- A person that is under you is your *superior* / *line manager* / *trainee*.
- All the people that work for a company are its *human capital* / *pensioners* / *colleagues*.
- A person that isn't employed by the company, but does occasional work for it is a *shareholder* / *mentor* / *subcontractor*.
- A person that works for free is a(n) *workaholic* / *volunteer* / *entrepreneur*.

- 19 Translate the words in brackets into English. Write one or two words in each gap. Write the answers in your notebook.

- My to-do list is really long and my boss keeps adding more tasks to it – I'm really ? (*przepracowany*).
- I help to look after three small children. I don't know how the parents do it – it's really ? (*ciężka praca*).
- When I was younger, I worked in a factory making clothes. The pay was terrible and the overall ? (*warunki pracy*) were awful!
- New furniture and computer equipment has brought a positive change in our ? (*miejscu pracy*).
- The success of this project was mainly due to the staff's great ? (*pracy zespołowej*).



20 Complete the sentences with *on* or *for*. Write the answers in your notebook.

- The hotel staff haven't been happy about their salaries and working conditions for some time, so as of today, they're all strike.
- Our café was badly damaged in the fire, but we're finally open business.
- I've just got promoted and now I'm responsible a team of six.
- I used to work as part of a team for a big retail company, but I recently quit my job and have been working my own.
- It's my dream to work a multinational company and become one of the most successful people in the world like Steve Jobs or Jeff Bezos.

21 Complete the sentences with *work* or *job*. Write the answers in your notebook.

R

- In recent years, it's been rather difficult for college graduates to enter the market without any prior experience.
- There are lots of advertisements online, but I haven't been able to find anything that matches my qualifications.
- I did a placement right after I finished secondary school. It helped me gain some extra skills before going to vocational school.
- Due to the recent crisis, millions of employees have suffered from loss.
- My dad's a doctor, so he does shift – that means he works twelve hours straight.
- I was out of work for a few months, but I finally got a offer from the bank.

WORKING AND EMPLOYMENT CONDITIONS | WARUNKI PRACY I ZATRUDNIENIA

22 Which words complete the sentences correctly? More than one answer might be correct. Write the answers in your notebook.

- Every year, all our employees get a *tip* / *bonus* / *pay* which is ten percent of their annual *tax* / *earnings* / *profit*.
- I work at a coffee shop, so I only earn minimum *pension* / *income* / *wage*, but I also get tips which help me get by.
- Since my grandad has retired, he gets a really small *pension* / *salary* / *pay* and can't afford to live the kind of lifestyle he used to have.
- We're celebrating tonight as after working for the company for two years, I finally got a *pay cut* / *rise* / *freeze*.

23 Complete the text with the words from the box. Write the answers in your notebook.

bank be holiday maternity paternity
sick take

Employee Benefits

The company that I work for has great benefits for its employees. One of them is how they deal with days off. All members of staff start with twenty-five days' ¹ . This increases with every year of service. On top of that, there are the ten or so ² holidays, like New Year's Day and Boxing Day. The company also allows for five days' ³ leave which you don't need a doctor's note for. People who need to ⁴ off sick for longer, receive eighty percent of their regular pay. And all new parents get ten months' of paid ⁵ or ⁶ leave. It's never an issue if anyone needs to ⁷ a day off.

24 Have these pairs of words and phrases got the same (S) or a different (D) meaning? Write your answers in your notebook. Explain the differences in meaning.

- pension | retirement
- go bankrupt | close down your company
- hand in your resignation | quit
- fire somebody | lose your job
- retire | give up your job

TEMPORARY JOBS | PRACA DORYWCZA

25 In pairs, look at the casual jobs from the box. Which ones would you like to do and why? Which ones would you not like to do? Give reasons for your answers.

babysitter cashier dog walker fruit picker
kitchen help pizza delivery driver
product demonstrator

26 In small groups, play a game. Think of a job from Exercise 25. Describe it to your group without saying what the job is. Whoever guesses gets a point. Go round the group describing jobs. The person with the most points wins.

GO FOR IT

27 In pairs, do the task. Choose a job from this lesson and write a job advert. In your advert include:

- a description of the job,
- the kind of person you are looking for,
- the job responsibilities,
- information about pay,
- information about holidays and any leave,
- how to apply.



landscaper



dog walker



house painter

Britain's top ten happiest professions by Suzy Gilmour

I've just read a survey in which 40,000 British workers were asked to grade how happy their jobs made them. I must admit I found the results quite surprising.

5 Apart from architects, none of the 'happy' professions get particularly high wages while several 'unhappy' occupations (e.g. accountants and lawyers) get paid well. So money doesn't necessarily bring

10 happiness, especially if you have to work long hours or under a lot of pressure.

Indoor workers, such as plumbers, electricians and painters, are all 'unhappy' professions, too. Working outside, on the

15 other hand, seems to be rewarding. The tenth happiest workers in the survey are personal trainers (fifty-one percent are very happy at work), ski instructors are

20 eighth (a satisfaction rating of fifty-nine percent) and tennis coaches are seventh (sixty-two percent of them smile at work).

Clearly, physical exercise is good for your

mental well-being.

Jobs that involve working with other
25 people are good. Tutors are sixth on the list (sixty-three percent are very happy). Wedding photographers, who work with happy people on happy occasions, are fourth (sixty-eight percent). And although
30 they often work with unhappy people, counsellors are third: seventy-four percent said they're content when they're at work.

Working with animals is an even better way
35 to make a living. Dog walkers are number two on the list: seventy-eight percent of them have a song in their hearts as they work.

But the best career choice may be to
40 work with plants. Gardeners are ninth on the list: fifty-five percent are happy at work. And Britain's happiest workers are the people who design gardens: landscapers. A stunning eighty-six
45 percent love their jobs.

So, all that got me thinking about my current job. I began to wonder if I should look for a new job or even if the time had come to change careers completely.

50 Unfortunately, I'm not qualified to be an architect. (I can't draw a straight line!) I can't work as a personal trainer, a ski instructor or a tennis coach because I'm the least sporty person I know. My idea of
55 exercise is running for the bus! I can't take up dog walking or wedding photography, either. I'm allergic to dogs and I always cut off people's heads when I take their photo. And I definitely can't get a job
60 gardening or landscaping. Plants turn brown and die as soon as I look at them.

I do have good communication skills, though, so I could be a tutor or a counsellor. But having thought about it,
65 I don't think I'll bother changing jobs. After all, I already have the best job in the world. I'm a schoolteacher.

1 Look at the photos. In pairs, discuss if you would be happy doing these jobs. Give reasons for your answers.

TRENING NATURALNY

2 Read the paragraph and choose the correct option a–d. Write the answer in your notebook.

Mason

When I was sixteen, I was employed by the Post Office as a temporary postal worker to help with the Christmas rush. The money wasn't great, but it seemed a lot to me at the time. Despite the bad weather, I enjoyed the work. It was fun walking around my home town. There were only two things I didn't like; two things that made me rule out postal worker as a career choice. First, some of the letterboxes were like traps. If you weren't careful, you could cut your hand putting the letters through the door. The second problem were the dogs. In some houses where a fierce dog was loose in the garden, I felt like doing something silly: folding the envelopes into paper aeroplanes and throwing them at the door. I didn't, of course.

The job at the Post Office

- a paid even less than the writer was expecting.
- b convinced the writer to choose a career as a postal worker.
- c had some dangerous moments.
- d made the writer do some foolish things.

3 Complete explanations 1–4 using the correct form of words from the paragraph in Exercise 2.

- 1 This answer is wrong because the writer postal worker as a career choice.
- 2 This answer is wrong because although the writer says the money wasn't , he says it seemed to him.
- 3 This answer is wrong because the writer thought about making out of the envelopes, but he didn't do it.
- 4 This answer is right. The writer mentions two dangers: that could cut your hand and fierce .

4 In your notebook, match explanations 1–4 in Exercise 3 to options a–d in Exercise 2.

- 1 2 3 4

Większość pytań w zadaniach wielokrotnego wyboru sprawdzają twoją umiejętność znalezienia określonych informacji w tekście. Pytania podano w kolejności, w której występują informacje w tekście. Ostatnie z nich często dotyczy myśli głównej tekstu lub intencji autora. Aby na nie odpowiedzieć, należy skupić się na znaczeniu całego tekstu, a nie – tylko na jego części.

ZADANIE MATURALNE

- 5 Przeczytaj tekst. Które z podanych odpowiedzi A–D są właściwe i zgodne z treścią tekstu? Zapisz odpowiedzi w zeszycie.
- The survey into happiness at work showed that
 - unhappy people almost always earn more than happy people.
 - people who enjoy their work earn higher salaries.
 - high earners don't always enjoy their work.
 - people who earn a lot work harder than the poorly paid.
 - What according to the survey fails to provide job satisfaction?
 - working inside
 - working in the open air
 - working in sports-related activities
 - working in a social environment
 - Which of these statements is true according to the survey?
 - Around one tenth of personal trainers are happy at work.
 - Tutors are happier at work than ski instructors.
 - Singers often work as dog walkers in their free time.
 - Gardeners come top in the survey results.
 - Which job is the writer NOT suitable for because of a health issue?
 - architect
 - dog walker
 - landscaper
 - counsellor
 - The author of this article
 - is offering career advice.
 - is analysing the meaning of happiness.
 - is making recommendations for job-changers.
 - is summarising the results of a survey in a light-hearted way.

- 6 In pairs, answer the questions.
- Which of the jobs in the survey does the writer feel qualified to do?
 - Why does the writer decide not to change careers?
 - Are you surprised by the results of the survey? Give reasons for your answers.
 - Which of the jobs in the survey would/wouldn't you like to do? Give reasons for your answers.
 - If there was a similar survey in Poland, which do you think would be the three happiest and unhappiest professions?

- 7 **SŁOWNICTWO** Complete the text with the words from the box. Write the answers in your notebook. Then in pairs, say who should be responsible for choosing teenagers' future jobs.

career choice current occupation
qualified skills wages

When I was a teenager, I had no idea what I wanted to do as an adult. In the end, my parents made my ¹ ? for me when they advised me to study business administration. It made sense. I'm reliable and I have good organisational ² ?. Now, I'm a(n) ³ ? accountant earning a good salary. However, if I could live my life again, I wouldn't be doing my ⁴ ? job. Working in finance isn't an unpleasant ⁵ ?, but I'd much rather be a cook even though I know the working hours are awful, and the ⁶ ? aren't always very good.

- 8 **SŁOWNICTWO** Complete the questions with the correct form of the verbs from the box. Write the answers in your notebook. Then in pairs, ask and answer the questions.

be get (x2) look make work (x3)

- Is it easy for young people to ? a job where you live?
- What time do your parents have to ? at work in the morning?
- Would you rather ? with people or animals? Why?
- What's the first thing you need to do when you're ? for a job?
- Do you ? well under pressure?
- What do you think is the best way to ? a living?
- Would you mind ? long hours?
- Do you believe that the people who ? paid the most are the ones who do the most important jobs?

LIFE SKILLS | Career choice

- 9 In pairs, discuss how you can choose the career that suits you best.
- Assess your skills.
 - What are you good at?
 - What do you think you can become good at?
 - Decide what is more important to you.
 - Job security
 - Work satisfaction
 - A high salary
- 10 Suggest three possible jobs for your partner based on their answers to the questions in Exercise 9. Then tell your partner which, if any, of the jobs you would like to do.



W zadaniu tego typu zdania, które należy dobrać, zazwyczaj zawierają parafrazę informacji z tekstu. Pamiętaj, aby uważnie przeczytać cały tekst i znaleźć kluczowe słowa w pytaniach. Uwaga! Pytania zawierające słowa z tekstu mogą stanowić mylny trop, natomiast zdania z przeczeniem mogą mieć inny sens, niż wynika to z pobieżnej lektury.

ZADANIE MATURALNE

- 1 Przeczytaj tekst, który został podzielony na cztery części, oraz pytania go dotyczące. Do każdego pytania 1–5 dopasuj właściwą część tekstu A–D. W jednej części tekstu znajdują się odpowiedzi na dwa pytania. Zapisz odpowiedzi w zeszycie.

In which paragraph does the author ...

- 1 point out that computers lack the human ability to establish new ventures? **?**
- 2 claim that people who generate imaginative and innovative ideas can't be replaced by computers? **?**
- 3 assert that jobs that require caring about other people and their emotions will probably be safe from AI? **?**
- 4 give reasons to explain why computers are being used more and more in the world of work? **?**
- 5 mention that talented specialists with great expertise and years of professional training are irreplaceable? **?**

- 2 **SŁOWNICTWO** Which words complete the sentences correctly? Write the answers in your notebook. Then in pairs, ask and answer the questions.

- 1 Do you think that people who *get on / perform* their duties well should get a bonus?
- 2 When you work in a team, do you *lead / take* or do you follow?
- 3 When you have to study, do you *get on / set up* with it straight away or do you waste time?
- 4 Have you ever *delegated / missed* a deadline for handing in a school project?
- 5 Do you find it easy to *master / supervise* video game strategies?
- 6 Are you good at *delegating / leading* work or do you try to do everything yourself?
- 7 Would you like to *master / set up* your own company one day?

This job is now being done by AI

Days off work so far this year: ZERO

Next holiday: NEVER



Jobs that are safe from the threat of AI

- A** In recent decades, computers have been carrying out many of the jobs that humans used to need to do. And they've been doing those jobs more quickly and efficiently than we can. Computers don't need sick leave, miss deadlines or take time off. They just get on with their work. So it's no surprise that workplace automation is an ongoing process. In the next fifteen years, it is estimated that up to fifty percent of jobs will be automated. But however diligent and industrious computers are, they can't do everything. So which careers are safe from AI?
- B** Humans understand humans in a way computers can't. So jobs that require interpersonal skills are probably safe from automation. Physical therapists, for example, need to be extremely sensitive with their hands to detect responses from their client's body, but they also need to be aware of their feelings. They must know how to adapt each treatment to the particular personalities and problems of the people they deal with. Psychologists also require empathy to perform their duties, so psychotherapy and other humanistic jobs such as counsellors seem to be beyond the abilities of computers.
- C** Can computers thrill us, scare us, engage our emotions or make us laugh or cry? Well, they definitely make us cry, but only when they crash. Algorithms can't conceive of original plots or create credible characters. So creative writers, film directors and game designers should all feel safe. The same goes for artists, composers and fashion designers. It's hard to imagine a computer creating a truly original painting, song or dress. AI may be able to create some things, e.g. undemanding social media posts but, surely, real works of art will always need the human touch.
- D** AI has already moved into business management and law. However, computers don't possess the entrepreneurial spirit required to set up companies. Nor can they replace highly skilled experts. Managing directors, for example, have to delegate, supervise, lead a team and think on their feet. Top barristers must be able to both reason logically and win the trust of their clients and apply years of experience to argue a case. Computers can do unskilled, repetitive legal and administrative work, but they're not resourceful problem-solvers that can master complex strategies. They'll never replace the high-fliers.

Słownictwo

TRENING NATURALNY

- Read the tip below. Then read the sentences and decide which part of speech you need in each gap. In your notebook, complete the sentences with words formed from the words in brackets.
- At my job interview yesterday, one of the interviewers (INTERVIEW) asked me several difficult questions.
- Jessica is learning to play the piano, but she doesn't have plans to become a professional (PIANO) in the future.
- I think Paul was a strong candidate for this job, he was just a bit (FORTUNATE) not to get it.
- To become a (BEAUTY), you need to complete a six-month full-time course and acquire a set of skills.
- Several of my colleagues are not happy and seem to (APPROVE) of the decision to expand our company.
- Employing a professional (DECORATE) would cost a lot. I'm sure you can paint the walls and hang the wallpaper yourself.

Przed wypełnieniem luki zastanów się, jaka część mowy powinna się w niej znaleźć. Jeśli jest nią rzeczownik, przeanalizuj fragment zdania znajdujący się bezpośrednio przed luką lub po niej i zdecyduj, czy wymagany jest rzeczownik w liczbie pojedynczej czy w mnogiej. Pamiętaj, że wyraz w nawiasie musisz przekształcić: nigdy nie pozostaje on w tej samej formie.

... *one of the* interviewers (INTERVIEW) (liczba mnoga, ponieważ lukę poprzedza *one of the*)

... *become a* teacher (TEACH) (liczba pojedyncza, ponieważ lukę poprzedza przedimek *a*)

Scientists (SCIENCE) *have found out* ... (liczba mnoga, ponieważ po *have* jest czasownik posiłkowy w liczbie mnogiej)

GRAMATYKA | PRZYSŁÓWKI, STR. 135

TABELE | SŁOWNOTWÓRSTWO, STR. 158

- Copy the table and complete it with nouns which refer to people, formed from the verbs from the box. Make all the necessary spelling changes.

act build direct employ invent manage
paint train translate

-er	-or
	actor

- Which two verbs from Exercise 2 can also be used to form nouns ending in -ee? What is the meaning of this suffix?
- In your notebook, form nouns for people from words 1–6. Use the suffixes *-ist* or *-ian*. Make all the necessary spelling changes.
 - journalism
 - history
 - psychology
 - politics
 - music
 - economy
- Which of the jobs from Exercise 4 would you find interesting and which would you never choose as a career option? Why?

- In your notebook, use one of the prefixes: *un-*, *in-*, *im-*, *il-*, *ir-* or *dis-* to form negative adjectives.

- | | |
|-------------------------------------|-------------------------------------|
| 1 <input type="text"/> approachable | 6 <input type="text"/> polite |
| 2 <input type="text"/> decisive | 7 <input type="text"/> logical |
| 3 <input type="text"/> punctual | 8 <input type="text"/> considerate |
| 4 <input type="text"/> respectful | 9 <input type="text"/> fair |
| 5 <input type="text"/> sincere | 10 <input type="text"/> responsible |

- Which three qualities from Exercise 6 would make the worst boss? Why?

- In your notebook, match prefixes 1–10 to their meanings a–j.

- | | |
|-------------------------------|--------------------|
| 1 pro- <input type="text"/> | a half |
| 2 bi- <input type="text"/> | b too much |
| 3 co- <input type="text"/> | c with, together |
| 4 over- <input type="text"/> | d after |
| 5 ex- <input type="text"/> | e in favour of |
| 6 under- <input type="text"/> | f many |
| 7 anti- <input type="text"/> | g former, before |
| 8 post- <input type="text"/> | h against |
| 9 multi- <input type="text"/> | i two |
| 10 semi- <input type="text"/> | j less, not enough |

- In your notebook, complete the sentences with the prefixes from Exercise 8.

- Some companies are trying to remove the barriers to employment experienced by convicts.
- Chris was later embarrassed and apologised to his colleagues for his reaction to the whole situation.
- They are looking for lingual Customer Advisors fluent in English and Spanish.
- Our university offers several graduate courses for people employed in education.
- New employees had a training session about how to manage social behaviour at work.

- In your notebook, add one suffix to the group of nouns and another one to the group of verbs to form adjectives. Then form adverbs from the adjectives. Make all the necessary spelling changes.

Noun	Suffix	Adjective	Adverb
caution	+		
ambition			
courage			

Verb	Suffix	Adjective	Adverb
appreciate	+		
compete			
support			

11 Which of the adjectives from Exercise 10 do you think could describe a perfect work colleague? Why? **R**

12 In your notebook, complete sentences 1–7 with words formed from the words in brackets.

Do you agree?

- 1** A person who can't act **?** (DECISIVE) will never make a good manager.
- 2** It is **?** (ADVICE) to choose a career with good financial rewards.
- 3** No employee is **?** (REPLACE) in the workplace, somebody can always take over their duties.
- 4** An **?** (ENCOURAGE) manager and friendly colleagues can compensate for a low salary.
- 5** Most young people are **?** (CAPABLE) of leadership roles due to their inexperience and lack of life-skills.
- 6** A ban on mobile phones in the workplace would **?** (DRAMATIC) increase productivity.
- 7** Starting your own business and working for yourself is more **?** (REWARD) than working for a big, multinational company.

13 In pairs, discuss the statements from Exercise 12. Give reasons for your answers.

ZADANIE NATURALNE

14 Przeczytaj tekst. Wyrazy podane w nawiasach przekształć tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Utworzone wyrazy zapisz w zeszycie.

We'll help you sail through your job interview!

Do you feel uncomfortable in front of strangers? Does the very thought of a job interview with future ¹ **?** (EMPLOY) make you anxious and you find it impossible to relax? Do you sometimes wish you could ² **?** (APPEAR) the moment you face a panel of interviewers? The fears you are experiencing are quite normal and you can learn to deal with them. During our workshop, we'll teach you everything you need to know: why it's not a good idea to wear ³ **?** (FORMAL) clothes, like a sweatshirt, for a job interview, how to answer even the most unusual questions, and how to ask for a good salary without sounding ⁴ **?** (POLITE). You will also have a chance to ⁵ **?** (COVER) some useful tips on how to stay calm and relaxed.

Join us next Tuesday and start a new chapter of your life!

15 Do you think it would be useful to attend the workshop described in Exercise 14 before a job interview? Why? / Why not?

ZADANIE NATURALNE

16 Przeczytaj tekst. Wyrazy podane w nawiasach przekształć tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Utworzone wyrazy zapisz w zeszycie. **R**

The costs of a late start on the job market

In the UK, having a part-time Saturday or holiday job while still at school is considered extremely ¹ **?** (BENEFIT). However, the number of British teenagers with temporary jobs is going down significantly, mostly because fewer people choose to work and study at the same time. Only twenty-five percent of teenagers aged sixteen to seventeen can currently boast of having a job, compared to twice that number two decades ago. This regrettable trend of delaying work experience is also stretching into higher education. Experts are warning that waiting longer to start work could have ² **?** (DAMAGE) consequences on young people's career prospects. By ³ **?** (ESTIMATE) the importance of work experience, they risk missing out on valuable opportunities. It is often the case that people who start some kind of work when at university can refer to their skills more easily during later interviews. The key thing here is that no job, even the most unskilled, is seen as ⁴ **?** (RELEVANT) by a potential employer. Therefore, those who are thinking of a future career should make sure they have any work experience they can so that they can refer to it when applying for a job with their prospective employer. This will help them ⁵ **?** (LOCK) their potential by showing what they are capable of and what they can bring to the job market.



Uzupełnianie luk



- 1 Think about somebody you know well (e.g., a family member or a friend) who has a job. Tell your partner about this person. Answer the questions.
 - 1 When and where did he/she study?
 - 2 What did he/she do straight after full-time education?
 - 3 What career choices has he/she made?
- 2 Read the text below. What is it about?

It's a shame you weren't at school last ¹?, you missed a really good lecture. A ²? came in to talk to us about jobs and gave a load of useful tips. He talked about how to start your own business and said that you need to be good at ³?. I don't like dealing with people, so I no longer think running my own business is for me. Anyway, ⁴? asked how she could become a bus driver, and he gave her some good advice. I didn't realise you could earn over ⁵€? a year as a bus driver! Not a job for me either – I hate traffic. Let's meet up and I can tell you more about it.

ĆWICZENIE MATURALNE

- 3 Read the tip below and decide what type of specific information can complete each gap in Exercise 2. Use the ideas from the box. There are two extra ideas.

an activity a time a day a job title a name
a place a number

Przed wysłuchaniem nagrania uważnie przeczytaj tekst do uzupełnienia. Zazwyczaj można się domyślić, jakiej informacji brakuje w danej łuce – nazwy, osoby, miejsca, czasu itd. Skup się na brakujących informacjach podczas słuchania.



- 4 In pairs, choose the best answers in the box to complete the text in Exercise 2. Write the answers in your notebook. Justify your choices and then listen and check.

careers advisor going on strike Janet Brown
managing a team 1,000 plumber Sunday
30,000 Tom Davies Wednesday

- 5 Look carefully at the gaps in Exercise 6. What type of information will you be listening out for?

ZADANIE MATURALNE

- 6 Usłyszysz dwukrotnie rozmowę dwojga przyjaciół na temat pracy. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

I bumped into Joe yesterday and we were talking about what we were going to do for a living. I've always thought that Joe would work in ¹?, but he doesn't want to do that straight away. He fancies working in the tourist industry – possibly abroad in ²? – so that he can travel, get better at languages and learn other useful skills. To be honest, I'm not sure ³? will be happy about that as I think they have other plans, but he seems very determined. In particular, he wants to improve his people skills and learn how to be part of a ⁴?. He asked about me and I told him that although I really wanted to become a ⁵?, I would probably end up as a history teacher.

- 7 **SŁOWNICTWO** In your notebook, complete the sentences with the words from the box. There are two extra words.

business customer dealing living
opportunities people skills team

- 1 I know what I want to do to earn a ?.
 - 2 I'd like to start my own ? one day.
 - 3 I'm good at ? with people.
 - 4 It's important to have good ? service skills.
 - 5 There are many job ? in my region.
 - 6 I think I work well in a ?.
- 8 In your notebook, make the sentences from Exercise 7 true for you. Then compare your sentences with a partner. How clear are you about what you want to do after full-time education?



- 1 In pairs, discuss the advantages and disadvantages of working from home for the employer and the employee. What effect do you think it has on work-life balance?
- 2  Listen to a conversation between a couple. Why doesn't the man answer the phone?

TRENING NATURALNY

- 3  Read the tip below and answer questions 1–3 in your notebook. Then listen again and check your answers. What information in the recording helped you answer the questions?
 - 1 The speakers are working
 - a from home.
 - b in an office.
 - 2 The woman's comments suggest she is
 - a jealous of the man.
 - b irritated by the man.
 - 3 We can conclude from the man's comments that he
 - a wouldn't like to work as hard as the woman does.
 - b thinks it's important to maintain a healthy work-life balance.

W niektórych zadaniach wielokrotnego wyboru mogą pojawić się pytania o kontekst nagrania (np. kim są rozmówcy, gdzie się znajdują i w jakim celu rozmawiają). Inne pytania mogą zawierać czasowniki typu *conclude*, *suggest* lub *understand* i będą wymagały od ciebie wyciągnięcia wniosków na temat informacji usłyszanych w wypowiedzi.



- 5 **SŁOWNICTWO** Which words complete the sentences correctly? Write the answers in your notebook. Check your answers in the audioscript on page 172.
 - 1 I know what I need to study to follow my chosen career *way / path*.
 - 2 I don't find it very easy to bounce *back / up* from disappointment.
 - 3 When meeting someone for the first time, I like to give / *show* a good impression.
 - 4 I always try to stay *above / on top of* things because I hate wasting time.
 - 5 When I have a new project, I *draw / sort up* a plan and set myself *achievable / possible* goals.
- 6 Decide how many of the sentences in Exercise 5 describe you. Then in pairs, compare your lists.

ZADANIE NATURALNE

- 4  Usłyszysz dwukrotnie trzy teksty. Które z podanych odpowiedzi A–C lub A–D są właściwe i zgodne z treścią nagrań? Zapisz odpowiedzi w zeszycie.

Text 1

1 Both speakers

- A are personal trainers.
- B are factory workers.
- C are robot developers.

Text 2

2 During the conversation, the woman

- A praises the work-life balance in the USA.
- B criticises working hours in Sweden.
- C shows the differences in working styles between the USA and Sweden.

Text 3

3 Which of the following is stated as a fact, not an opinion?

- A Life skills help students to get the jobs they want.
- B Life skills are as important as good exam results.
- C Life skills make people more effective in the workplace.
- D Life skills improve physical and mental fitness.

- 4 You can begin to get organised by making sure you
 - A get a job which allows you to work from home.
 - B don't waste time cleaning and tidying your desk.
 - C know where to find everything you need for the job.
 - D carry a pen, a hammer and any important documents.
- 5 We can assume that the speaker
 - A gets angry with creative people who make a mess.
 - B thinks creative people have no excuse for being messy.
 - C is impressed by creative people who are organised.
 - D believes that creative people are more productive.
- 6 The main message of this podcast is that
 - A being organised makes you more efficient and more employable.
 - B good time management enables you to achieve your goals.
 - C it's important to be reliable as well as a good team player.
 - D if you are clever or creative you don't need to be so organised.



Rozmowa z odgrywaniem roli

- 1 In pairs, read the job advert and discuss whether it is the kind of job you would enjoy doing. Give reasons for your answers. How popular are holiday camps in Poland? Have you ever attended one?

HOLIDAY JOBS FOR STUDENTS

at German Language Immersion Camps for juniors



We combine German classes with fun excursions and activity-packed afternoons.

TRENING MATURALNY

- 2  Read the instructions for the task below. Then listen to students doing the task. What is wrong with Student A's responses?
- Wraz z kolegą/koleżanką chcesz zatrudnić się jako animator na wakacyjnym obozie z językiem niemieckim. Rozmawiasz o tych planach z kolegą/koleżanką. Poniżej podano cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń B.

Przydatne umiejętności

Doświadczenie zawodowe

Zakres obowiązków

Warunki pracy

- 3 Read the tip below. In pairs, discuss how Student A could improve his responses in Exercise 2. What kind of information could he add?

Podczas rozmowy z odgrywaniem roli unikaj zdawkowych odpowiedzi typu *definitely* lub *not really*. Poprawne wypowiedzi składają się z pełnych zdań, zawierają rozwinięte odpowiedzi i odniesienia do kluczowych kwestii w rozmowie, jak również przykłady z własnego doświadczenia tam, gdzie to możliwe.



- 4  Listen to the same students doing Exercise 2 again. Do Student A's improved responses match any of your ideas in Exercise 3?

- 5  Listen to the role-play conversation again and in your notebook, write down the Useful Phrases that Student A uses.

USEFUL PHRASES

► STR. 160

Elaborating on a topic and adding information

For example, ... / For instance, ...
 I think the main/important/key/essential thing is (that) ...
 I think that shows that ...
 What I mean is ...
 It's true that ...

Linking and sequencing points/arguments

For a start, ... / To begin with, ...
 In that case, option (three) seems to be the best option for ... because ...

- 6 Read the fragments of a role-play conversation and guess the four topics in the task. Then in pairs, discuss the sort of things you could say about the topics.
- Your friend has applied to be an apprentice in a bakery.
- Do you think you have the right skills for the job?
 - Have you ever done anything like this before?
 - The very early starts are difficult for young people.
 - It gets very hot and busy in the bakery.
- 7 Take it in turns to role-play the situation in Exercise 6. Use the Useful Phrases and your own ideas. When you are ready, perform your role-play in front of the class.

ZADANIE MATURALNE

- 8 In pairs, do the task below.

UCZEŃ A

Wraz z uczniem B chcesz podjąć się pracy wakacyjnej przy obsłudze kelnerskiej dużych imprez i wesel. Rozmawiasz o tych planach z kolegą/koleżanką. Poniżej podano cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń B.

Zadania w pracy

Wymagane umiejętności

Doświadczenie zawodowe

Obowiązujący strój

► UCZEŃ B STR. 176



Wpis na forum internetowym

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Po rozpoczęciu praktyk inżynierskich w firmie budowlanej dowiadujesz się, ku twojemu zaskoczeniu, jak niewiele kobiet stara się o pracę w tym zawodzie. Podziel się swoimi przemyśleniami na ten temat na forum internetowym. W poście:

- wyjaśnij powody wyboru praktyk,
- opisz swoją reakcję na liczbę kobiet na praktykach,
- przedstaw swoją opinię na temat powodów tego zjawiska,
- zachęć czytelników do podzielenia się opinią.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 100 do 150 słów, nie licząc zdań, które są podane.

I've survived my first day as an apprentice!

I've wanted to be an engineer ever since I was a four-year-old who loved to build cities with building blocks. So, when I got a place as an apprentice engineer, I was over the moon.

All the new apprentices are extremely friendly, but there is something I find shocking. I'm the only woman. Apparently, the number of females applying for engineering courses has doubled recently, but the gender gap is still enormous.

Personally, I find this hard to understand, but if you ask me, I'd say it's got a lot to do with the lack of female role models in engineering. Traditionally, people assume it's a man's job.

Engineering is a fascinating career for creative people who enjoy solving problems. So why don't women want to be engineers? I'd love to hear your opinion.

1 In many countries, some professions are mainly female, e.g. pre-school teachers and nurses, whereas other professions are mainly male, e.g. engineers and pilots. In pairs, discuss why this might be so. Which professions do you think are equally male/female?

2 Read the sample task and the model answer above. Are any of the ideas you discussed in Exercise 1 reflected in the model answer?

TRENING NATURALNY

3 Read the tip below. Find examples in the model answer above for each point.

Gdy piszesz post na forum internetowym, pamiętaj, żeby:

- wyrazić swoje emocje, np. używając odpowiednich przymiotników,
- podać fakty i opinie ekspertów na poparcie swoich argumentów,
- zachęcić czytelników do skomentowania twojej wypowiedzi.



4 Copy the Useful Phrases box into your notebook and complete it with one word in each gap.

USEFUL PHRASES

► STR. 163

Expressing strong feelings and emotions

I am/was delighted / ¹ ? the moon / shocked / disgusted ...

² ? is something I find (shocking).

Personally, I ³ ? this (difficult/hard to believe/understand).

If you ⁴ ? me, ...

⁵ ? don't (women want to be engineers)?

5 Read some facts and write sentences expressing strong feelings about them.

Five Interesting US Work Facts

- 1** Nearly 80% of workers are dissatisfied with their jobs.
- 2** Nearly 60% of people admit to checking their work emails over Christmas.
- 3** The average work desk is home to 400 times more bacteria than the average toilet seat.
- 4** The average employee spends 50 minutes a day looking for lost items and files.
- 5** Around 50% of employees find love at work.

6 In pairs, discuss the problems young people face when looking for their first jobs. Use the ideas in the box to help you.

lack of experience limited choice low pay
short contracts

ZADANIE NATURALNE

7 Do the task below in your notebook.

Po wysłuchaniu audycji na temat problemów młodych ludzi szukających pierwszej pracy podziel się swoimi przemyśleniami na forum internetowym. W poście:

- opisz, na czym polega główny problem, i wyjaśnij, co o nim sądzisz,
- wyraż swoją opinię na temat przyczyn tego problemu,
- zasugeruj możliwy sposób jego rozwiązania,
- zachęć czytelników do podzielenia się opiniami.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 100 do 150 słów, nie licząc zdań, które są podane.

FORUM

I've just listened to a podcast about getting your first job.

?

List formalny

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

W odpowiedzi na ogłoszenie o pracy wakacyjnej w centrum ogrodniczym napisz list motywacyjny, w którym wyjaśnisz, dlaczego interesuje cię tego rodzaju praca, oraz przedstawisz umiejętności i doświadczenie, które sprawiają, że jesteś właściwą osobą na to stanowisko.

Wypowiedź powinna zawierać od 200 do 250 słów.

Dear Sir or Madam,

I saw your advert on social media yesterday and would like to apply for the position of garden centre worker. I am eighteen years old and I am currently in my final year at school.

I am passionate about plants and gardening, and in future I am very keen to pursue a career in this field. With this aim in mind, I am highly motivated to gain hands-on experience of working with plants whenever I can. For the last few months, I have been running a vegetable growing project in my school and can provide excellent references from my teachers.

I believe that I possess the relevant experience and skills for the job. At the weekends, I volunteer at a retirement home near my house, and I am responsible for taking care of indoor and outdoor plants. I work alongside a professional gardener, and she has taught me a great deal about plant care. (1) ~~For example, I now know how I killed a resident's expensive bonsai tree by watering it too much.~~ I am also a reliable and trustworthy person who is capable of taking on the responsibility of working on the tills.

I feel confident that I am a suitable candidate for the position. I would be delighted to attend an interview at your convenience, and I have attached a copy of my CV for your consideration. (2) ~~I don't have any holidays arranged because I've just split up from my girlfriend and we were going to go to Greece together.~~

I look forward to hearing from you.

Yours faithfully,

XYZ

- 1 Your local garden centre is looking for summer staff to work on the tills. In pairs, discuss what experience, skills and personal qualities you think they are looking for. Would you be interested in this job? Give reasons for your answers.
- 2 Read the sample task and the model answer above. Why do you think the student decided to delete sentences 1 and 2 from the final version of the letter?

TRENING NATURALNY

- 3 Read the tip below and find examples in the model answer that illustrate each point.

Pamiętaj, że oficjalne listy motywacyjne powinny:

- być napisane właściwym formalnym językiem, odpowiednim do sytuacji,
- kończyć się uprzejmą prośbą o odpowiedź,
- zawierać właściwe zwroty powitalne i pożegnalne.



- 4 In each of these pairs, decide which word or phrases is more formal. Then copy the Useful Phrases box into your notebook and complete the gaps.

for you to have a look at / for your consideration
get a job / pursue a career have / possess
provide / give you want / would like

USEFUL PHRASES

► STR. 163

Stating how you found out about the job and why you are writing

I saw your advert (on social media) and ¹ ? to apply for the position of ...

I am writing to apply for the position of ... currently advertised (on your website).

Explaining your interest in the job

I am passionate about (plants and gardening).

With this aim in mind, ...

I am very keen to ² ? (in this field).

I'm highly motivated to (gain hands-on experience).

Describing relevant experience, skills and qualifications

I believe that I ³ ? the relevant experience and skills for (the job).

I feel confident that I am a suitable candidate for (the position).

I can ⁴ ? excellent references from (my teachers).

I have attached a copy of my CV ⁵ ?.

ZADANIE NATURALNE

- 5 Do the task below in your notebook.

Kończysz w tym roku studia i chcesz odbyć staż wakacyjny. Po przeczytaniu w internecie ogłoszenia o stażu w interesującej cię firmie napisz list motywacyjny, w którym opisz swoje zainteresowanie stażem oraz wyjaśnisz, dlaczego tę funkcję warto powierzyć właśnie tobie.

Wypowiedź powinna zawierać od 200 do 250 słów.

JOBS AND PROFESSIONS | ZAWODY

accountant – księgowy, księgowca
actor/actress – aktor/aktorka
app developer – autor, autorka aplikacji
architect – architekt, architektka
beautician – kosmetyczka
builder – budowniczy
bus driver – kierowca autobusu
carer – opiekun, opiekunka
careers adviser – doradca zawodowy, doradczyni zawodowa
carpenter – stolarz
chef – szef, szefowa kuchni
chemist – farmaceuta, farmaceutka
civil servant – urzędnik, urzędniczka
cleaner – sprzątac, sprzątaczką
computer programmer – programista, programistka
cook – kucharz, kucharka
counsellor – doradca, doradczyni
dentist – dentysta, dentystka
director – dyrektor, dyrektorka
film – reżyser filmowy, reżyserka filmowa
doctor – lekarz, lekarka
economist – ekonomista, ekonomistka
electrician – elektryk
engineer – inżynier
farmer – rolnik, rolniczka
fashion designer – projektant, projektantka mody
firefighter – strażak, strażaczka
flight attendant – steward, stewardesa
gardener – ogrodnik, ogrodniczka
hairstylist – fryzjer, fryzjerka
historian – historyk, historyczka
housewife / house husband – osoba zajmująca się domem
instructor – instruktor, instruktorka
driving – instruktor, instruktorka jazdy
fitness – instruktor, instruktorka fitness
ski – instruktor, instruktorka narciarstwa
interior designer – projektant, projektantka wnętrz
inventor – wynalazca, wynalazczyni
IT specialist – informatyk, informatyczka
journalist – dziennikarz, dziennikarka
landscape – architekt, architektka krajobrazu
lawyer – prawnik, prawniczka
librarian – bibliotekarz, bibliotekarka
lorry driver – kierowca ciężarówki
manager – menedżer, menedżerka, kierownik, kierowniczka
miner – górnik, górniczka
musician – muzyk, muzyczka
nurse – pielęgniarz, pielęgniarka
office worker – pracownik biurowy, pracownica biurowa
painter – malarz, malarka
house – malarz pokojowy, malarka pokojowa
pharmacist – farmaceuta, farmaceutka
photographer – fotograf, fotografka
pianist – pianista, pianistka
pilot – pilot, pilotka
plumber – hydraulik
police officer – policjant, policjantka

politician – polityk, polityczka
postal worker – listonosz, listonoszka
psychologist – psycholog, psycholożka
receptionist – recepcjonista, recepcjonistka
sailor – marynarz
sales representative (sales rep) – przedstawiciel handlowy, przedstawicielka handlowa
scientist – naukowiec, naukowczyni
secretary – sekretarz, sekretarka
security guard – pracownik, pracownica ochrony
shop assistant – sprzedawca, sprzedawczyni
shopkeeper – sklepikarz, sklepikarka
(social media) influencer – influencer, influencerka, opiniotwórca, opiniotwórczyni
surgeon – chirurg, chirurżka
taxi driver – taksówkarz, taksówkarka
ticket inspector – kontroler, kontrolerka biletów
tour guide – przewodnik, przewodniczka
translator – tłumacz, tłumaczka
travel agent – agent, agentka biura podróży
TV presenter – prezenter telewizyjny, prezenterka telewizyjna
vet – weterynarz, weterynarka
vlogger – osoba prowadząca wideoblog
waiter/waitress – kelner/kelnerka
website designer – projektant, projektantka stron internetowych
astronaut – astronauta, astronautka

ADJECTIVES TO DESCRIBE JOBS | PRZYMIOTNIKI OPISUJĄCE PRACĘ

badly-paid – źle płatny
challenging – ambitny, pełen wyzwań
creative – twórczy
dull – nudny
freelance – na własny rachunek
full-time – na pełen etat
manual – fizyczny
part-time – w niepełnym wymiarze godzin
permanent – stały
rewarding – satysfakcjonujący
satisfying – satysfakcjonujący
seasonal – sezonowy
stressful – stresujący
temporary – tymczasowy
well-paid – dobrze płatny

demanding – wymagający
executive – na kierowniczym stanowisku
glamorous – o wysokim prestiżu
high-powered – odpowiedzialny, ważny
lucrative – lukratywny, dobrze płatny
monotonous – nudny, monotony
purposeful – sensowny
technical – techniczny
white-collar – umysłowy, urzędniczy

JOB-RELATED DUTIES AND ACTIVITIES | CZYNNOŚCI I OBOWIĄZKI ZWIĄZANE Z ZAWODAMI

advise – doradzać
assist sb – pomagać, asystować komuś
be at work – być w pracy
be good at sth – być w czymś dobrym
be in charge of sth/sb – kierować czymś/kimś, być za coś/kogoś odpowiedzialnym
be on duty – być na dyżurze
be open for business – być czynnym (np. o sklepie)
be part of a team – być częścią zespołu
be punctual – być punktualnym
be qualified – być wykwalifikowanym
be responsible for sb/sth – być odpowiedzialnym za kogoś/coś
be self-employed – prowadzić działalność gospodarczą, pracować na własny rachunek
care for sb/sth – dbać o kogoś/coś
coordinate – koordynować
create – tworzyć
deal with sth – zajmować się czymś
direct – kierować, zarządzać
do your job (well) – wykonywać (dobrze) swoją pracę
do physical work – pracować fizycznie
do a training course – odbyć szkolenie
draft (a letter) – przygotować szkic (listu)
employ – zatrudniać
file (documents) – przechowywać (dokumenty)
fill in – wypełniać
flexible working hours – elastyczne godziny pracy
get promoted – awansować
give sb a call – dzwonić do kogoś
give sb a hand – pomagać komuś
go on strike – rozpocząć strajk
handle – zajmować się
inspect – sprawdzać, kontrolować
instruct – instruować
keep watch – pilnować
lecture – wygłaszać wykłady; pouczać
maintain – utrzymywać
manage a team – zarządzać zespołem
operate – obsługiwać
organise – organizować
patrol – patrolować
represent – reprezentować
run your own business – prowadzić własną firmę
service – serwisować
start your own business – założyć własną firmę
take care of sth – dbać o coś
take orders – odbierać zamówienia

take over duties from sb – przejmować od kogoś obowiązki
trade – handlować
train – szkolić
voluntary work – praca charytatywna, w wolontariacie
act decisively – podejmować zdecydowane działania
be productive – być produktywnym
delegate – rozdzielać obowiązki
do shift work – wykonywać pracę zmianową
gain hands-on experience – zdobyć praktyczne doświadczenie
get on with sth (straight away) – zająć się czymś (od razu)
master a strategy – opanować strategię
miss deadlines – nie dotrzymywać terminów
supervise – nadzorować

PHRASES WITH WORK | ZWROTY Z WORK

work as (an engineer) – pracować jako (inżynier)
work flexitime – mieć elastyczne godziny pracy
work for (a company / sb) – pracować (w firmie / dla kogoś)
work freelance – pracować na własny rachunek
work from home – pracować z domu
work in a team – pracować w zespole
work long hours – pracować wiele godzin dziennie
work on sth – pracować nad czymś
work on your own – pracować samodzielnie
work overtime – pracować w nadgodzinach
work shifts – pracować na zmiany
work under pressure – pracować pod presją
work with sb – pracować z kimś

PLACE OF WORK | MIEJSCE PRACY

clinic – klinika
company – firma, przedsiębiorstwo
multinational – firma międzynarodowa
construction site – plac budowy
dental practice – gabinet stomatologiczny
department – dział
factory – fabryka
headquarters (HQ) – siedziba główna
laboratory – laboratorium
military base – baza wojskowa
mine – kopalnia
plant – fabryka
surgery – gabinet lekarski
workplace – miejsce pracy
workshop – warsztat

PEOPLE AT WORK | PRACOWNICY

apprentice – praktykant, praktykantka
boss – szef, szefowa
colleague – kolega, koleżanka z pracy
employee – pracownik, pracownica
employer – pracodawca, pracodawczyni
freelancer – osoba pracująca na własny rachunek

management – zarząd
 member of staff – pracownik, pracownica
 team – zespół
 ~ member – członek zespołu
 teamwork – praca zespołowa
 teleworker – pracownik zdalny, pracownica zdalna
 worker – pracownik, pracownica
 factory – ~ – pracownik, pracownica fabryki
 workmate – kolega, koleżanka z pracy
 high-flier – człowiek sukcesu **R**
 hiring manager – kierownik, kierowniczka ds. kadr
 human capital – kapitał ludzki
 line manager – bezpośredni przełożony
 shareholder – udziałowiec, udziałowcy
 subcontractor – podwykonawca
 subordinate – podwładny, podwładna
 superior – przełożony, przełożona
 trainee – osoba uczestnicząca w szkoleniu; praktykant, praktykantka
 trainer – osoba prowadząca szkolenie
 volunteer – wolontariusz, wolontariuszka
 workaholic – pracoholik, pracoholiczka

TEMPORARY JOBS | PRACA DORYWCZA

babysitter – opiekun, opiekunka do dziecka
 cashier – kasjer, kasjerka
 dog walker – osoba wyprowadzająca psy
 fruit picker – osoba zbierająca owoce
 kitchen help – pomoc kuchenna
 pizza delivery driver – dostawca, dostawczyni pizzy
 product demonstrator – host, hostessa
 summer camp supervisor – kierownik, kierowniczka obozu wakacyjnego
 summer job – praca wakacyjna

CHOOSING A CAREER AND LOOKING FOR A JOB | WYBÓR ZAWODU I POSZUKIWANIE PRACY

applicant – osoba starająca się o pracę
 candidate – kandydat, kandydatka
 suitable – ~ – odpowiedni kandydat, odpowiednia kandydatka
 career – kariera zawodowa
 ~ choice – wybór kariery zawodowej
 consider – brać pod uwagę
 CV (curriculum vitae) – CV, życiorys
 covering letter – list przewodni
 contract of employment – umowa o pracę
 experience – doświadczenie
 five years' ~ – pięcioletnie doświadczenie
 previous – ~ – dotychczasowe doświadczenie
 work – ~ – doświadczenie zawodowe

(job) interview – rozmowa kwalifikacyjna
 interviewer – osoba przeprowadzająca rozmowę kwalifikacyjną
 job – zawód, praca
 current ~ – obecna praca
 ~ centre – biuro pośrednictwa pracy
 ~ opportunity – okazja zawodowa
 lack of (experience) – brak (doświadczenia)
 letter of reference/recommendation – list referencyjny/polecający
 occupation – zawód
 personal details – dane osobowe
 profession – zawód (wymagający kwalifikacji)
 qualifications – kwalifikacje
 additional ~ – dodatkowe kwalifikacje
 recruiter – osoba przeprowadzająca rekrutację
 recruitment consultant – konsultant ds. rekrutacji
 references – referencje
 role – stanowisko; zadanie
 short contract – umowa krótkoterminowa
 skills – umiejętności
 communication ~ – umiejętności komunikacyjne
 computer/IT ~ – umiejętność obsługi komputera
 customer service ~ – umiejętność w zakresie obsługi klienta
 language/linguistic ~ – znajomość języka
 organisational ~ – umiejętności organizacyjne
 people ~ – zdolności interpersonalne
 training – szkolenie
 work contract – umowa o pracę

PHRASES | ZWROTY

apply for a job – złożyć podanie o pracę
 apply for a position – ubiegać się o stanowisko
 attach a CV – załączyć życiorys
 enclose a CV – załączyć życiorys
 fill in a form – wypełnić formularz
 interview applicants – przeprowadzać rozmowę kwalifikacyjną z kandydatami
 involve (doing) sth – wymagać czegoś, wiązać się z czymś
 the job involves dealing with people – praca wymaga kontaktów z ludźmi
 look for a job – szukać pracy
 recruit a new employee – rekrutować nowego pracownika
 register with a job centre – zarejestrować się w urzędzie pracy
 sign a contract – podpisać umowę

PROFESSIONAL CAREER | KARIERA ZAWODOWA

career path – ścieżka kariery **R**
 career prospects – perspektywy rozwoju zawodowego
 draw up (a plan) – przygotować (plan)

highly skilled – o wysokich umiejętnościach/kwalifikacjach
 industrious – pracowity, pilny
 lead a team – stać na czele zespołu
 leadership role – rola przywódcza
 match qualifications – pasować do kwalifikacji
 perform (job) duties – wykonywać obowiązki (służbowe)
 promotion prospects – perspektywy awansu
 pursue a career – rozwijać karierę
 resourceful – zaradny, obrotny, przedsiębiorczy
 set (achievable) goals – wyznaczać cele (możliwe do osiągnięcia)
 work placement – praktyka zawodowa, staż

THE JOB MARKET | RYNEK PRACY

career in sth – kariera zawodowa w jakiejś dziedzinie **R**
 enter the job/labour market – wejść na rynek pracy
 job advertisement/advert/ad – ogłoszenie o pracę
 job application – wniosek, aplikacja, podanie o pracę
 job offer – oferta pracy
 make a good impression – zrobić dobre wrażenie
 require a degree – wymagać dyplomu
 require interpersonal skills – wymagać umiejętności interpersonalnych
 requirements – wymagania
 vacancy – wakat, wolne stanowisko

WORKING AND EMPLOYMENT CONDITIONS | WARUNKI PRACY I ZATRUDNIENIA

hard work – ciężka praca
 holiday – urlop
 bank ~ – święto państwowe
 job satisfaction – zadowolenie z pracy
 leave – urlop, zwolnienie
 maternity/paternity ~ – urlop macierzyński/ojcowski
 sick ~ – zwolnienie lekarskie
 office politics – polityka biurowa
 out of work – bezrobotny
 overworked – przepracowany
 retirement – emerytura (okres w życiu człowieka)
 early ~ – wcześniejsza emerytura
 unemployed – bezrobotny
 unemployment – bezrobocie
 ~ benefit – zasiłek dla bezrobotnych
 working conditions – warunki pracy
 working hours – godziny pracy
 workload – obciążenie pracą
 job loss – utrata pracy **R**
 pensioner – emeryt

WORK AND MONEY | PRACA I PIENIĄDZE

bonus – premia
 earnings – zarobki

income – dochód
 minimum wage – płaca minimalna
 pay – płaca
 decent ~ – przyzwoita płaca
 ~ cut – cięcie płac
 ~ freeze – zamrożenie płac
 ~ rise – podwyżka wynagrodzenia
 pension – emerytura (pieniądze)
 profit – zysk
 salary – pensja (np. miesięczna, roczna)
 tax – podatek
 tip – napiwek
 wages – płaca tygodniowa, dzienna lub godzinowa (za pracę niewykwalifikowaną)

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

be off sick – być na zwolnieniu lekarskim
 be on maternity/paternity/sick leave – być na urlopie macierzyńskim/ojcowskim / zwolnieniu lekarskim
 close down a company – zamknąć firmę (zakończyć działalność)
 do sth for a living – zarabiać na życie
 earn – zarabiać
 ~ a living – zarabiać na życie
 ~ minimum – zarabiać stawkę minimalną
 fire sb – zwolnić kogoś z pracy
 get paid – otrzymać wypłatę
 give up your job – rzucić pracę
 go bankrupt – zbankrutować
 hand in your resignation – złożyć wypowiedzenie
 leave your job – odejść z pracy
 lose your job – stracić pracę
 make a living – zarabiać na życie
 pay (a salary/tax) – płacić (pensję/podatek)
 quit – złożyć wypowiedzenie
 resign – złożyć wypowiedzenie
 retire – odejść na emeryturę
 sack sb – zwolnić kogoś z pracy
 take (a week's) leave – wziąć (tydzień) urlopu
 take (a day) off – wziąć (dzień) wolny

JOB MOBILITY | MOBILNOŚĆ ZAWODOWA

bounce back (from disappointment) – otrząsnąć się (z rozczarowania) **R**
 do a job remotely – pracować zdalnie
 flexibility – umiejętność dostosowania się do nowych sytuacji
 retrain – przekwalifikować się
 set up a company – założyć firmę
 stay on top of things – być na bieżąco
 think on your feet – podejmować szybkie decyzje
 win the trust – zdobyć zaufanie
 work-life balance – równowaga między życiem prywatnym a zawodowym
 work remotely – pracować zdalnie



SŁOWNICTWO

- Answer the questions. More than one option might be correct. Write the answers in your notebook.
 - Who does a manual job: a journalist, a cleaner or a farmer?
 - Who often works shifts: a lecturer, a nurse or a security guard?
 - Who's responsible for looking after the sick and the elderly: a carer, a carpenter or a babysitter?
 - Who can easily work from home: an electrician, a cashier or an interior designer?
 - Who needs to have good IT skills: an app developer, a vlogger or a plumber?
 - Who calculates a company's income and the tax it needs to pay: an accountant, a recruitment consultant or a builder?
 - Who is often given tips: a waiter, a taxi driver or a flight attendant?
- Complete each sentence with one word. Write the answers in your notebook.
 - When you want to up your job, you hand in your resignation.
 - When you've retired, you start receiving a(n) every month.
 - When you take a day , you don't go to work on that day.
 - When you get a pay , your salary increases.
 - When you go on maternity or paternity , you stop working to look after your child.
 - When you look for a job, it's good to with a job centre.
 - When you do , you work longer than it says in your contract.
 - When you're a(n) , you aren't employed by a company, but you work for yourself.

- Which words complete the sentences correctly? Write the answers in your notebook.

- Our platform helps young *entrepreneurs* / *CEOs* / *shareholders* to set up and fund their first company.
- Do all *employees* / *pensioners* / *interviewees* of the company have to send weekly activity reports to their line manager?
- This online course prepares graduates for entering the *work* / *job* / *career* market.
- All the students doing the *work position* / *practice* / *placement* were only paid the minimum wage.
- The best thing about working *purposefully* / *remotely* / *permanently* is that you don't waste time commuting to the office.
- We've been working under a lot of pressure in order not to *leave* / *miss* / *meet* the deadline.
- Most white-collar jobs still *require* / *receive* / *perform* a degree.

ŚRODKI JĘZYKOWE

ZADANIE NATURALNE

- Przeczytaj tekst. Przekształć wyrazy podane w nawiasach tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Utworzone wyrazy zapisz w zeszycie.

CAN WE SEE YOUR PORTFOLIO?

A portfolio is a collection of work samples that show what someone has achieved in terms of their professional development. Although mostly used in artistic professions, portfolios are now popular with all kinds of jobs, from journalists and computer ¹ (PROGRAM) to chefs and teachers. The importance of portfolios is growing as employers are more and more interested in the actual work someone has done rather than formal qualifications or ² (REFER) from previous jobs or schools.

A good portfolio, whether it's a physical or digital one, should only include your best projects that show how ³ (CREATE) and professional you are. Building a portfolio is a continuous process because it has to be updated ⁴ (REGULAR). Adding samples of your current work and deleting those that are no longer interesting is especially important when you have your own website. This may ⁵ (COURAGE) your potential employers to visit it every now and again and could even bring new job offers as a result.

ZADANIE NATURALNE

R

- Przeczytaj tekst. Przekształć wyrazy podane w nawiasach tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Utworzone wyrazy zapisz w zeszycie.

EVERYONE CAN DO GIGS

People have worked freelance for years but, with the emergence of new technologies, the number of those working independently on short-term contracts has increased a lot. This section of the job market is now referred to as the gig economy. The word gig, which ¹ (ORIGINAL) meant a concert or performance, is now a synonym for a short-term job. People make a living from doing gigs not only as highly ² (SKILL) freelance designers or writers, but also by delivering food and driving others to work. The gig economy gives them flexibility in deciding how long they want to work. For those who've suffered a job ³ (LOSE), it may be a quick way to find a temporary source of income while looking for a new position. On the other hand, people working in the gig economy often feel ⁴ (SECURE) about their future. They don't have the protection guaranteed by permanent work contracts. Many economists say that we need to improve the rights of gig workers; otherwise the rapid growth of the gig economy may even ⁵ (THREAT) social stability.

ROZMOWA WSTĘPNA

W parach odpowiedzcie na pytania.

UCZEŃ A

- 1 Would you like to work from home? Why? / Why not?
- 2 When you were a child, what did you want to do for a living?

UCZEŃ B

- 1 If you could run your own business, what would it be?
- 2 Would you like to have a job in which you have to travel a lot? Why? / Why not?

ZADANIE 1
UCZEŃ A

Wraz z kolegą/koleżanką rozważasz podjęcie pracy wakacyjnej w księgarni internetowej obsługującej klientów w języku angielskim. Rozmawiasz o tych planach z kolegą/koleżanką. Poniżej podano cztery kwestie, które musisz omówić.

Wymagane
umiejętności

Zakres obowiązków

Czas pracy
i wynagrodzenie

Twoje mocne
strony

Rozmowę rozpoczyna uczeń B.

► **UCZEŃ B** STR. 176

ZADANIE 2

Opisz zdjęcie i odpowiedz na pytania.



- 1 Why do you think the woman looks pleased?
- 2 Would you consider working as a freelancer? Why? / Why not?
- 3 Tell me about a situation when you or someone you know was late for work.

ZADANIE 3

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

W ramach zajęć z doradztwa zawodowego możesz wziąć udział w webinarze dla osób starających się o pierwszą pracę. Masz do wyboru trzy propozycje.

- Wybierz webinar, który uważasz za najbardziej przydatny, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



How to stand out at a job interview

2



Jobs that will shape the future

3



The secrets of successful teamwork

UCZEŃ A

- 1 What are the advantages of working in a nine-to-five job?
- 2 What do you think best motivates people at work?

UCZEŃ B

- 1 What jobs are the most prestigious? Why do you think so?
- 2 What can schools do to prepare students for a career?

LOOK BACK

- 1 In pairs, look at the headings below. How many words in each category can you think of?



FAMILY MEMBERS | CZŁONKOWIE RODZINY

- 2 Write the female equivalents of the words below. Write the answers in your notebook.

- 1 brother ?
- 2 dad ?
- 3 father-in-law ?
- 4 grandfather ?
- 5 grandson ?
- 6 husband ?
- 7 nephew ?
- 8 son ?
- 9 twin brother ?
- 10 uncle ?

- 3  What is the relationship between the people in the photo below? In pairs, compare your ideas. Then listen and check your answers.



- 4 Complete the sentences about the family in Exercise 3 with the words from the box. There are two extra words. Write the answers in your notebook.

brother-in-law cousins daughter-in-law grandchildren
grandparents only child parents-in-law sister-in-law
son-in-law twins

- 1 Ron and Lucy are Reiko and Caroline's ?
 - 2 Henry is Reiko's ?
 - 3 Jemima and Conrad are ?
 - 4 Royce and Jemima are ?
 - 5 Ron and Lucy are Royce, Jemima and Conrad's ?
 - 6 Conrad is a(n) ?
 - 7 Caroline is Jacob's ?
 - 8 Reiko is Ron and Lucy's ?
- 5 In pairs, talk about your families using as many words from Exercises 2–4 as you can. If possible, show a family photo on your mobile phone.

FAMILY LIFE | ŻYCIE RODZINNE

- 6 Which words complete the text correctly? Write the answers in your notebook.

My name's Denzel and this is a photo of my family. Actually, I have two families and this is one of them. My parents met when they were eighteen years old. They quickly ¹became / ²decided engaged and then



³set / ⁴got married six months later. I was born the following year. When I was five, my parents decided to get ⁵separation / ⁶divorced. My mum was a ⁷single mother / ⁸widow for a short time. She met William when I was six. My dad stayed ⁹single / ¹⁰widowed until five years ago when he met Shelley, the woman in this photo. Dad ¹¹asked / ¹²proposed marriage soon after they met. They had a beautiful ¹³honeymoon / ¹⁴wedding on the beach. Both my families were invited to the ceremony. Shortly after that, my ¹⁵half-brother / ¹⁶relative Terence was born. I spend fifty percent of my time with my dad's family and the other fifty percent with my mum's family.



- 7 Complete the forum posts with the words from the boxes. There are two extra words in each box. Write the answers in your notebook. Do you know any families like the ones described in the post?



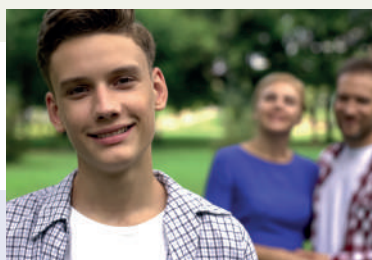
KD062005

Hey, everyone. I'm working on a school project about different types of families. Did you know that there are currently thirty-five types of family set-up in the UK? Could you please share what your family situation is like? And add photos if you can. Thanks.

adoptive custody divorce foster orphan raised relative up



ColtXX



I'll start as my situation is probably a bit different. I never knew my dad, and my mum died when I was seven years old, so I became a(n) ¹ ? at a young age. My grandma got ² ? of me and brought me ³ ? until she passed away when I was sixteen. Being too young to live on my own, I was put into ⁴ ? care. A really lovely couple (in the background of this photo) ⁵ ? me and later officially became my ⁶ ? parents.

extended generations great-grandmother immediate in-laws



JaxStar74



I'm part of a(n) ⁷ ? family – some people call it a multigenerational family. It's me, my brother, my parents, grandparents and ⁸ ? all living in one house. One in four families in the US have three or more ⁹ ? living together under one roof, so it's not that uncommon. I really enjoy our set-up as there's always someone around to chat with when I have a problem.

- 8 Listen to people in four everyday situations. Match sentences a–e to recordings 1–4. There is one extra sentence. Write the answers in your notebook.

In this dialogue, someone is ...

- a expecting a child. d giving birth to a child.
b caring for an elderly person. e looking after someone else's children.
c a strict parent.

1 ? 2 ? 3 ? 4 ?

- 9 In pairs, answer the questions.

- 1 Have you ever been babysitting? How did you find the experience?
2 What does it mean to be a strict parent? What do strict parents typically do?

ACQUAINTANCES AND FRIENDS | ZNAJOMI I PRZYJACIELE

- 10 Match the words from the box to the definitions. There is one extra word. Write the answers in your notebook.

acquaintance boyfriend/girlfriend colleague
family friend schoolmate soulmate

This person is someone ...

- 1 you work with. ?
2 you know, but who isn't a close friend. ?
3 you have a romantic relationship with. ?
4 you go to school with. ?
5 who shares your feelings and beliefs. ?

- 11 In pairs, answer the questions.

- 1 Who is your best friend and why? Are they your soulmate?
2 Who belongs to your circle of friends and why?
3 What qualities should a good friend have?

- 12 Complete the texts with the correct prepositions. Write the answers in your notebook.

Relationships board

SoulGuy04

Hi, everyone. So, I'm really fond ¹ ? this girl at school, but she doesn't seem to take any notice of me. Should I ask her ² ? ?

Jenna248

Yes! Why not? It's always difficult to start a relationship ³ ? someone, but going ⁴ ? with somebody doesn't mean that you're going to get married right away!

SpidermanXYZ

Well, if she's not taking any notice, then don't do it. She might already be ⁵ ? love with someone else. Or she might just not be ready ⁶ ? a serious relationship.

VoiceOfReason

I did that a few months ago and we got ⁷ ? really well with each other at first. We had a lot ⁸ ? common and shared many interests. But a few weeks later we split ⁹ ? because she went away to college. We still stay ¹⁰ ? touch online, but it's not the same.



EVERYDAY ACTIVITIES | CZYNNOŚCI DNIA CODZIENNEGO

- 13** How many collocations can you make using the expressions from the box and the verbs *get*, *have* and *take*? Write the answers in your notebook. Which of the activities do you do every morning?

a coffee a meal a nap a shower dinner
dressed it in turns to do something ready
the children to school the dog for a walk up

- 14** Find someone who does the following.

Who in your class ...

- 1 eats out more than three times a week?
- 2 goes to bed before 9 p.m.?
- 3 never has breakfast?
- 4 has baths and not showers?
- 5 prepares meals for their family?
- 6 wakes up before 6 a.m.?

FREE-TIME ACTIVITIES | FORMY SPĘDZANIA WOLNEGO CZASU

- 15** Complete the questionnaire in your notebook. In pairs, compare your answers.

FREE TIME QUESTIONNAIRE

- 1** What do you usually do in your free time?
a play sports b hang out with friends c watch TV
- 2** What's the best way to spend time with family?
a playing cards b going for a walk c cooking a meal together
- 3** How do you relax?
a by going to the gym b by listening to music c by reading books
- 4** What's your ideal first date?
a going bowling b going out for a meal c going to the cinema
- 5** What don't you like doing in your free time?
a meeting friends b going to a disco c going online

- 16** Complete the text with the words from the box. Write the answers in your notebook.

binge-watch browsing going hit
practising scan socialise

How do teenagers in Poland spend their free time?

Do you sometimes feel that most people think that all you do all day is ¹ ? the latest TV series or ² ? social media sites? Well, a recent study among students in their final year in Polish secondary schools has revealed that only a quarter of the respondents enjoy ³ ? content on the web. More than half of the students spend their free time hanging out with friends and 40% like to ⁴ ? the town with their boyfriend or girlfriend. And 54% of students said that they prefer to ⁵ ? in real life than online. Almost 20% of the respondents said that they enjoy ⁶ ? clubbing and about a third of those surveyed spend their free time ⁷ ? sport.

EXPRESSING TIME | OKREŚLANIE CZASU

- 17** Choose the correct translations of the words in brackets. Write the answers in your notebook.
- 1 We'll have to buy all the food and supplies for the party ? (z wyprzedzeniem).
a with time
b ahead of time
c by the time
 - 2 We arrived at the family reunion ? (w samą porę) for the family photos.
a just in time
b on time
c in no time
 - 3 My brother proposed to his girlfriend on New Year's Eve, but ? (niedługo potem) they broke the engagement off.
a soon afterwards
b pretty soon
c anytime soon
 - 4 Their resentment for each other grew stronger ? (z każdym dniem), so it wasn't surprising when they separated.
a the other day
b nowadays
c day by day
 - 5 ? (Raz na jakiś czas) we have a big barbecue at a lake near our house for all of our extended family.
a Once upon a time
b Once in a while
c Once in a lifetime
- 18** In pairs, form five questions about everyday activities with the time expressions from Exercise 17. Work with another pair and answer their questions.

HOLIDAYS AND CELEBRATIONS | ŚWIĘTA I UROCZYSTOŚCI

- 19** Match the holidays from the box to the words. There are two extra holidays. Write the answers in your notebook.

Christmas Eve Easter Halloween
Independence Day Labour Day
New Year's Eve Valentine's Day

- 1 set off fireworks, go to parties, wait until midnight, make resolutions ?
- 2 break the wafer, twelve courses, first star in the sky, unwrap presents ?
- 3 paint eggs, go on an egg hunt, celebrate Wet Monday ?
- 4 carve pumpkins, go trick-or-treating, dress up ?
- 5 buy flowers and chocolates, give a card with hearts on it, have a romantic dinner ?

- 20  Listen to four recordings. Match the holidays and celebrations from the box to the dialogues 1–4. There are two extra options. Write the answers in your notebook.

birthday Father's Day festival funeral
wedding ceremony wedding reception

1 ? 2 ? 3 ? 4 ?

- 21  In pairs, do the quiz. Write the answers in your notebook. Then listen and check.

R

Holidays and celebrations around the world



Take this quiz to see how much you know about different holidays around the world.

- What does Mardi Gras mark the start of?
a Lent b Holy Week c Ramadan
- When is Mardi Gras celebrated?
a on the Thursday before Ash Wednesday
b on the Tuesday after Ash Wednesday
c on the Tuesday before Ash Wednesday
- What holiday do people in Poland have before the start of Lent?
a Passover b Palm Sunday c Fat Thursday
- What did people use to do for forty days after Fat Thursday?
a feast b fast c celebrate
- What do Americans celebrate on the fourth Thursday in November?
a Labour Day b Thanksgiving c Independence Day
- When do Canadians celebrate Thanksgiving?
a on the second Monday in October
b on the fourth Thursday in October
c on the second Tuesday in November

- 22 In pairs, choose two festivals from the box and say how you celebrate them.

Boxing Day Children's Day Easter Sunday
Mother's Day New Year's Day Women's Day

LIFESTYLE | STYL ŻYCIA

- 23 Complete the questions with the words from the box. Write the answers in your notebook. Then in pairs, ask and answer the questions.

balanced busy habits keep reduce
regular stressed stressful

- What do you do to ? stress? Is your life ??
- Have you got a ? schedule? Is your workload making you ??
- Do you do ? exercise? What do you do to ? fit?
- Do you eat a ? diet? Do you think you need to change any of your eating ??

CONFLICTS AND PROBLEMS | KONFLIKTY I PROBLEMY

- 24 Complete the text with the words from the box. There is one extra word. Write the answers in your notebook.

arguments gap grounded limits through together

Dealing with conflicts

FREE webinar for teenagers



Do you ever find yourself having many ¹ ? with your parents or siblings? Are you often ² ? and can't get ³ ? with your friends? Or maybe you just need guidance on how to navigate the generation ⁴ ??

Join me this Wednesday afternoon for a sixty-minute webinar where we'll talk ⁵ ? various conflicts and how you can deal with them.

When: Wednesday 6 p.m. Price: Free

- 25  Listen to three people who took part in the webinar from Exercise 24. Answer the questions. Write the answers in your notebook.

1 Speaker 1

- split up with her boyfriend.
- was jealous of her boyfriend.
- didn't have time for her boyfriend.

2 Speaker 2

- crosses boundaries.
- is controlling.
- needs to set boundaries.

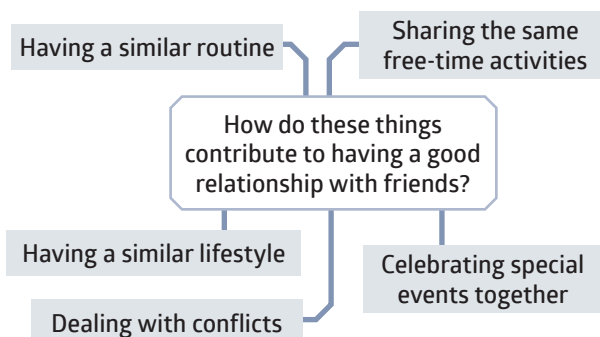
3 Speaker 3

- has just quarrelled with someone.
- ended a relationship with someone.
- has a bad relationship with someone.

- 26 In pairs, discuss if you would like to take part in Wendy's webinar. How could it help you?

GO FOR IT

- 27 In pairs, do the task. Here are some things that contribute to having a good relationship with your friends. Talk to each other about the importance of these factors when building good friendships. Then decide which factor is the most important and which is the least important. Give reasons for your answers.

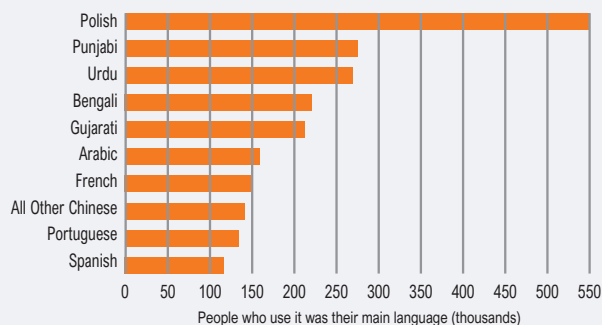


A

Multilingual England

A recent university study has shown which foreign languages are the most widely spoken in England and Wales. Do you know which ones they are? Our reporter Anna Jovic talked to people in the streets of London to see if they know what languages their fellow citizens speak. The results were surprising.

Top 10 main languages in England and Wales
Other than English (and Welsh in Wales)



B

One or both parents of thirty-four percent of British-born children come from abroad. Almost twenty percent of primary school children speak a language other than English at home. This study examines the experiences of teenagers in bilingual and multilingual homes. It looks at their relationships with friends, schoolmates and relatives, and analyses how they choose which language to use and how language choice can cause social problems.

1 In pairs, answer the questions.

- Which languages can you and the people in your family speak?
- Apart from Polish, which other languages and dialects are spoken by native speakers in Poland?

TRENING NATURALNY

2 Read extracts 1–3. In your notebook, match them to text types a–d. There is one extra text type.

- There are numerous opportunities in every unit for interaction with real-life content to allow students to develop their language skills. ?
- I felt a bit homesick at first, but now I'm really enjoying it here. We've got a cool textbook and the teachers are all really funny and friendly, too. ?
- Although you are not forbidden from speaking your own language, it is recommended that you try to speak in English throughout your two-week stay. ?

- the guidelines for a summer camp
- a personal email to a friend
- the back of an English textbook
- a review of a novel

C

TINA JONES

I was born in England, but my dad's Spanish and my mum's French. They speak French together. Mum speaks to me in French, but Dad uses Spanish. When I was growing up, he used to read aloud to me every night and he always spoke Spanish when he picked me up from school. For a while, I rebelled and answered in English. I didn't want to seem different from my friends. But I've grown out of that now. My parents never told me off for speaking English. I never felt I was letting them down if I spoke to them in the 'wrong' language. We get on really well and we spend a lot of time together. I always have a good time when I'm with them and I'm so grateful to them for bringing me up with three languages.

D

Tim

Tina, I'm sorry for getting upset with you yesterday. I was fed up because you were speaking French with your cousin and I couldn't understand.

Tina

Why did you get so angry? Eloise was so looking forward to meeting you and then you just walked away. It was rude.

I know. But it really hurt me when I tried to speak French and you both laughed.

I'm sorry. What can I do to make it up to you?

How about giving me some French lessons?

Good idea. The sooner you learn to speak French, the better.

3 Match extracts 1–3 from Exercise 2 to functions a–c. Write the answers in your notebook.

- This text tells us about the author's emotions and experiences. ?
- This text summarises the advantages of a product. ?
- This text contains rules and suggestions. ?

W zadaniu na dobieranie czasem trzeba zastanowić się nad funkcją danego tekstu. Aby to zrobić, zwróć uwagę:

- czy jest on napisany oficjalnym językiem (np. email osobisty będzie mniej oficjalny niż artykuł naukowy);
- jaka jest intencja (cel) tekstu (np. reklama zachęca do zakupu);
- jakiego słowa użyto (np. w regulaminie można spodziewać się słów typu *forbidden*).

ZADANIE NATURALNE

4 Przeczytaj teksty A–D dotyczące języków. Do każdego zdania 1–3 dopasuj właściwy tekst A–D. Jeden tekst nie pasuje do żadnego zdania. Zapisz odpowiedzi w zeszycie.

1	This text summarises some scientific research into communication.	?
2	This text explains the cause of an argument.	?
3	This text is from the beginning of a newspaper article.	?

TRENING NATURALNY

- 5 Complete the text using the information from Exercise 2. Write up to three words in each gap. Write the answers in your notebook.

I heard from Tomek yesterday. He's at an English summer camp. For the first few days, he missed ¹ ? , but he's fine now. He says there's a good atmosphere in the camp. Obviously, the organisers want the students to speak English as much as possible, but they ² ? to speak their own languages if they really need to. Tomek says the coursebook is better than the one we had at school last year because it lets the students ³ ? real-life situations.

Zanim uzupełnisz lukę w zadaniu, przyjrzyj się słowom kluczowym przed luką i po niej, a następnie znajdź zbliżone informacje w tekstach. Sprawdź, czy uzupełnione zdanie jest poprawne językowo.



ZADANIE NATURALNE

- 6 Przeczytaj e-mail. Uzupełnij luki zgodnie z treścią tekstów A–D tak, aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim. W każdą lukę można wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszytach.

To: Tina
Subject: Tim



Hi Tina,

I love it here in Paris, but sometimes I think my head is going to explode. It's hard speaking a different language all day. You're lucky you learnt to speak both ¹ ? as well as English when you were growing up. Do you remember that time ² ? your cousin Eloise for the first time and I got annoyed because you were speaking in French together? How embarrassing! Fortunately, I understand French much better now.

My best friend on the course is Marek from Warsaw. He told me that ³ ? is the most commonly used foreign language in England. I didn't know that. He speaks perfect English, but he'll only speak in French. He's not like your parents. He tells me off if I speak the wrong language.

I discovered an interesting fact today. Did you know that either the mother or the father, or sometimes both, of ⁴ ? of kids from the UK are immigrants like your parents?

Anyway, got to run. Call me later.

Love,
Tim

- 7 **SŁOWNICTWO** Complete the sentences with one word in each gap. Use texts A–D to help you. Write the answers in your notebook. Then in pairs, ask and answer the questions.

- Who used to pick you ? from school when you were little?
- What are you looking ? to doing next weekend?
- What's a good way to make it ? to a friend after an argument?
- Has someone ever told you ? for something you didn't do? What?
- Is it a good idea to bring ? a child with more than one language? Why?
- Have you ever let a friend ? by not doing what you promised to do?
- Are there any hobbies that you've grown ? of? Which ones? Why?
- What do you think is the best place in the world to grow ? ? Why?

- 8 Read texts A–D again. In pairs, answer the questions.

- What do you think is the most surprising information in the graph in text A and in text B?
- How different do you think the situation in Britain is compared to Poland?
- What are the advantages of being a bilingual or multilingual speaker?

LIFE SKILLS | Communicating across cultures

- 9 Which of these tips do you think are most important to help you communicate successfully with people from different cultures? Can you think of any more useful tips?

- Don't use slang or speak too loudly.
- Speak slowly and give them time to take part in the conversation.
- Be careful with hand movements and body language – they may not have the same meaning in another culture.
- Be diplomatic if you talk about religion or politics.
- Don't assume they find the same things funny as you do.



Podczas dobierania zdań do luk w tekście zwróć uwagę na zaimki i formy osobowe, a następnie znajdź w tekście rzeczowniki, do których tamte wyrazy się odnoszą. Pamiętaj, że zdania zawierające synonimy słów użytych w tekście mogą być jego fragmentami, ale warto zwrócić uwagę także na wyrazy o znaczeniu przeciwnym.



ZADANIE MATURALNE

- 1 Przeczytaj tekst, z którego usunięto cztery zdania. Które zdania A–E uzupełniają luki 1–4, tworząc spójny i logiczny tekst? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszyte.
 - A They should be caring and supportive, ready to listen and to help us sort out our problems.
 - B It might not be as easy for friendly parents to give their kids the kind of discipline they need as they grow up.
 - C Children were supposed to look up to their parents. They wouldn't dream of offending, insulting or disrespecting them.
 - D Parents have power over us. Along with pocket money, they give us orders, lay down ground rules and set boundaries.
 - E More democratic parenting meant it became more acceptable for parents to share their children's interests and to take up the same hobbies.
- 2 **SŁOWNICTWO** Complete the sentences with the words from the box. Write the answers in your notebook. Then in pairs, say if you agree or disagree with the sentences. Give reasons for your answers.

affection lenient obedience
 parenting spoil supportive

 - 1 We should get taught ? skills at school.
 - 2 Grandparents love to ? their grandchildren.
 - 3 You can't compare the ? you feel for your friends with the love you have for your family.
 - 4 Parents should always be ? no matter what their children do or say.
 - 5 Children respect parents more if they're strict than if they're ?.
 - 6 Children should always show respect and ? towards their elders.



Can our parents be our pals?

It's my eighteenth birthday tomorrow and I'm going out to celebrate with my parents, not my mates. Why shouldn't I? Can't our parents be our friends, too?

- 5 In the not-so-distant past, parents provided for their offspring and expected respect and obedience in return. ¹ ? There was affection, of course, but it was often said that children were better seen and not heard. As the twentieth century progressed, family relationships began to change. ² ? Happy
- 10 families would play board games or go fishing.

Today we're more likely to binge-watch series or play video games together, and the idea of parents and kids being pals is seen as something normal. Some parents even try to be too matey and intrude on your private life. I must admit I find it

- 15 hard to put up with my parents when they go on social media and try to 'friend' me.

Obviously, it's great if your parents are easy to get on with and you have a good relationship, but we shouldn't confuse that with friendship. Parent-child relationships are not based on

- 20 equality. ³ ? When we don't stick to them, when we do something wrong, they may have to punish us, tell us off or tell us we're grounded.

I'm lucky. My parents are neither too strict nor too lenient. They don't spoil me or let me get my way all the time. But they

- 25 don't lay down the law and say, 'My way or the highway'. They explain why rules and boundaries are necessary and why my behaviour is sometimes wrong.

We need our parents, we need to trust them, to rely on them when times are tough. Friends may let us down, but parents

- 30 always have to be there for us. ⁴ ? It's their responsibility to help us become happy mature adults. To do that, they need to be more than just friends.

By the way, I'm going out with my parents tomorrow because it's Wednesday. I'm celebrating with my friends on Friday.

Transformacje zdań

TRENING NATURALNY

- 1 Which option a–c matches the meaning of the words in bold? Read the answer tip below. Then answer questions 1–2 in your notebook.

You **don't have to** dress up for his birthday party.

- a mustn't dress up
b allowed not to dress up
c needn't dress up

- 1 Która odpowiedź jest odpowiedzią właściwą, ponieważ po jej wstawieniu zdanie jest poprawne gramatycznie i oddaje sens wyróżnionego fragmentu? **?**
- 2 Która odpowiedź jest odpowiedzią niewłaściwą, ponieważ po jej wstawieniu:
- a zdanie jest gramatycznie niepoprawne? **?**
- b zdanie jest gramatycznie poprawne, ale oznacza coś innego niż wyróżniony fragment? **?**

Gdy rozwiązujesz zadanie zamknięte polegające na parafrazowaniu zdań, zastanów się:

- czy odpowiedź wybrana przez ciebie oznacza dokładnie to samo, co wyróżniony fragment, oraz
- czy po jej wstawieniu w miejsce wyróżnionego fragmentu zdanie pozostaje poprawne gramatycznie.

Niewłaściwe odpowiedzi są same w sobie poprawne gramatycznie i mogłyby poprawnie uzupełniać inne zdania.



- 2 Read the tip below. Then in your notebook, complete the second sentence in each pair so that it means the same as the original sentence. Use the word in brackets, but do not change its form. You can use up to four words, including the word given.

- 1 It was a mistake that you didn't stick to the rules. (HAVE)
You **?** to the rules.
- 2 It's possible that Jessica was grounded by her parents. (MAY)
Jessica **?** by her parents.
- 3 I'm sure Paul is going through a difficult patch now. (BE)
Paul **?** a difficult patch now.

Po wpisaniu odpowiedzi w zadaniu otwartym polegającym na parafrazowaniu zdań przeczytaj uzupełnione zdanie jeszcze raz i sprawdź, czy spełnia ono następujące trzy warunki:

- zachowuje sens zdania wyjściowego,
- jest poprawne pod względem ortograficznym i gramatycznym, oraz
- nie przekracza liczby wyrazów określonej w poleceniu.



- 3 In your notebook, complete the sentences so that they mean the same as the original sentences. Use the words in brackets, but do not change their form. You can use up to four words in each gap, including the word given.

- 1 It's not necessary for you to blow out all the candles on your birthday cake yourself, we'll be there to help you! (NEED)
You **?** blow out all the candles on your birthday cake yourself, we'll be there to help you!
- 2 There is a chance I will not finish preparing my Easter basket until ten. (MAY)
I **?** preparing my Easter basket until ten.
- 3 Shall I pick Olivia up from school today? (LIKE)
Would you **?** Olivia up from school today?
- 4 It was always possible for me to rely on my grandmother when I was a child. (COULD)
I **?** on my grandmother when I was a child.

- 4 In your notebook, rewrite the underlined words in the text. Use the words in brackets (below), but do not change their form.



Invitation



What?

Granny and Grandad's
40th wedding
anniversary

When? 25th June, 5 p.m.

Where? School hall, 66 Norton Street

It's Granny and Grandad's 40th anniversary next month! They've been married for forty years and never argued!

¹I'm sure they are really happy together!

We (all the grandchildren) ²want to organise a surprise party for them. As it is a very special anniversary, it

needs to be a very special celebration, too! We are thinking of renting a school hall and celebrating with

some great food and music there. We (the youngest generation 😊) will organise everything, so you

³needn't worry about anything. The food, the birthday cake, the music and all the decorations will be taken

care of. We kindly ask you for one thing though: as it is a surprise party – you ⁴can't talk about it before the big

day! Otherwise, you'll be grounded!

As we need to start thinking about the numbers, please let us know by the end of next week if for some reason you ⁵have to miss the party.

Hope to see you all on the 25th of June,

Alice, Ben, Matthew and Dave

- 1 (MUST) **?** 3 (HAVE) **?** 5 (CANNOT) **?**
2 (WOULD) **?** 4 (MUST) **?**

Transformacje zdań

- 5 Have you ever organised some kind of a celebration for a family member or a friend? If not, how would you organise it? Talk about it in pairs.

- 6 In your notebook, complete the sentences so that they mean the same as the original sentences. Use the words in brackets, but do not change their form. You can use up to five words in each gap, including the word given. **R**

- Surely, your brother was not playing board games while you were tidying up the house! (BEEN)
Your brother board games while you were tidying up the house!
- When I was at university, I had a habit of lying in on Saturday mornings. (LIE)
When I was at university, I on Saturday mornings.
- I'm sure she's joking – she would never miss her sister's hen party! (BE)
She – she would never miss her sister's hen party!
- I regret telling him off after all, as his parents did it as well. (HAVE)
I off after all; his parents did it.
- I'm sure Olivia took Peter's side in the argument. (TAKEN)
Olivia in the argument.
- Perhaps Beth didn't mean to offend you. (MEANT)
Beth to offend you.

- 7 Complete the sentences so that they mean the same as the original sentences. Use three words in each gap. Write the answers in your notebook.

- My parents were unnecessarily anxious for me when I was a child.
My parents less anxious for me when I was a child.
- When I was younger, I would argue with my brothers and sisters over everything.
When I was younger, I with my brothers and sisters over everything.
- I was such an active child that I'm sure my parents had a hard time looking after me.
My parents a hard time looking after me as I was such an active child.

- 8 In pairs, discuss the sentences from Exercises 7. Are they true about you?



ZADANIE MATURALNE

- 9 Spośród podanych opcji A–C wybierz tę, która najlepiej oddaje sens wyróżnionego zdania lub jego fragmentu. Zapisz odpowiedzi w zeszycie.
- I didn't need to make my bed today.
A I was not allowed to make my bed today.
B It was impossible for me to make my bed today.
C It was not necessary for me to make my bed today.
 - My aunt has three little children at home. It must be tiring.
A I'm sure she often feels tired.
B Her children are always tired.
C She is sometimes tiring.
 - Why don't we decorate the Christmas tree together?
A Perhaps we could decorate the Christmas tree together.
B Do we really need to decorate the Christmas tree together?
C I think we shouldn't decorate the Christmas tree together.
 - My baby sister is so active that I have to keep an eye on her all the time.
A extremely active
B such an active child
C active enough

ZADANIE MATURALNE

- 10 Zapisz w zeszycie drugie zdanie każdego punktu. Uzupełnij je z wykorzystaniem słowa w nawiasie tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów ani formy wyrazów w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. **R**
- Perhaps you haven't heard about Mardi Gras, but it's a spectacular celebration. (MAY)
You about Mardi Gras, but it's a spectacular celebration.
 - 'Why did you binge-watch the whole series yesterday?' asked my girlfriend. (ME)
My girlfriend asked the whole series the day before.
 - My stepsister doesn't want to take up another hobby. (FANCY)
My stepsister another hobby.
 - The last time I dated somebody was last summer. (SINCE)
I last summer.
 - There is no doubt Hannah and Dave have fallen out again – they have been avoiding each other for over a week. (MUST)
Hannah and Dave again – they have been avoiding each other for over a week.

Dobieranie zdań do wypowiedzi

- 1 In pairs, discuss the different sorts of activity you do in your free time. Talk about things you already enjoy doing and things you would like to try. Describe your perfect day off.



- 2 Listen to a voice message. What is the reason for the call and what free-time activity is mentioned?

TRENING NATURALNY

- 3 Listen again and decide which four sentences can be matched to the voice message. Which sentence cannot be matched to the voice message? Write the answers in your notebook.

The speaker ...

- 1 explains why he has to cancel an arrangement.
 - 2 is unhappy with the attitude of a particular shop.
 - 3 shows how disappointed he is about missing a day out.
 - 4 leaves a voice message for a friend with an apology.
 - 5 wants his friend to lend him £50 to buy a bicycle.
- 4 Read the tip below and notice how sentences 1–4 in Exercise 3 match the different listening skills a–d described in the tip.

W tym zadaniu nie musisz koncentrować się na konkretnej informacji, więc nie skupiaj się na usłyszanych poszczególnych słowach lub wyrażeniach. Musisz za to zrozumieć wypowiedź w całości i połączyć zdania, które wyrażają:

- a główną myśl tekstu,
- b wnioski, jakie można z niego wyciągnąć,
- c intencję autora,
- d kontekst wypowiedzi.

- 5 Look at the audioscript on page 173. Identify words or phrases in the voice message which show you that:

- this is an explanation,
- the boy is unhappy with the bike shop,
- the boy is disappointed,
- this is an apology.

ZADANIE NATURALNE

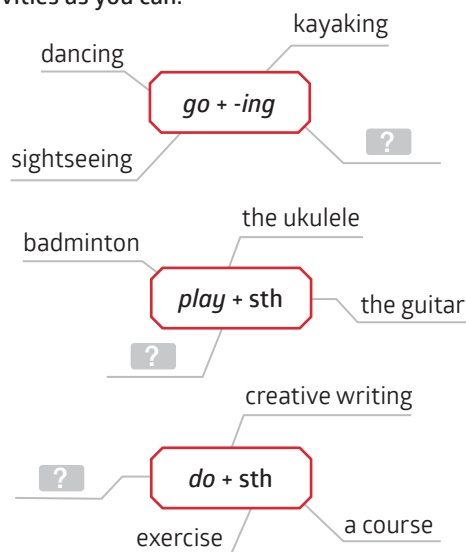
- 6 Usłyszysz dwukrotnie pięć wypowiedzi na temat spędzania czasu wolnego. Które zdania A–F pasują do wypowiedzi 1–5? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz odpowiedzi w zeszycie.

The speaker ...

- A wants to encourage people to take part in their course.
- B can't wait to spend some time outdoors with a friend.
- C always prefers meeting up with people outdoors.
- D teaches friends how to relax indoors and outdoors.
- E criticises people who can't relax on their day off.
- F talks about using your time off to educate yourself.

1	2	3	4	5
?	?	?	?	?

- 7 Look at your answers to Exercise 6. Which person is most or least like you? Give reasons for your answers.
- 8 **SŁOWNICTWO** In the recording, the following free-time activities are mentioned. Copy the diagrams into your notebook and in pairs, list as many other free-time activities as you can.



- 9 **SŁOWNICTWO** In pairs, look at the audioscript on page 173. Find two free-time activities with the verb *spend*. Then find three other activities that do not usually go with any of the the verbs in Exercise 8.

- 10 Look at the activities in Exercises 8 and 9. Then tell the class about:

- one activity that you have done,
- one activity that you would like to do,
- one activity that you would never do.





- 1 Copy the table into your notebook. Then in pairs, brainstorm ideas to add to the table. Think about different types of relationships between family members, friends and couples.

Reasons why relationships work	Reasons why relationships don't work
?	?

- 2  Listen to four people talking about four different relationships. Which ones are successful? Which ones are unsuccessful?

TRENING NATURALNY

- 3  Listen again and complete each pair of sentences in your notebook. Notice how a specific piece of information can be presented in slightly different ways.
- 1 a Bill and Emma got married ? .
b Bill and Emma have been married ? .
 - 2 a It's unlikely that Tim and Tina broke up because they ? over football.
b I don't think the reason Tim and Tina split up is their ? over football.
 - 3 a She doesn't think that Sally ? her anymore.
b She thinks that Sally doesn't ? her like she used to.
 - 4 a My grandmother is very old and ? my mother for everything.
b My elderly grandmother is totally ? on my mother.
- 4 Read the tip below and the task in Exercise 5. Think about the topic in general and the specific information you need to listen out for to complete gaps 1–4.

Luki w tekście często należy uzupełnić określonymi informacjami. W nagraniu mogą się one pojawić w innej formie niż w tekście – wyrażone synonimami, parafrazą lub inną częścią mowy (np. rzeczownikiem zamiast czasownikiem).



ZADANIE NATURALNE

- 5  Usłyszysz dwukrotnie wywiad na temat związków. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 tak, aby najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

10.30 Saturday Q&A Live

Presenter: **Maggie White**

Guest: **Dr Mary Pitt** – Relationship expert

Dr Pitt, whose latest book has been number one among the non-fiction best-sellers ¹ ? months, answers questions from the public about how to end a relationship respectfully. She explains that break-ups are rarely by mutual agreement. Usually one person initiates the break-up, but there are things that the person can do to reduce their partner's ² ? . Reasons why couples separate include personality differences, cheating or exam stress. There is ³ ? moment to split up. However, Dr Pitt recommends honesty and kindness and says that clear boundaries are essential at first even if you develop ⁴ ? in years to come.

- 6 **SŁOWNICTWO** Complete the text with the words from the box. Write the answers in your notebook. Then in pairs, discuss how useful this advice is.

agreement blow break-up distress
relationship split

How to deal with social media after a break-up

Whether it was you who instigated the ¹ ? or the other party who drove the ² ? or even if you both came to a mutual ³ ? , most breakups are traumatic for both partners and likely to cause you emotional ⁴ ? . After a break-up, supportive comments from friends may soften the ⁵ ? a little, but social media is not the place to go into hurtful details about your ex. You need to take the time to heal. After crashing out of a(n) ⁶ ? , the last thing you need is to see photos and memories of better times. Stay away from social media until you feel stronger.

- 7 In pairs, discuss some of the messages from the interview with Dr Mary Pitt. Do you agree or disagree?
- Only time will mend a broken heart.
 - There is no right or wrong time to break up.
 - Make a clean break and don't keep in touch.



Opis ilustracji i odpowiedzi na trzy pytania

- 1 When you were around six years old, who was the best behaved of the children you knew, and who was the naughtiest? Tell your partner.

TRENING MATURALNY

- 2 Read the tip below. Then in pairs, look at the photo and discuss the questions. Make notes about your answers.



- 1 How do you think the people are related to one another?
- 2 Why do you think the children decided to paint the man's face?
- 3 What do you think the man is going to do when he wakes up?
- 4 How do you think the children are feeling?

Po opisanu ilustracji (kto jest na zdjęciu, gdzie się znajduje i co robi), usłyszysz trzy pytania. Pierwsze z nich będzie zachęcało do wyrażenia opinii lub przypuszczenia na temat zdjęcia. By udzielić pełnej odpowiedzi, użyj swojej wyobraźni, a także zwrotów wyrażających przypuszczenia.



- 3  Listen to a student describe the photo and answer the questions in Exercise 2. Does she mention any of your ideas?
- 4 Read the Useful Phrases. In your notebook, rewrite sentences 1–5 replacing the underlined words with an expression from the Useful Phrases box. Use the words in brackets.

USEFUL PHRASES

► STR. 160

Showing uncertainty

I'm not / I can't be sure, but ...

He/She/It/They look(s) ... / look(s) as if/though ...

It's difficult to say if/what/who/etc. ...

Speculating

I (don't) think ... / I imagine ... / I'd say ...

It's probably ... / Maybe it's ...

He/She/It/They must/may/might/could/can't be ...

- 1 I don't know, but I think they're six or seven years old. (*sure / look as if*)
- 2 I think the children are brother and sister. (*say*)
- 3 There's a possibility that the man is pretending to be asleep. (*could*)
- 4 I'm not sure if the pen is a permanent marker or not. (*difficult*)
- 5 I think they're having a fun time. (*imagine*)

- 5  Listen again and check your answers in Exercise 4.

- 6 Read the descriptions and imagine the pictures. Speculate about the people, the places and the activities. Use a different phrase for each sentence. In pairs, compare your ideas.

- 1 There's a teenage boy and a teenage girl and they're carrying suitcases. They're running.
- 2 There's a group of people consisting of two women and four children gathered around a computer, looking at the screen.
- 3 There are two women standing on yoga mats in the living room facing a computer screen.
- 4 A woman is sitting behind a desk and is speaking to two teenage boys who are standing in front of the desk and smiling.
- 5 A man and a woman are getting out of a taxi. They're wearing evening clothes and someone is taking a photograph of them.

ZADANIE MATURALNE

- 7 In pairs, take it in turns to describe the photos and then answer the questions.

UCZEŃ A



UCZEŃ B



- 1 How do you think the people are related to one another?
- 2 Why do you think the children are behaving this way?
- 3 What do you think is going to happen next?
- 4 How do you think each person is feeling?



PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Twoja kuzynka Laura mieszka na stałe w Anglii. Niedawno odwiedziłeś/odwiedziłaś ją z okazji jej przyjęcia zaręczynowego. Napisz wiadomość do Laury po powrocie.

W e-mailu:

- podziękuj kuzynce za przyjęcie i pogratuluj z okazji zaręczyn,
- wyraż opinię na temat przyjęcia i ją uzasadnij,
- opisz element przyjęcia, który najbardziej zapadł ci w pamięć,
- opisz swoje uczucia związane z zaproszeniem cię na wesele.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 100 do 150 słów, nie licząc zdań, które są podane.

- 1 In pairs, tell each other about any recent family occasions you have attended. Talk about occasions in the box or your own ideas.

a birthday party an engagement party
a name day a wedding

- 2 Read the sample task and the model answer above. Why is Iza thrilled?

TRENING NATURALNY

- 3 Read the tip below. Then find examples in the model text for each bullet in the model task.

Możesz odnieść się do punktów z polecenia i rozwinąć je w takiej kolejności, w jakiej zostały wymienione w zadaniu. Ich kolejność jest logiczna i nie trzeba jej zmieniać. Jeśli zdecydujesz się zmienić kolejność, upewnij się, że żaden z punktów nie został pominięty w twojej wypowiedzi.



- 4 Read another answer to the sample task above. In your notebook, order paragraphs a–d in a more logical order.

Dear Laura,

It was such a pleasure to see you last Saturday.

I just wanted to say thanks for the party and congratulations on your engagement. It was great to be there and celebrate with you.

The party was fabulous. The food was absolutely delicious and the live music was brilliant. I was delighted to see my cousins and get to know John's friends.

I will never forget your speech! It was really entertaining and it was so funny to hear how you and John first met. Thank goodness you weren't injured when he ran into you on his bike. I guess it was love at first sight!

I'm so thrilled that you want me to come to your wedding. Taking part in a traditional English wedding will be a new experience for me. I'm really looking forward to it!

Thanks again and best of luck with everything! I'll be in touch.

Love,
Iza

- 5 Read the Useful Phrases. Then complete the second sentence in each pair so that its meaning is similar to the first sentence. Write the answers in your notebook.

- Many thanks for the lovely flowers.
I just .
- Many congratulations on your engagement.
I'd like to .
- I hope you get on well with organising the wedding.
Good luck .
- Thank you so much for the invitation.
I'm very .
- All the best for the big day!
Best of luck .
- Thanks again for including me.
It was .

Dear Laura,

It was such a pleasure to see you last Saturday.

a The most memorable bit was the music. It was amazing. I particularly enjoyed watching your grandmother dancing – she's really good!

b I'm so excited about coming to your wedding. I've never been to one before! I've already started to think about what I'm going to wear.

c The party was such a success. The people were lovely, the atmosphere was great and the food fantastic. I'm sure you are grateful to your parents who helped you to prepare it all.

d I just wanted to thank you for including me in your celebrations and congratulate you again on your engagement! (By the way, you're such a wonderful couple!)

Thanks again and best of luck with everything! I'll be in touch.

Love,
Iza

USEFUL PHRASES

► STR. 163

Thanking someone

I just wanted to say thank you for ...

Thanks again / Many thanks for the invitation / inviting me.

I'm very grateful (to you) for ...

It was very nice/kind/good of you to invite me.

Congratulating, wishing someone well

(Many) Congratulations on ...

Well done on your grades / getting your grades.

I'd like to congratulate you on ...

Best of luck / Good luck with your new job!

All the best / Warmest wishes

Describing an event

The food was really/extremely/absolutely delicious.

The music was really/extremely/absolutely brilliant.

The speeches were really/extremely/absolutely entertaining.

- 6 In your notebook, rewrite sentences 1–6 in a more positive, enthusiastic way.

- 1 The flowers were nice.
- 2 The bride looked nice.
- 3 The food was nice.
- 4 The speeches were nice.
- 5 The music was nice.
- 6 It was a nice day.



- 7 Complete the sentences with *so* or *such*. Write the answers in your notebook.

- 1 Everybody is happy for them.
- 2 We had a good time.
- 3 They are a lovely couple.
- 4 I'm jealous!
- 5 He's a laugh.
- 6 It's a shame.

- 8 Think of ways you could use the phrases in Exercise 7 to talk about your family or someone you know.

- 9 Write suitable sentences congratulating or thanking your friend for something. Use the situations below or your own ideas, and say how you feel about it.

Your friend has ...



given you a present.



helped you with your homework.



looked after your dog.



passed all his/her exams.

ZADANIE NATURALNE

- 10 Do the task below in your notebook.

Z okazji Twoich urodzin, wujek Pete zaprosił cię do restauracji, wraz z rodziną i przyjaciółmi. W e-mailu do wujka:

- podziękuj za zaproszenie i opisz, jak się bawiłeś/bawiłaś,
- wspomnij jakieś zabawne wydarzenie z imprezy,
- opisz wrażenia twoich przyjaciół,
- pogratuluj wujkowi narodzin wnuczki.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 100 do 150 słów, nie licząc zdań, które są podane.

To: Uncle Pete
Subject: My birthday!

Dear Uncle Pete,
I hope you're doing well.

FAMILY | RODZINA

FAMILY MEMBERS | CZŁONKOWIE RODZINY

aunt/auntie – ciocia
 brother – brat
 brother-in-law – szwagier
 cousin – kuzyn
 dad/daddy – tata, tatuś
 daughter – córka
 daughter-in-law – synowa
 ex-husband/ex-wife – były mąż / była żona
 father – ojciec
 father-in-law – teść
 grandchildren – wnuki
 granddaughter – wnuczka
 grandfather/grandad – dziadek
 grandmother/grandma – babcia
 grandpa – dziadek
 grandparents – dziadkowie
 grandson – wnuk
 granny – babcia
 great-grandchildren – prawnuki
 great-granddaughter – prawnuczka
 great-grandfather – pradziadek
 great-grandmother – prababcia
 great-grandparents – pradiadkowie
 great-grandson – prawnuk
 half-brother – brat przyrodni
 half-sister – siostra przyrodnia
 husband – mąż
 mother – matka
 mother-in-law – teściowa
 mum/mummy – mama, mamusia
 nephew – siostrzeniec, bratanek
 niece – siostrzenica, bratanica
 only child – jedynak, jedynaczka
 parents – rodzice
 parents-in-law – teściowie
 relative – krewny
 sister – siostra
 sister-in-law – szwagierka, bratowa
 single father/mother – ojciec / matka samotnie wychowujący / wychowująca dziecko
 single parent – rodzic samotnie wychowujący dziecko
 son – syn
 son-in-law – zięć
 twin brother/sister – brat bliźniak / siostra bliźniaczka
 twins – bliźniaki
 uncle – wujek, stryjek
 wife – żona
 adoptive parents – rodzice adopcyjni
 ex – były, była, eks
 extended family – rodzina wielopokoleniowa
 generation – pokolenie
 immediate family – najbliższa rodzina
 in-laws – teściowie
 orphan – sierota
 parenting skills – umiejętności rodzicielskie

MARRIAGE | MAŁŻEŃSTWO

be widowed – być wdową, wdowcem
 divorce – rozwieść się; rozwód
 engaged – zaręczony, zaręczona
 become/get ~ – zaręczyć się
 engagement – zaręczyny
 get a divorce / divorced – rozwieść się

get married to sb – poślubić kogoś
 honeymoon – miesiąc miodowy
 marriage – małżeństwo (związek)
 married couple – małżeństwo (para małżeńska)
 marry sb – poślubić kogoś
 propose marriage – oświadczyć się
 propose to sb – oświadczyć się komuś
 remarry – ponownie wyjść za mąż, ożenić się
 separation – separacja
 stay single – pozostać w stanie wolnym
 wedding – ślub, wesele

FAMILY LIFE – PHRASES | ŻYCIE RODZINNE – ZWROTY

be a strict parent – być surowym rodzicem
 be expecting a child – spodziewać się dziecka
 be pregnant – być w ciąży; zająć w ciążę
 care for sb – troszczyć się o kogoś
 get pregnant – zająć w ciążę
 give birth to a child – urodzić dziecko
 grow out of sth – wyrosnąć z czegoś
 grow up – dorastać
 have a baby – urodzić dziecko
 look after sb – opiekować się kimś
 look alike – wyglądać podobnie
 take care of sb – opiekować się kimś
 be a lenient parent – być łagodnym rodzicem
 be in foster care – podlegać opiece zastępczej
 bring up – wychowywać (dziecko)
 custody of a child – prawo do opieki nad dzieckiem
 raise children – wychowywać dzieci
 show obedience – okazywać posłuszeństwo
 spoil sb – rozpieszczę kogoś

ACQUAINTANCES AND FRIENDS | ZNAJOMI I PRZYJACIELE

acquaintance – znajomy, znajoma; znajomość
 boyfriend – chłopak (sympatia)
 circle of friends – grono przyjaciół
 colleague – kolega, koleżanka z pracy
 date – randka
 fascination – fascynacja, zauroczenie
 friend – przyjaciel, przyjaciółka
 best ~ – najlepszy przyjaciel, najlepsza przyjaciółka
 close ~ – bliski przyjaciel, bliska przyjaciółka
 family ~ – przyjaciel, przyjaciółka rodziny
 girlfriend – dziewczyna (sympatia)
 love at first sight – miłość od pierwszego wejrzenia
 mate – kumpel, kumpelka
 mutual – wzajemny
 schoolmate – kolega, koleżanka ze szkoły
 soulmate – bratnia dusza
 affection – sympatia (uczucie)

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

ask sb out – zaprosić kogoś na randkę
 be fond of sb – czuć do kogoś sympatię
 be in love (with sb) – być (w kimś) zakochanym
 be ready for a serious relationship – być gotowym na poważny związek
 get along (well) with sb – być z kimś w dobrych stosunkach
 get on well with sb – mieć z kimś dobre relacje
 go out with sb – chodzić z kimś, umawiać się z kimś na randki
 get together with sb – spotykać się z kimś
 have sth / a lot in common with sb – mieć z kimś coś/wiele wspólnego
 look up to sb – podziwiać kogoś
 love sb – kochać kogoś
 make new friends – zawierać nowe przyjaźnie
 rely on sb – polegać na kimś
 share interests – mieć podobne zainteresowania
 split up – rozstać się, rozejść się
 start a relationship with sb – wejść z kimś w związek
 stay in touch with sb – utrzymywać z kimś kontakt
 be supportive – wspierać
 date sb – chodzić z kimś, umawiać się z kimś na randki

EVERYDAY ACTIVITIES | CZYNNOŚCI DNIA CODZIENNEGO

babysit – opiekować się dzieckiem (kogoś innego)
 cook a meal – ugotować posiłek
 daily routine – ustalony porządek dnia
 eat out – jeść poza domem
 get dressed – ubierać się
 get ready (for bed/school) – szykować się (do snu/szkoły)
 get the children to school – zaprowadzić/zawieźć dzieci do szkoły
 get up – wstawać
 go to bed (early/late) – iść do łóżka (wcześnie/późno)
 go to school – iść do szkoły
 go to work – iść do pracy
 have a coffee – wypić kawę
 have a meal – zjeść posiłek
 have breakfast – jeść śniadanie
 have dinner – jeść obiad
 have lunch – jeść lunch
 have supper – jeść kolację
 have tea – jeść podwieczorek; pić herbatę
 have/take a bath – brać kąpiel
 have/take a nap – zdrzemnąć się
 have/take a rest – odpoczywać
 have/take a shower – brać prysznic
 lie down – położyć się
 pick up the children from school – odebrać dzieci ze szkoły
 prepare a meal – przygotowywać posiłek

take it in turns to do sth – wykonywać coś na zmianę
 take the children to school – zaprowadzić/zawieźć dzieci do szkoły
 take the dog for a walk – wyprowadzić psa na spacer
 undress – rozbierać się
 wake up – budzić się

EXPRESSING TIME | OKREŚLANIE CZASU

ahead of time – z wyprzedzeniem, przed czasem
 any day now – lada dzień, wkrótce
 anytime soon – w najbliższym czasie
 as soon as – jak tylko, kiedy tylko
 at once – natychmiast
 at present – obecnie
 bad/right time – zły/odpowiedni moment
 better late than never – lepiej późno niż wcale
 by the time – do czasu gdy, zanim
 currently – obecnie
 day by day – z każdym dniem, stopniowo, powoli
 day/time off – dzień/czas wolny
 every time – za każdym razem
 for a while/minute – przez chwilę
 in a while/minute – za chwilę
 in no time – błyskawicznie, w mgnieniu oka
 (just) in time – w samą porę
 meanwhile – tymczasem, w międzyczasie
 never ever – nigdy w życiu, przynigdy
 no sooner – ledwo, ledwie
 nowadays – w dzisiejszych czasach
 on time – punktualnie
 once – kiedyś, dawniej; raz, jednokrotnie
 ~ in a while – raz na jakiś czas
 ~ upon a time – dawno, dawno temu
 once-in-a-lifetime opportunity – jedyna w życiu okazja
 pretty soon – całkiem niedługo, wkrótce
 soon afterwards – niedługo potem
 soon enough – w porę
 sooner or later – prędzej czy później
 the other day – niedawno, kilka dni temu
 the sooner the better – im wcześniej, tym lepiej
 to the minute – co do minuty
 with time – z czasem, po czasie

FREE-TIME ACTIVITIES | FORMY SPĘDZANIA CZASU WOLNEGO

ball – bal
 entertainment – rozrywka
 free time – czas wolny
 leisure activities – zajęcia w czasie wolnym
 party – impreza
 dance ~ – potańcówka
 fancy-dress ~ – bal kostiumowy
 house ~ – impreza w domu, domówka
 weekend plans – plany na weekend

PHRASES | ZWROTY

do a (Spanish conversation)
course – uczęszczać na kurs (konwersacyjny języka hiszpańskiego)
do creative writing – uczyć się kreatywnego pisanie
enjoy yourself – dobrze się bawić
go bowling – iść na kręgle
go cycling – jeździć na rowerze
go dancing – iść potańczyć
go for a walk – iść na spacer
go jogging – iść pobiegać
go kayaking – pływać kajakiem
go online – spędzać czas w internecie
go out – wychodzić z domu (np. do kina, restauracji)
~ for a meal – iść do restauracji
go sightseeing – zwiedzać
go to a concert – iść na koncert
go to a disco – iść na dyskotekę
go to a party – iść na przyjęcie
go to the cinema – iść do kina
go to the gym – iść na siłownię
hang out with friends – spędzać czas z przyjaciółmi
have a good time – dobrze się bawić
have fun – dobrze się bawić
listen to music – słuchać muzyki
listen to the radio – słuchać radia
look forward to sth – czekać na coś z niecierpliwością
meet friends – spotykać się z przyjaciółmi
play badminton – grać w badmintona
play cards – grać w karty
play chess – grać w szachy
play video games – grać w gry komputerowe
play sports – uprawiać sport
play the guitar/ukulele – grać na gitarze/ukelele
read aloud (to sb) – czytać (komuś) na głos
spend time outdoors – spędzać czas na świeżym powietrzu
spend time together – spędzać czas razem
spend time with friends and family – spędzać czas z rodziną i przyjaciółmi
stay at home – zostawać w domu
watch a film – oglądać film
watch TV – oglądać telewizję
binge-watch – oglądać kolejne odcinki serialu/programu jeden po drugim
browse content (on the web) – przeglądać treści (w sieci)
go clubbing – iść do klubu
hit the town – wyskoczyć na miasto
lie in – wylegiwać się
play board games – grać w gry planszowe
practise sport – uprawiać sport
scan social media sites – przeglądać media społecznościowe
socialise – prowadzić życie towarzyskie

HOLIDAYS AND CELEBRATIONS | ŚWIĘTA I UROCZYSTOŚCI

CHRISTMAS | BOŻE NARODZENIE

Boxing Day – drugi dzień świąt Bożego Narodzenia
Christmas – Boże Narodzenie
~ carol – kolęda, pastorałka
~ Day – pierwszy dzień świąt Bożego Narodzenia
~ decorations – ozdoby świąteczne
~ Eve – Wigilia
~ fair – targ, jarmark bożonarodzeniowy
~ tree – choinka
break the wafer – łamać się opłatkiem
decorate the Christmas tree – ubierać choinkę
first star in the sky – pierwsza gwiazda na niebie
Santa (Claus) – Święty Mikołaj
wrap/unwrap a present/gift – zapakować/odpakować prezent
festive season – okres świąteczny (w czasie Bożego Narodzenia)

NEW YEAR'S EVE | SYLWESTER

make (New Year's) resolutions – robić postanowienia (noworoczne)
New Year's Day – Nowy Rok
New Year's Eve – sylwester
set off fireworks – odpalać fajerwerki
wait till midnight – wyczekiwać północy
carnival season – okres karnawału

EASTER | WIELKANOC

Easter – Wielkanoc
~ basket – święconka
~ bunny – zajęczek wielkanocny
~ egg – pisanka
~ Sunday/Monday – niedziela wielkanocna / poniedziałek wielkanocny
go on an egg hunt – szukać prezentów od „zajączka”
paint eggs – malować jajka
Wet Monday – lany poniedziałek

OTHER HOLIDAYS | INNE ŚWIĘTA

bank holiday – dzień ustawowo wolny od pracy
Children's Day – Dzień Dziecka
Chinese New Year – Chiński Nowy Rok
Father's Day – Dzień Ojca
Halloween – Halloween
Independence Day – Święto Niepodległości
Labour Day – Święto Pracy
Mother's Day – Dzień Matki
public holiday – dzień ustawowo wolny od pracy
Valentine's Day – walentynki
Women's Day – Dzień Kobiet
Ash Wednesday – Środa Popielcowa
Fat Thursday – tłusty czwartek

Holy Week – Wielki Tydzień
Lent – Wielki Post
Mardi Gras – ostatki, ostatni dzień karnawału
Palm Sunday – Niedziela Palmowa
Passover – Pascha, Pesach
Ramadan – Ramadan
religious holiday – święto religijne
secular holiday – święto świeckie
Shrove Tuesday – ostatki

CELEBRATIONS | UROCZYSTOŚCI

anniversary – rocznica
birthday – urodziny
~ cake – tort urodzinowy
~ present – prezent urodzinowy
~ party – przyjęcie urodzinowe
celebration – uroczystość, obchody
ceremony – ceremonia, uroczystość
festival – festiwal, festyn
funeral – pogrzeb
wedding – ślub; wesele
~ ceremony – ceremonia zaślubin
~ reception – przyjęcie weselne
hen party – wieczór panieński
stag party – wieczór kawalerski

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

blow out candles – zdmuchiwać świeczki
carve pumpkins – wydrążać dynie (na Halloween)
celebrate (sb's birthday) – obchodzić, świętować (czyjeś urodziny)
dress up as sb/sth – przebrać się za kogoś/coś
express good wishes – składać życzenia
follow the custom – przestrzegać zwyczaju, tradycji
give a card – podarować kartkę okolicznościową
go trick-or-treating – chodzić z cukierkiem lub psikusiem (na Halloween)
have a celebration – świętować
take part in a parade – uczestniczyć w paradzie, pochodzie
commemorate an event – upamiętnić wydarzenie
fast – pościć
~ fast – świętować
throw a party – urządzać imprezę

LIFESTYLE | STYL ŻYCIA

active – aktywny
avoid stress – unikać stresu
balanced diet – zbilansowana dieta
busy – aktywny; pracowity
~ schedule – wypełniony harmonogram
do regular exercise – ćwiczyć regularnie
habit – nawyk
eating ~s – nawyki żywieniowe
keep fit – utrzymywać formę
lifestyle change – zmiana stylu życia
out of shape – nie w formie
reduce stress – ograniczyć stres

stressful – stresujący
stressed – zestresowany
tiring – męczący

CONFLICTS AND PROBLEMS | KONFLIKTY I PROBLEMY

argue – kłócić się
argument – kłótnia
break sb's heart – złamać komuś serce
break up with sb – zerwać z kimś
controlling – kontrolujący
cross (personal) boundaries – przekraczać granice (osobiste)
disagree – nie zgadzać się
disagreement – różnica zdań
divorce rate – wskaźnik liczby rozwodów
end a relationship with sb – zakończyć z kimś związek
fall out with sb – pokłócić się z kimś
family values – wartości rodzinne
generation gap – konflikt pokoleń
have a bad relationship with sb – być z kimś w złych stosunkach
have a row – pokłócić się
have an argument – pokłócić się
hurt sb – zranić kogoś
jealous – zazdrosny
let sb down – zawieść kogoś
make it up to sb (after an argument) – zrekompensować komuś (kłótnię)
push the limits – przesuwając granice
quarrel with sb – pokłócić się z kimś
rebel – buntować się
rebellion – bunt
run away from home – uciekać z domu
set boundaries – ustalać granice
split-up – rozstanie
talk sth through – omówić coś
tell sb off – ganić kogoś
be grounded – mieć szlaban na wyjścia
cause emotional distress – wywołać traumę emocjonalną
come to a mutual agreement – dojść do obopólnej zgody
crash out of a relationship – zakończyć związek
drive the split – doprowadzić do rozstania
instigate a break-up – zainicjować rozstanie
soften the blow – złagodzić cios
take sb's side – wziąć czyjąś stronę



SŁOWNICTWO

1 Choose the correct options. Write the answers in your notebook.

- 1 Your soulmate is someone you ? with.
 - a usually quarrel
 - b get on really well
 - c have very little in common
 - d have broken up
- 2 People usually go on honeymoon after ? .
 - a getting engaged
 - b splitting up
 - c a divorce
 - d their wedding
- 3 A nephew is your ? .
 - a relative
 - b in-law
 - c acquaintance
 - d cousin
- 4 If you did something the other day, you did it ? .
 - a just in time
 - b once upon a time
 - c a few days ago
 - d exactly yesterday
- 5 A(n) ? is a big formal party to celebrate an important event.
 - a holiday
 - b anniversary
 - c reception
 - d festival

2 In your notebook, complete the sentences with the words from the box. There are two extra words.

boundaries circle gap habits hang
reduce resolutions set share take

- 1 A lot of people try to change their eating ? when they start going to the gym.
- 2 We shouldn't ? off fireworks on New Year's Eve because it's stressful to animals.
- 3 I can't see a generation ? in how I and my parents care for the environment.
- 4 In my family, we all ? it in turns to prepare meals.
- 5 I am a bit jealous of people who have a big ? of friends.
- 6 You don't need to wait till New Year's Day to make ? . You can make them now.
- 7 A lot of teenagers are too busy to ? out with their mates.
- 8 My friend says that taking a nap every day helps him to ? stress. I prefer taking a long walk, though.

3 Which of these phrases mean the same (S), which have different meanings (D) and which of them are opposites (O)? Explain the differences in meaning. Write the answers in your notebook.

- 1 adoptive parents | foster parents ?
- 2 to feast all day | to fast all day ?
- 3 to raise children | to bring up children ?
- 4 a lenient teacher | a strict teacher ?
- 5 to expect more affection | to expect more obedience ?
- 6 to adopt a child | to get custody of a child ?
- 7 to socialise on your birthday | to hit the town on your birthday ?

ŚRODKI JĘZYKOWE

ZADANIE NATURALNE

- 4 Zapisz w zeszycie drugie zdanie każdego punktu. Uzupełnij je z wykorzystaniem słowa w nawiasie tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów ani formy wyrazów w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.
- 1 It's not possible that Sue is dating Paul. She's just asked my best friend out. (CAN'T)
Sue ? Paul. She's just asked my best friend out.
 - 2 Perhaps Frank is an only child. (MIGHT)
Frank ? any brothers or sisters.
 - 3 They can't wait to spend Boxing Day with their aunt. (LOOKING)
They ? spending Boxing Day with their aunt.
 - 4 Where can you walk your dog without a lead in the city? (ALLOWED)
Where ? walk your dog without a lead in the city?
 - 5 I was so sleepy that I couldn't watch the film to the end. (ABLE)
I ? watch the film to the end because I was very sleepy.

ZADANIE NATURALNE

R

- 5 Zapisz w zeszycie drugie zdanie każdego punktu. Uzupełnij je z wykorzystaniem słowa w nawiasie tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów ani formy wyrazów w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.
- 1 It's a pity we didn't talk through those difficulties. If we had, we might have avoided the argument. (OUGHT)
We ? through those difficulties. We might have avoided the argument then.
 - 2 I'm pretty sure that Sally didn't answer your call because she was binge-watching another series. (MUST)
Sally ? another series, and that's why she didn't answer your call.
 - 3 My parents will celebrate their thirtieth wedding anniversary next summer. (MARRIED)
Next summer my parents ? thirty years.
 - 4 A few years ago, my sister would spend all her free time practising sport. (TO)
A few years ago, my sister ? sport whenever she had some free time.
 - 5 Jeremy thinks the whole world revolves around him. It's possible adults spoiled him when he was a little child. (MAY)
Jeremy thinks the whole world revolves around him. He ? adults when he was a little child.

ROZMOWA WSTĘPNA

W parach odpowiedzcie na pytania.

UCZEŃ A

- 1 What kind of presents do you like getting? Why?
- 2 What are the advantages of having a big family?

UCZEŃ B

- 1 How do you celebrate your birthday?
- 2 What are the advantages of having a twin brother or sister?

ZADANIE 1

UCZEŃ A

Poznałeś/Poznałaś niedawno interesującą osobę i byłeś/byłaś z nią na pierwszej randce. Rozmawiasz z kolegą/koleżanką na ten temat. Poniżej podano cztery kwestie, które musisz omówić.

Okoliczności
poznania tej osoby

Styl życia
i charakter poznanej
osoby

Miejsce
pierwszej randki

Plany na kolejne
spotkanie

Rozmowę rozpoczyna uczeń A.

► UCZEŃ B STR. 176

ZADANIE 2

Opisz zdjęcie i odpowiedz na pytania.



- 1 Do you think the dog enjoys going on family trips? What makes you think so?
- 2 How do you usually spend time with your family?
- 3 Tell me about a family celebration that you particularly enjoyed.

ZADANIE 3

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Gościsz u siebie kolegę/koleżankę z USA. Zastanawiasz się, jak wspólnie spędzić sylwestra. Masz do wyboru trzy propozycje.

- Wybierz propozycję, która będzie, twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



UCZEŃ A

- 1 Some people decide to get away for Christmas or New Year. Do you think it is a good idea? Why? / Why not?
- 2 Is it possible to have a good time on your own? Why? / Why not?

UCZEŃ B

- 1 Some people say that celebrations like Christmas have become too commercialised. Do you agree? Why? / Why not?
- 2 Is it possible to keep long-distance friendship? Why? / Why not?



1



2



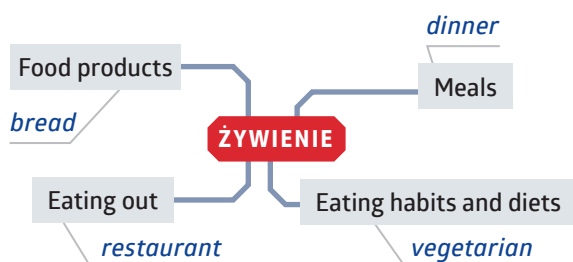
3



4

LOOK BACK

- 1 In pairs, look at the categories below. How many words in each category can you think of?



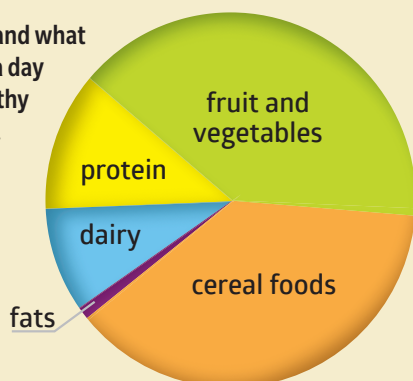
FOOD PRODUCTS | ARTYKUŁY SPOŻYWCZE

- 2 Match the words from the box to the correct categories on the plate. Some words may be matched to more than one category. Write the answers in your notebook. What other words can you add to each category? Then in pairs, compare your lists.

beef bread roll cheese cod cornflakes
cream cucumber eggs green peas margarine
milk noodles olive oil pasta peach plum
pork salmon sunflower oil tofu

Your healthy plate guide

Here's how much and what you should eat in a day to maintain a healthy and balanced diet.



- 3 Listen to six recordings. What are they about? Match the words from the box to the recordings. There are two extra words. Write the answers in your notebook.

bread chocolate eggs oranges peppers
salad water yoghurt

1 ? 2 ? 3 ? 4 ? 5 ? 6 ?

- 4 In pairs, take it in turns to choose photos 1–4 above and describe the food you can see.

- 5 In pairs, answer the questions about the food in Exercise 4.

- 1 Which of the dishes do people eat for breakfast?
- 2 Which could be snacks?
- 3 Which ones would you eat for dinner?
- 4 Which of the dishes would you like to eat? Which one would you never eat? Why?

- 6 Name products 1–7 using the words from the box. There is one extra word. More than one answer might be correct. Write the answers in your notebook. What other products can you talk about using the words from the box?

bag bottle box bunch carton jar loaf
packet tin



1



2



3



4



5



6



7



ADJECTIVES TO DESCRIBE FOOD | PRZYMIOTNIKI OPISUJĄCE JEDZENIE

- 7  Listen to four recordings. Which words are correct? More than one answer might be correct. Write the answers in your notebook.

- 1 The steak is *perfect* / *tough* / *well-done*.
- 2 The chicken is *underdone* / *dry* / *overcooked*.
- 3 The curry is *spicy* / *mild* / *hot*.
- 4 The mackerel is *fatty* / *fresh* / *juicy*.

- 8 Which words complete the texts correctly? Write the answers in your notebook.

Wagyu Beef



One of the most expensive food items in the world is Wagyu beef, which comes from Japanese cows. If you just look at a Wagyu steak, you might think that it's very ¹*crusty* / *chewy* / *lean* because of the white marble-effect. But once cooked, the meat becomes ²*tough* / *stale* / *tender* with a buttery texture that just melts in your mouth. A kilogram of Wagyu beef costs around 3,500 PLN.

Moose cheese



Moose cheese, which is produced by three moose on a Swedish farm, comes with the hefty price of around 3,900 PLN per kilo. The family who own the farm milk the moose between May and September and make the ³*organic* / *free-range* / *off-putting* cheese themselves. As moose milk has a higher fat content than cow milk, the cheese is extremely ⁴*skimmed* / *creamy* / *savoury*.

- 9 What do these words describe? Write the answers in your notebook.

- 1 blue / cottage / hard ?
- 2 French / sliced / rye / wholemeal ?
- 3 skimmed / soy / condensed / pasteurised ?
- 4 coconut / sesame / avocado ?
- 5 filter / freshly-ground / instant ?
- 6 soft-boiled / hard-boiled / beaten ?

MEALS AND THEIR PREPARATION | POSIŁKI I ICH PRZYGOTOWYWANIE

- 10  Listen to part of a training session for new restaurant employees. Complete the notes with up to two words in each gap. Write the answers in your notebook.



Restaurant training part II

Setting a table

- put a white ¹ ? on the table
- place a ² ? plate in the centre and set everything around it
- put a ³ ? on the plate
- place cutlery on both sides of the plate; a ⁴ ? spoon and fork should go at the top of the plate
- a bread plate is always on the left side with a ⁵ ? placed on it
- the ⁶ ? goes in the upper right corner
- a ⁷ ? should be placed on the left of the plate and cutlery

- 11 Complete the expressions with the words from the box. More than one answer might be correct. Write the answers in your notebook. Then in pairs, add another noun to each verb.

butter egg whites garlic ham potatoes
soup

- | | | |
|----------|-----------|----------|
| 1 beat ? | 3 slice ? | 5 pour ? |
| 2 melt ? | 4 peel ? | 6 chop ? |



- 12 Complete the recipe with the words from the box. Write the answers in your notebook

bake burn leftover mix pot serve thick topping

Mac & cheese

Ingredients:

- 600 g of macaroni pasta (boiled)
- 60 g (4 tablespoons) of butter
- 35 g of flour
- 500 ml of whole milk
- 200 ml of cream
- 500 g of grated cheese (various varieties that you like)
- 110 g of breadcrumbs
- salt and pepper to taste



- 13 In small groups, write a recipe for a popular Polish dish. Use as many words from Exercises 11 and 12 as you can.

EATING HABITS AND DIETS | NAWYKI ŻYWIENIOWE I DIETY

- 14 Complete the forum posts with the words from the box. Write the answers in your notebook. In pairs, give advice to the authors of the posts. Do you have similar eating habits?

appetite bite course diet fussy healthy
in junk low prepares skip starve

Teen healthy eating board

↑ Moderator

↓ Hi, everyone! Let's talk about eating today. What do your eating habits look like? Have you got any questions?

↑ CorySkater

↓ I've never liked meat or fish, so I've recently decided to adopt a vegetarian ¹ ? . My parents aren't happy about it as they're worried that I'm going to lack certain vitamins and be ² ? in iron. My mum usually ³ ? all our meals and now she's saying that she has to cook two dinners: a(n) ⁴ ? for me and one for her and Dad. Has anyone been in this situation?

↑ EllyGirl

↓ My parents say that when I was a kid I used to be a really ⁵ ? eater, but now I have a great ⁶ ? and I'll eat anything. I try to eat a(n) ⁷ ? diet and I usually avoid eating ⁸ ? food. Sometimes when I'm late for school, I have to ⁹ ? breakfast and then end up grabbing a(n) ¹⁰ ? to eat in the school café which is usually high ¹¹ ? fat and sugar. If I don't do that, then I ¹² ? all day. How can I avoid this?

Method:

Put the butter in a ¹ ? and heat it at low temperature until it starts melting. Then add the flour and ² ? energetically until the butter and flour start forming a ball. Be careful because butter can ³ ? very quickly and it will ruin your dish. When all the flour and butter is combined, start slowly pouring in the milk. As you do it, mix it in thoroughly. Then add the cream and keep mixing. The mixture will start to become ⁴ ? . Now start adding the cheese and mix as you do it. Make sure you leave a cup of cheese for the ⁵ ? . When the cheese is all melted, take the sauce off the heat. Add the macaroni pasta and mix everything really well. Put the pasta in an oven-proof dish. Combine the ⁶ ? cheese with the breadcrumbs and sprinkle on top of the pasta. ⁷ ? in the oven for fifteen minutes or until golden brown. ⁸ ? hot with a green salad.

CAFÉS AND RESTAURANTS | LOKALE GASTRONOMICZNE

- 15 Listen to six recordings. Match the words from the box to the speakers. Write the answers in your notebook. Then listen again and note down the words and phrases which helped you choose the correct answers.

café canteen Chinese takeaway
fast food restaurant food truck pub

1 ? 2 ? 3 ?
4 ? 5 ? 6 ?



- 16** Complete the expressions with the words from the box. More than one answer might be correct. Write the answers in your notebook. Which activities are done by the customer? And which by the restaurant staff?

ask book leave look order pay show

- 1 ? a tip
- 2 ? through the menu
- 3 ? a table
- 4 ? for the bill
- 5 ? the bill
- 6 ? guests to their table
- 7 ? food

- 17**  Listen to four recordings. Which words complete the sentences correctly? Write the answers in your notebook. Then in pairs, make sentences with the words in italics.

- 1 The speakers agree that the food is *overpriced* / *reasonably priced*.
- 2 The speaker won't *leave a gratuity* / *order any food here*.
- 3 The speaker orders *a main course* / *a rare delicacy*.
- 4 The restaurant *has a set menu* / *has no vegetarian dishes*.

- 18** In pairs, answer the questions.

- 1 How often does your family eat out? How often do your friends eat out?
- 2 Why do you eat out?
- 3 What's the difference between eating out and eating in?
- 4 Have you ever had your order mixed up? What happened?
- 5 Was there ever a time when you didn't enjoy your meal?



IDIOMS | IDIOMY

- 19** Choose the correct translations of the words in brackets. Write the answers in your notebook.

- 1 Yesterday I made pizza for the first time. It wasn't even difficult – it was actually ? (*bułka z masłem*).
a a slice of bread b a piece of cake
c bread and butter
- 2 While we were on holiday in Thailand, we didn't spend much on food as everything was ? (*tanie jak barszcz*).
a as cheap as soup b cheap like a chip
c as cheap as chips
- 3 We're always out of food as my little brother ? (*je za dwóch*).
a eats like a horse b eats like a cow
c eats like a bull
- 4 My mum has been quite forgetful recently – I think she just has ? (*za dużo na głowie*).
a too much on her plate
b too much on her table
c too much in her cup
- 5 Someone from the cinema called me saying that I had won a free ticket. When I got there, it turned out that I had to pay for two tickets to get one for free. ? (*Nie ma nic za darmo*).
a There's no such thing as a free breakfast.
b There's no such thing as a free lunch.
c There's no such thing as a free dinner.
- 6 My sister invited me to a cooking lesson, but ? (*nie przepadam za tym*).
a it's not my glass of water
b it's not my mug of coffee
c it's not my cup of tea

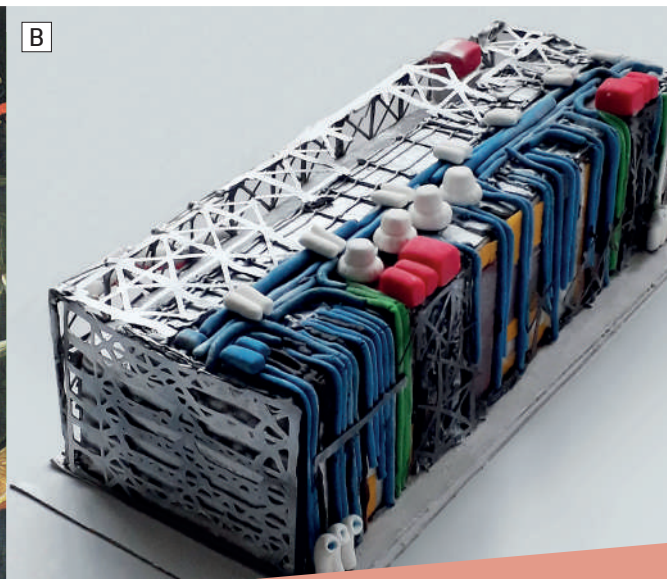
GO FOR IT

- 20** In pairs, do the task. You are organising a New Year's Eve party for your friends. Look at the photos and decide which food you are going to serve at the party. Discuss:

- how the food tastes,
- whether it's healthy or not,
- what cooking methods need to be used,
- if it's suitable for people following different diets.

Agree on the top three things you are going to serve.





FOOD ART

Where food becomes art and art looks like food

1 ?

Russian baker Maria Troitskaia creates mouth-watering cakes that look like the works of famous architects, e.g. the Pompidou Centre in Paris. It takes three days to make the dessert, using architectural drawings as a model. Inside, the cake has four layers of chocolate sponge cake, representing the floors of the building, spread with white vanilla cream. It sounds delicious, but it tastes even better.

2 ?

Every Sunday Florence's Uffizi Gallery shows a short online cooking show linking art with food. A well-known chef offers a recipe based on the fruits, vegetables, meats and fish in a work of art. They use the colours and flavours in the paintings to attract food lovers to the gallery.

3 ?

British designer Kyle Bean makes dishes like noodles, burgers, sushi, corn tortillas and lasagne with everyday things. Sweetcorn comes from yellow pins, finely chopped cabbage from pencil shavings, grated cheese from string and eggs from table tennis balls. They look yummy, but you won't put on weight with them. They're not for eating.

C



4 ?

If you like animals and you like food, then you'll love Helga Stentzel's food animals. This Russian-born, London-based artist makes a fantastic-looking zoo out of everyday food, the kind you can find in your kitchen. There's a spaghetti bird, a banana elephant and my own favourite: a perfect little cabbage dog.

1 Look at photos A–C. In pairs, answer the questions.

- 1 Which one do you think is the most beautiful?
- 2 Do you think it's important for food to look attractive? Why? / Why not?

2 Read the text quickly. Match photos A–C to paragraphs 1–4. There is one extra paragraph. Write the answers in your notebook.

A ? B ? C ?

TRENING NATURALNY

3 Read the tip below and the paragraph. Which heading gives the main idea of the paragraph? Write the answer in your notebook.

- a Using fruit to make colourful paints
- b Five-hundred-year-old art from Italy
- c Painting people with fresh products



In the sixteenth century, Italian artist Giuseppe Arcimboldo painted portraits of human heads made up of fruits and vegetables, as well as flowers, plants and roots. In his portrait of Rudolf II, for example, you can see pears, grapes, cherries, carrots and lots more.

Przeczytaj szybko każdy akapit i zastanów się, czego on dotyczy. Spróbuj samodzielnie sformułować zdanie wyrażające jego myśl główną. Następnie przeczytaj go jeszcze raz, powoli, aby sprawdzić swój pomysł.

Uwaga: Czasem nieprawidłowe nagłówki zawierają informację zgodną z treścią tekstu, ale niestanowiącą jego podsumowania.

ZADANIE NATURALNE

4 Przeczytaj tekst. Które nagłówki A–F pasują do części tekstu 1–4? Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu. Zapisz odpowiedzi w zeszycie.

- A An artist with a sweet tooth
- B Constructing delicious food from plans
- C Cute creatures from common ingredients
- D From paintings of the past to kitchens of the present
- E Coffee and cakes in the gallery cafeteria
- F Non-fattening 'meals' with zero calories

5 **SŁOWNICTWO** Complete the text with the words from the box. Write the answers in your notebook. Then in pairs, describe your favourite café or restaurant. What makes it special for you?

baker cafeteria calories delicious flavour yummiest

I love my local ¹ ? . The coffee is great and the ² ? who makes their cakes, rolls and bread is a genius. Yesterday, I ate the ³ ? cake I've ever tasted. It had a really unusual ⁴ ? – a mixture of lemons, mint and dark chocolate, but it worked. It was a work of art! It was so ⁵ ? that I ate every last bit. I don't want to think about how many ⁶ ? it has but, to be honest, I don't care. I'm going to go back today and have another slice.

6 **SŁOWNICTWO** Match beginnings 1–8 to endings a–h to make questions. Write the answers in your notebook. Then in pairs, ask and answer the questions.

- 1 Do you prefer to grab a quick snack ?
 - 2 What should you do ?
 - 3 Have you ever grated cheese ?
 - 4 Do you like finely chopped ?
 - 5 Do you have a sweet tooth ?
 - 6 Do you ever try to perfect your technique ?
 - 7 Do you consider yourself to be ?
 - 8 Can you think of something which is both ?
- a or do you prefer savoury foods?
 - b onions in salad?
 - c if you don't want to put on weight?
 - d on bread and grilled it in the oven?
 - e or to make a delicious meal?
 - f mouth-watering and non-fattening?
 - g by watching cooking shows on TV?
 - h a food lover?

CULTURE BIT | Taking tea with style

Throughout Britain there are some wonderful tearooms and cafeterias where you can sip a hot drink and bite into a delicious cake. Many of the most elegant ones are in art galleries and museums. In London, you should definitely visit the Victoria and Albert Museum, where the world's first museum café opened in 1856. Twelve years later, it was replaced by three new stunning dining rooms. As well as those historic rooms, in the museum today there is the Garden Café and the more recent Courtyard Café. To sum up, the V&A is the perfect place in London to take a morning coffee, an afternoon tea, a quick snack or even a full meal.

7 In pairs, discuss what place in Poland you would recommend to a tourist who wants to eat or drink in style. Give reasons for your answers.

A Seven Ingredients

Patrick took another sip of his freshly-squeezed grape juice and told his friends he had a game for them. He described it in a nutshell. 'Imagine you had to live the rest of your life with only seven ingredients. What would you choose?'

⁵ Sophie, who was extremely busy peeling vegetables on the kitchen worktop, laughed. 'Not much of a game, really, is it?' Patrick smiled. 'OK, it's a thought experiment, but answer the question.'

Sophie frowned as she thought about it.

¹⁰ Sam, who was putting the place mats on the table, said, 'Well, water, obviously.'

'You're allowed basic ingredients like water, salt and cooking oil.'

'And pepper?' asked Sam putting the pepper mill and salt

¹⁵ cellar on the table.

Patrick nodded.

'Sugar?' said Sophie, who had a sweet tooth.

'Yes, sugar, too.'

²⁰ While she was thinking, Sophie picked up the kettle and poured some boiling water into a pot. Then she greased an oven dish.

Sam sat down opposite Patrick and started grating some cheese. 'Sophie, has this cheese gone off?'

'No, it's meant to smell like that.'

²⁵ 'Well?' asked Patrick.

Sam replied. 'The first thing is to choose a staple food, so either potatoes or rice. I vote for potatoes.'

'You would,' said Sophie. 'You could live on chips alone! No, I'd go for flour so we can make bread and pasta and ...'

³⁰ 'OK,' said Patrick. 'Flour it is.'

'Sausage rolls or shish kebabs?' suggested Sam, licking his lips. 'They're my favourites.'

Sophie shook her head.

³⁵ 'What about instant noodles?' asked Sam. 'They're quick and easy.'

'And they taste awful,' protested Sophie. 'No way!'

'Anyway,' said Patrick, 'we shouldn't have processed foods like that on our list.'

'OK,' agreed Sam, 'but we need meat, right?'

⁴⁰ 'I love lamb,' said Patrick, 'but I think I'd choose chicken. You can do more with it.'

'We don't need any meat,' said Sophie. 'Let's have some healthy vegetables like tomatoes, onions, leeks, Brussels sprouts or ...'

⁴⁵ 'You would say that. You're a vegan.'

'I've told you before, Patrick. I used to be a vegan, but now I'm a vegetarian. I eat cheese and eggs and ...'

'Eggs!' said Sam. 'We've got to have eggs!'

The other two nodded.

⁵⁰ 'Good idea,' said Sophie, 'Because with eggs, flour, oil and sugar, we can make cakes and biscuits and custard tarts and ...'

'Stop!' said Sam. 'You're making my mouth water!'

'I think Sophie's right about the vegetables,' said Patrick.

'Shall we have tomatoes and onions?'

⁵⁵ 'Yes,' said Sophie. 'And let's have chocolate, too. It's so good.'

'OK, so we have flour, eggs, tomatoes, onions and chocolate,' said Patrick. 'That makes five. What else?'

'We need pulses,' said Sophie. 'They're nutritious, low in fat and high in fibre, so they're good for your digestion.'

⁶⁰ 'Which kind?' said Patrick. 'Lentils, chickpeas, beans ...?' 'Lentils.'

'OK, so flour, eggs, tomatoes, onions, chocolate and lentils,' said Patrick. 'Just one more.'

'Cheese!' said Sophie.

⁶⁵ Just then Dee appeared. 'Sorry, I'm late,' she said. 'Oh! That smells delicious. What's on the menu?'

Sophie grinned. While she was describing what was for dinner, she stressed some words as she counted off the ingredients on her fingers.

⁷⁰ 'Lentil and onion soup to start.' She held up two fingers.

'Followed by cheese and tomato casserole with home-made pasta made with wholemeal flour.' She held up another three fingers.

⁷⁵ 'And for dessert, some scrumptious cake made with eggs and chocolate.'

Patrick and Sam stared in amazement as Sophie, looking delighted with herself, held up seven fingers for the seven ingredients in her meal.

ZADANIE NATURALNE

1 Przeczytaj tekst A. Które z podanych odpowiedzi A–D są zgodne z treścią tekstu? Zapisz odpowiedzi w zeszyty.

- 1 What was Sophie's reaction when Patrick suggested playing a game?
 - A She didn't listen to it because she was cooking.
 - B She thought it was a hilarious idea.
 - C She didn't think it was what a game should be.
 - D She wasn't interested in it.
- 2 What kind of food does Sam particularly like?
 - A staple foods like rice
 - B unhealthy junk food
 - C nutritious vegetables
 - D eggs

- 3 The three friends don't choose meat because
 - A they all agree it isn't good for you.
 - B they can't decide between lamb and chicken.
 - C Sophie is a vegan.
 - D Sophie is a vegetarian.

- 4 Why did Sophie use her fingers to help her describe the menu?
 - A To help her count all the different courses.
 - B To show her meal matched their choices in the game.
 - C To express how happy she felt with her cooking.
 - D To make sure the others paid attention to her.

B



Working as a Chef

Step 1: start at the bottom of the ladder as a commis chef

CAREERS GUIDANCE
HOTELS
AND CATERING

A commis chef is a junior or apprentice chef who helps other chefs while learning the tricks of the trade. What's it like to be a commis chef?

- When you work in a kitchen, it's vital to know where everything's kept and how to control stock so that you never run out of ingredients and none of them go stale or past their best before date. So a regular job for a commis chef is to unpack and store the deliveries.
- Food contamination can cause food poisoning, so commis chefs need to learn to keep themselves and the kitchen spotlessly clean. The kitchen must be tidy, too, so nobody trips over packets or slips on a dirty floor.
- A commis chef's day is full of learning opportunities. You could say they have a finger in every pie. You might start the day helping the breakfast chef make pancakes, waffles and poached eggs. After that, you could be working with the pastry chef learning how to knead dough and to make cakes, tarts and pies. One thing you're sure to have to do is to measure precisely the ingredients for the different recipes on the menu. Then you could be peeling, chopping and slicing vegetables. The meat chef might show you how to season and marinate sirloin steaks or the sauce chef might have you stirring sauces.

Being a commis chef is tough. But it's a great way to see if you're cut out to be a professional chef. It allows you to find out what specialities you're good at, what you like doing and what kind of chef you might want to be in the future.

ZADANIE MATURALNE

- 2 Uzupełnij luki 1–4 zgodnie z treścią tekstu B tak, aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.. W każdą lukę możesz wpisać maksymalnie pięć słów. Zapisz odpowiedzi w zeszycie.

Commis chefs have to ¹ ? in a professional kitchen. They must be aware of the ² ? keeping track of all the products in the storeroom. They must also learn how vital good hygiene is since food poisoning ³ ? by food contamination. Although it's not an easy job, working as a commis chef can help young people decide what type of cooking they might ⁴ ? in later in life.

Tekst z lukami

TRENING MATURALNY

- 1 Read the tip below. In your notebook, complete the sentences with one word in each gap.
- It started raining halfway through our barbecue, ? we needed to move inside.
 - Most of my guests liked the dish I'd prepared ? the fact that the vegetables seemed a bit undercooked.
 - I must admit I find ? recipe for sweet and sour chicken you've sent me quite complicated.
 - They served the main course just ? everybody finished their starters.
 - As I have a sweet tooth, it's really hard for me to go on ? diet and stick to it.
 - I had to pretend that everything tasted great in ? not to offend the host.

Przed uzupełnieniem luk zastanów się, jakiego elementu brakuje w zdaniu (np. podmiotu, czasownika posiłkowego, przyimka, przedimka, zaimka). Po wpisaniu odpowiedzi przeczytaj tekst jeszcze raz i sprawdź, czy stanowi on całość logiczną i poprawną językowo.

► GRAMATYKA | PRZEDIMKI, STR. 128

► GRAMATYKA | ZDANIA OKOLICZNIKOWE, STR. 143

- 2 In your notebook, complete the sentences with one word in each gap.

- I decided to take a bottle of water in ? I got really thirsty.
- You need to wait ? all the butter melts, then add some flour and mix everything together well.
- The restaurant was not rated highly for various reasons but mostly ? of the poor service and repetitive menu.
- Lettuce is usually not ? crunchy as raw cabbage, but it can often be used as a substitute.

- 3 In your notebook, complete the sentences with one word in each gap.

- I absolutely hate Brussels sprouts, ? does my brother.
- Our local restaurant closed down after a while ? to financial problems.
- Turn the heat up a little ? that the stew can carry on bubbling.
- My beetroot soup was a disaster ? though I followed the recipe to the letter.
- Continue to boil the water, tea and mango slices for ten minutes or ? the tea brews to your liking.
- Her dumplings were ? delicious that I asked for a second helping.
- ? we both like all kinds of fruit, we have distinctly different taste when it comes to vegetables.

- 4 In your notebook, complete the sentences with one word in each gap.
- I had no idea that onion will taste differently depending on the way it's cut.
 - tip you left was much too big. Ten percent would have been enough. It wasn't a spectacular meal.
 - The job of chef is physically demanding and can be very stressful.
 - We were very happy with food, which was nicely presented and great value for money.

- 5 In your notebook, complete the sentences with one word in each gap. **R**

- It can be really satisfying to make meal completely from scratch without the use of any ready-made products.
- Josh studied nutrition at university and he's now working in food industry.
- You should drink lots of water when weather is hot to make up for fluids you lose through extra sweating.
- I've heard that obsession with food can be a warning sign pointing to serious eating disorders.
- five-year-old child should be able to hold a fork and cut with a blunt knife.
- You don't have to eat the broccoli if you don't really like it – just leave it on plate.
- Main courses at brasserie we usually go to are slightly overpriced, I'm afraid.

- 6 In your notebook, complete the text with one word in each gap.

HOW MUCH DO YOU KNOW ABOUT FRUIT AND VEGETABLES?

There are quite a few things about fruit and vegetables some people find surprising. Did you know that, according to many studies, frozen fruit and vegetables are as good for you ¹ fresh ones? Interesting, isn't it? Vegetable names can also be very confusing. One example here is the sweet potato. ² they share the same name, the sweet potato is a root vegetable and only loosely related to the potato.

There are also many interesting and sometimes little known facts about fruit. Eating ³ apple in the morning will give you lots of energy, as apples have high carbohydrate, vitamin and mineral content. Bananas, on the other hand, are high in potassium, ⁴ they aren't the best source of it. Avocados, potatoes and beans have more potassium than bananas per serving. Another interesting fact is that orange peels contain about four times more fibre than ⁵ fruit itself.

- 7 In pairs, talk about the facts from Exercise 6. Which of them surprised you the most and why?

ZADANIE MATURALNE

- 8 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Zapisz odpowiedzi w zeszycie.



WHY ARE FOOD TRUCKS SO POPULAR?

Imagine it's the middle of the summer and you fancy a freshly made meal or a snack, but you don't feel like cooking at all. The good news is that going to ¹ restaurant is not your only option anymore. You could try one of the many food trucks that sell a huge variety of different dishes. The popularity of food trucks ² grown a lot over the past few years. This is ³ to a number of factors. The most important is that they are very conveniently located – they first appeared only at big events like music festivals, ⁴ now you see them almost everywhere. Another reason why people like buying food from these places is that it's usually freshly-made and not too expensive. You ⁵ also watch your meal or snack being prepared and then served to you straightaway. If you haven't tried food trucks yet, why don't you give them a go?

ZADANIE MATURALNE

- 9 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Zapisz odpowiedzi w zeszycie. **R**

ROMAN FAST FOOD RESTAURANT UNEARTHED AT POMPEII

A 2,000-year-old fast food restaurant has recently been unearthed in Pompeii. ¹ ancient diner offered its Roman customers culinary delights such as snails, duck, pig, goat and fish, traces of which were found in terracotta pots that ² been buried in volcanic ash since 79 AD. The discovery of the pots gave extraordinary insight into the Roman diet. Some 13,000 people lived in Pompeii, thousands of whom died when Mount Vesuvius erupted, covering the city in ash. ³ archaeologists have excavated more than eighty other similar eateries, this is one of the best preserved. It is an ancient version of Italy's modern day *tavola calda* – a cheap restaurant that serves ready-to-eat meals and drinks. Inside the restaurant, a fresco of a sea nymph riding a horse decorates a counter full of holes, ⁴ steaming pots of food were most probably displayed. Other frescoes represent some of the meat that ⁵ have been on offer, such as a pair of ducks.

Wybór wielokrotny

- 1 In pairs, write a list of as many fruit and vegetables as you can think of under the headings in your notebook. You have two minutes. Compare your answers as a class.

White	Red	Green	Orange	Yellow
?	?	?	?	<i>bananas</i>

TRENING NATURALNY

- 2  Read the tip below. Listen to someone taking about colourful fruit and vegetables. Is the speaker a student, a parent or a teacher? How do you know?

W zadaniu wielokrotnego wyboru może pojawić się pytanie o kontekst nagrania, np. kim są wypowiadające się osoby, z kim rozmawiają, gdzie się znajdują lub co robią. W odpowiedzi na takie pytanie mogą pomóc ci m.in. słownictwo, rejestr, funkcje językowe, a także intonacja czy ton głosu mówiącego.



- 3  Listen again. In your notebook, complete the table with the sentences from the recording.

Giving information	Asking questions	Giving instructions	Checking understanding
?	?	<i>Sit down, please.</i>	?

- 4 Read phrases a–f and think about the contexts in which you might hear them. Then match the phrases to text types 1–3.

- a I think we should take a vote.
- b Recipe of the day is ...
- c When I first left home, ...
- d We didn't use to eat ...
- e Next on the agenda is ...
- f So, you're going to need the following ingredients ...

- 1 A personal story:  , 
- 2 A meeting:  , 
- 3 A radio cookery programme:  , 

ZADANIE NATURALNE

- 5  Usłyszysz dwukrotnie trzy teksty. Które z podanych odpowiedzi A–C są właściwe i zgodne z treścią nagrań? Zapisz odpowiedzi w zeszycie.

Text 1

- 1 The meeting is between
 - A parents and teachers.
 - B staff at a secondary school.
 - C teachers who offer cookery classes.
- 2 One speaker thinks it is important for children to
 - A learn how to make desserts such as apple pie.
 - B understand more about the food they eat.
 - C eat fewer snacks like popcorn or chocolate.

Text 2

- 3 Which of these food types are not used in the recipe?
 - A dairy
 - B fruit and vegetables
 - C meat and fish
- 4 How long does the ratatouille need to be cooked in the oven?
 - A One hour.
 - B Forty-five minutes.
 - C Thirty minutes.

Text 3

- 5 The speaker thinks that ready meals
 - A are wrong.
 - B are essential.
 - C are overused.
- 6 From what the speaker says, he considered cooking to be
 - A a hobby.
 - B a career.
 - C a life skill.

- 6 **SŁOWNICTWO** In pairs, note down in your notebook as many food products as you remember mentioned in Exercise 5 and write the Polish translation.

- Talk about the food products mentioned that you particularly like or dislike.
- Discuss how colourful your own diet is. Think about what you usually have for breakfast or what you ate last Sunday.





- In pairs, look at the photo and discuss what you understand by 'comfort food'. In your notebook, write a definition and give your own examples.
- Listen to information about a new podcast. Would you be interested in listening to it? Why? / Why not?

TRENING NATURALNY

- Read the tip below and then listen again. Find two synonyms in the recording for words and phrases 1–5.
 - open up about = ? and ?
 - goodies = ? and ?
 - irresistible = ? and ?
 - help to survive life's ups and downs = ? and ?
 - is reminiscent of = ? and ?

W zadaniu na dobieranie zazwyczaj w prawidłowych odpowiedziach zawarto inne słowa lub zwroty niż w nagraniu. Przykładowo: usłyszysz *famous person* lub *celebrity*, podczas gdy w odpowiedzi przeczytasz bliskoznaczne *well-known personality*. Dlatego podczas nauki nowych słów lub zwrotów warto notować wyrazy o podobnym lub przeciwnym znaczeniu.



- In your notebook, choose the sentence that best summarises the recording in Exercise 3. Compare with your partner and explain why you rejected the other two sentences.

In this new podcast,

- a famous person talks about the food his grandmother gave him as a little boy.
- well-known personalities open up about the link between food and their emotions.
- celebrities reveal their childhood eating habits and link them to their present lives.

ZADANIE NATURALNE

- Usłyszysz dwukrotnie cztery wypowiedzi na temat emocji i jedzenia. Które zdania A–E pasują do wypowiedzi 1–4? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz odpowiedzi w zeszycie.

The speaker mentions ...

- one type of food that triggers positive emotions in people.
- the reason why skipping certain food is recommended.
- a type of food that contains natural ingredients that calm you down.
- food that can be used to convey a special message to someone else.
- certain food that can trigger a memory of meals from their homeland.

1	2	3	4
?	?	?	?

- SŁOWNICTWO** Complete the sentences with the words from the box by replacing the underlined words and phrases. Write the answers in your notebook. Then in pairs, compare your answers.

communicate heritage skip stay hydrated trigger willpower

- If I want to bake something and convey positive emotions, I make ...
- The meal that takes me back to my roots is ...
- When I want to set off a burst of energy, my favourite sugary snack is ...
- The meal I'm least likely to leave out is ...
- I have no self-control when it comes to ...
- My favourite way to drink enough fluid is to drink ...

CULTURE BIT | UK's favourite comfort food



According to a recent survey, UK's favourite comfort foods are curry and cottage pie*. Other favourites include sausages and mashed potatoes (bangers and mash), lasagne and spaghetti bolognese. The poll also suggests that the average person tucks into feel-good food seven times a month!

*A dish made of minced meat with mashed potato on top.



Wypowiedź na podstawie materiału stymulującego i odpowiedzi na dwa pytania

- 1 Around thirty-three percent of all food produced globally is lost or wasted every year. In pairs, discuss why you think this happens and what the consequences are. What can individual citizens do to reduce food waste?

TRENING NATURALNY

- 2  In pairs, read the task below and discuss which of the three options you would choose and why. Then listen to a model answer and compare your ideas.

Popatrz na Plakat 1., Plakat 2. i Plakat 3. Zdjęcia przedstawiają trzy plakaty reklamujące kampanię „Stop marnowaniu żywności” w szkole. Która z propozycji, twoim zdaniem, najbardziej przemówi do młodych ludzi?

- Wybierz plakat, który uważasz za najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 3  Read the tip below. Then listen to the model answer again and write down the reasons given for the chosen poster and against the two rejected ones.

Oprócz uzasadnienia wyboru jednej z ilustracji, przedstaw także powody odrzucenia pozostałych opcji.

- 4  Listen to the model answer again. Which expressions from the Useful Phrases box can you hear? Write the answers in your notebook.

USEFUL PHRASES

▶ STR. 160

Making and justifying a choice

Of these three options, I like (number 3) best because (it has a bigger impact than ...)

I think I'd choose (option 1) because ...

(The first photo) seems to be the best option because ...

The first/main reason I say this is that ... Secondly, ...

Rejecting other options and giving reasons

In my view, (poster 2) is less (effective) because ...

The obvious disadvantage of (picture 2) is ... In addition to this, ... I (definitely) wouldn't choose (picture 1) because ... Furthermore, ...

- 5 Make up a different model answer in which you choose either poster 1 or poster 2 as the best option instead of poster 3. Practise your new answer with a partner.

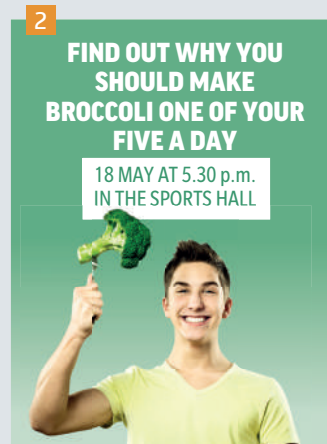
ZADANIE NATURALNE

- 6 In pairs, take it in turns to do the task below.

Popatrz na Plakat 1., Plakat 2. i Plakat 3.

Zdjęcia przedstawiają trzy plakaty reklamujące szkolny wykład na temat zdrowego odżywiania. Która z propozycji, twoim zdaniem, najbardziej przemówi do młodych ludzi?

- Wybierz plakat, który uważasz za najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



List prywatny | E-mail

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Wraz z koleżanką zamierzacie upiec ciasta na kiermasz dobroczynny. W e-mailu do koleżanki:

- zaproponuj miejsce i czas na pieczenie ciast,
- podaj przykłady wypieków, które możecie wspólnie przygotować,
- zasugeruj wykorzystanie znanego ci przepisu,
- wymień potrzebne składniki i akcesoria.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 100 do 150 słów, nie licząc zdań, które są podane.

1 In pairs, answer the questions.

- 1 Who bakes the best cakes in your family?
- 2 What type of cakes do they bake?
- 3 What is your favourite cake?

2 Read the sample task and the model answer above. Where does the writer suggest they bake the cakes and why? Do you think it is a good idea? Why? / Why not?

3 Copy the Useful Phrases box into your notebook and complete it with the words from the model answer.

USEFUL PHRASES

► STR. 163

Making suggestions

- 1 I/we could (bring some cake tins).
Perhaps we ² (go back to your house)?
What/³ about (making some dairy-free cakes)?
- 4 don't we (go to the supermarket)?
- 5 (make a list).
- 6 we (do it at your house)?

4 In your notebook, rewrite the suggestions for dinner replacing the underlined phrases with an alternative from the Useful Phrases box. Change the punctuation if necessary. Which suggestion do you prefer for this evening?

- 1 Why don't we have a barbecue?
- 2 Perhaps we could eat out in a restaurant?
- 3 Shall I heat up the leftovers from last night?
- 4 Let's get a takeaway pizza.
- 5 How about skipping dinner this evening?

Dear Jo,

I'm so glad you can help me do the baking for next weekend's charity cake sale. It's really good of you.

Shall we do it at your house? My parents won't let me use our kitchen since the fire. It wasn't my fault, by the way 😊. Perhaps we could go back to your house together after school on Friday?

How about making some dairy-free cakes for the vegans? My specialities are apple tart, banana bread and vegan chocolate cake. I've already baked them several times.

Why don't we use your mum's recipe? Her cakes are easy to make and they are always delicious. Everybody loves them.

I think we'll need to buy a bag of flour, sugar, two bars of dark chocolate, and a bunch of bananas. Let's make a list when we see one another. Maybe I could bring some cake tins and a mixer.

I'm looking forward to our baking Friday! 😊

Love,
XYZ

5 In pairs, discuss possible solutions to the problems below. In your notebook, write two suggestions for each of the situations.

- 1 I want to make my friend a birthday cake, but I've never baked one before.
- 2 I want to go on a diet, but I have a sweet tooth.
- 3 I'm bored with pasta, but I don't know how to cook anything else.
- 4 I often have leftover food, but I don't want to waste it.
- 5 I want to start growing vegetables, but I live in an apartment.

6 In pairs, read the task in Exercise 7 and brainstorm ideas on how to develop the four points.

ZADANIE NATURALNE

7 Do the task below in your notebook.

Wraz z kolegą/koleżanką planujecie wspólne przyjęcie urodzinowe. W e-mailu do tej osoby:

- opisz swoje uczucia w związku z przyjęciem,
- zaproponuj miejsce i czas na omówienie waszych planów,
- podziel się pomysłem odnośnie do menu na przyjęcie,
- wyjaśnij, dlaczego zależy ci na samodzielnym zorganizowaniu przyjęcia.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 100 do 150 słów, nie licząc zdań, które są podane.

Hi Sam,

?

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Coraz więcej osób przechodzi na dietę wegańską. Napisz artykuł na stronę internetową poświęconą żywności i żywieniu, przedstawiający pobudki tych osób do zmiany sposobu odżywiania, oraz opisz doświadczenia niektórych z nich z dietą roślinną.

Wypowiedź powinna zawierać od 200 do 250 słów.

- 1 In pairs, discuss the difference between vegans and vegetarians. Talk about attitudes to food and motivations. Then list some foods both groups do and do not eat.
- 2 In pairs, read the sample task above and think of at least two reasons why young people might go vegan and at least two issues they might experience in the process. Then read the model answer and compare your ideas.
- 3 Look at the sample task and the model answer again. Identify phrases and sentences that cover the points required in the task.

TRENING NATURALNY

- 4 Read the tip below and identify which of the four suggestions is used to end the model answer.

Artykuł powinien zawierać zakończenie zgodne z treścią artykułu, podsumowujące najważniejsze informacje w nim zawarte. Dobrze również dać czytelnikowi materiał do przemyśleń. Możesz:

- 1 zadać pytanie,
- 2 zaapelować do czytelnika,
- 3 zasugerować coś lub udzielić rady,
- 4 odnieść się do przyszłości.

- 5 Match the other three suggestions in the tip above to alternative endings a–c. Write the answers in your notebook.
 - a Having interviewed several people about their vegan way of life, I felt that it was less likely than ever that I would become a vegan. ?
 - b On balance, I can see the benefits of following a vegan diet, for the individual and for the planet. But would I be able to live without cheese? I very much doubt it. ?
 - c To all you vegans out there, please introduce more variety into your vegan diet if you want to get all the vitamins you need. ?

Why are so many people going vegan?

Veganism is on the rise, and it would appear that the trend is driven by young people. Apparently, almost half of all vegans are aged 18–35. So why are so many people giving up meat and dairy, and how are they finding the transition to a totally plant-based diet? I interviewed members of the online vegan community to find out.

There is no doubt that the main factors for going vegan are to protect animals and to reduce the impact of livestock farming on the environment. People also mention health reasons: for instance, a plant-based diet – although it requires vitamin B12 supplementation – is said to lower the risk of heart disease.

Several people I spoke to about their experience of going vegan reported feeling tired and lacking in energy. They had to eat a lot of vegetables to feel full, and this resulted in difficulties digesting. One person I spoke to replaced sugar with honey in her tea, and then realised that honey is an animal-based product. They said that one surprising result of going vegan was that they became more creative in their cooking.

Based on my research, it seems clear that veganism is driven by health and environmental concerns. However, there is little long-term evidence of the health benefits of a vegan diet and so it is important that people plan their transition carefully and supplement where necessary.

- 6 Copy the Useful Phrases box into your notebook and complete it with the words from the model answer.

USEFUL PHRASES

► STR. 163

Using tentative language to introduce information – facts and opinions

It would ¹ ? /seem that (the trend is driven by) ...

Apparently, ...

There is little/no ² ? that (the main factors) ...

(A plant-based diet) is ³ ? /thought/believed to ...

People/Scientists claim/argue that ...

One disturbing/interesting/surprising ⁴ ? /outcome of (going vegan) was that ...

It is (not) believed/thought that ... / to be ...

It seems ⁵ ? /obvious/evident that veganism ...

- 7 In pairs, read the task below and brainstorm ideas to cover the points required in the task.

ZADANIE NATURALNE

- 8 Do the task below in your notebook.

Ograniczenie spożycia cukru może mieć zbawienny wpływ na zdrowie. Napisz artykuł na szkolną stronę, w którym wyjaśnisz, jak można ograniczyć cukier w diecie, i przedstawisz swój pomysł na szkolną kampanię na ten temat.

Wypowiedź powinna zawierać od 200 do 250 słów.

FOOD PRODUCTS | ARTYKUŁY SPOŻYWCZE

CEREAL FOODS | PRODUKTY ZBOŻOWE

bread – chleb
~ roll – bułka
breakfast cereal – płatki śniadaniowe
cereal foods – produkty zbożowe
cornflakes – płatki kukurydziane
flour – mąka
noodles – kluski, makaron
pasta – makaron
rice – ryż
toast – tost, grzanka
French bread – bagietka
rye bread – chleb żytni

DAIRY PRODUCTS | NABIAŁ

butter – masło
cheese – ser
cream – śmietana
milk – mleko
yoghurt – jogurt
drinkable ~ – jogurt pitny
fruit ~ – jogurt owocowy
natural ~ – jogurt naturalny
blue cheese – ser pleśniowy (niebieski)
cottage cheese – twaróg
cream cheese – serek śmietankowy
hard cheese – ser żółty (np. gouda, cheddar)

MEAT AND OTHER PROTEIN | MIĘSO I INNE ŹRÓDŁA BIAŁKA

bacon – bekon
beef – wołowina
chicken – kurczak
egg – jajko
~ white – białko jajka
ham – szynka
pork – wieprzowina
sausage – kiełbasa
tofu – tofu
turkey – indyk
pork ribs – żeberka wieprzowe

FISH AND SEAFOOD | RYBY I OWOCY MORZA

cod – dorsz
mackerel – makreła
prawn – krewetka
salmon – łosoś
sardine – sardynka
seafood – owoce morza
tuna – tuńczyk

FRUIT | OWOCY

cherry – czereśnia
sour ~ – wiśnia
grapes – winogrona
kiwi fruit – kiwi
lemon – cytryna
lime – limonka
orange – pomarańcza
peach – brzoskwinia
pear – gruszka
pineapple – ananas
plum – śliwka
strawberry – truskawka
watermelon – arbuz

VEGETABLES | WARZYWA

aubergine – bakłażan
beans – fasola
broccoli – brokuł
cabbage – kapusta
carrot – marchewka
cauliflower – kalafior
chilli – papryczka chilli
courgette – cukinia
cucumber – ogórek
green peas – groszek
lettuce – sałata
mushroom – grzyb, pieczarka
olive – oliwka
onion – cebula
pepper – papryka
green/red ~ – zielona/czerwona papryka
potato – ziemniak
sweet ~ – batat
spinach – szpinak
sweetcorn – słodka kukurydza
tomato – pomidor

DESSERTS, SWEETS AND SAVOURIES | DESERY, SŁODYCZE I SŁONE PRZEKĄSKI

apple pie – szarlotka, jabłecznik
banana bread – chlebek bananowy
biscuit – herbatnik, ciasteczko
bun – bułka słodka, drożdżówka
cake – ciasto; ciastko; tort
sponge ~ – biszkopt
cheesecake – sernik
chocolate – czekolada; czekoladka
~ bar – baton czekoladowy
dark/milk ~ – gorzka/mleczna czekolada
crisps – chipsy
doughnut – pączek
honey – miód
ice cream – lody
jam – dżem
marmalade – marmolada (zazwyczaj z owoców cytrusowych)
sweet – cukierek
sweets – słodycze
vanilla cream – krem waniliowy
custard tart – babeczka z kremem
dough – ciasto (masa)
pastry – ciasto (masa); ciastko
waffles – gofry
whipped cream – bita śmietana

SEASONING, SPICES AND SIDE DISHES | PRZYPRAWY I DODATKI

breadcrumbs – bułka tarta
coriander – kolendra
fat – tłuszcz
flavour – smak
garlic – czosnek
ginger – imbir
herbs – zioła
ketchup – keczup
margarine – margaryna
mayonnaise – majonez
mint – mięta
mustard – musztarda
olive oil – oliwa
parsley – pietruszka
pepper – pieprz
salad dressing – sos do sałatek

salt – sól
a pinch of ~ – szczypta soli
sauce – sos
barbecue ~ – sos barbecue
sweet and sour ~ – sos słodko-kwaśny
spice – przyprawa
sugar – cukier
icing ~ – cukier puder
sunflower oil – olej słonecznikowy
tomato paste – koncentrat pomidorowy
vinegar – ocet
avocado oil – olej z awokado
coconut oil – olej kokosowy
nuts – orzechy
seeds – ziarna, nasiona, pestki
sesame oil – olej sezamowy

DRINKS | NAPOJE

cocoa – kakao
coffee – kawa
cola – cola
juice – sok
milkshake – koktajl mleczny
tea – herbata
herbal ~ – herbata ziołowa
water – woda
sparkling ~ – woda gazowana
still ~ – woda niegazowana
tap ~ – woda z kranu
caffeine – kofeina
filter coffee – kawa z ekspresu (przelewowego)

DISHES | POTRAWY

baked beans – fasolka w sosie pomidorowym
chicken wings – skrzydełka z kurczaka
curry – curry (potrawa)
fish and chips – ryba z frytkami
fried eggs – jajka sadzone
meatballs – klopsiki
omelette – omlet
pancake – naleśnik
ratatouille – ratatouille, ratatuj (danie kuchni francuskiej z duszonych warzyw)
ready meal – danie gotowe do spożycia
salad – sałatka
green ~ – surówka z zielonych warzyw
scrambled eggs – jajecznica
soup – zupa
chicken/clear ~ – rosół
steak – stek
sweet and sour chicken – kurczak w sosie słodko-kwaśnym
casserole – zapiekanka, potrawa duszona
dumplings – pierogi; knedle; kluski
mashed potatoes – tłuczone ziemniaki
spring rolls – sajgonki
stew – gulasz, potrawka

CONTAINERS AND QUANTITY | OPAKOWANIA I IŁOŚCI

bag – torebka
bar – tabliczka
bottle – butelka
box – pudełko
bunch (of bananas, grapes) – kiść (bananów, winogron)

can – puszka (zwłaszcza napoju, zupy)
carton – karton
container – pojemnik
jar – słoik
loaf – bochenek
packet – paczka
portion – porcja
tin – puszka

ADJECTIVES TO DESCRIBE FOOD | PRZYMOTNIKI OPISUJĄCE JEDZENIE

chopped – posiekany
finely ~ – drobno posiekany
crunchy – chrupki, chrupiący
dairy-free – bez laktozy
delicious – pyszny
disgusting – ohydny
dry – suchy
fatty – tłusty
fresh – świeży
gluten-free – bezglutenowy
grated – starty
hot – ostry, pikantny; gorący
juicy – soczysty
mild – łagodny
mouth-watering – apetytyczny, aż ślinka cieknie
overcooked – zbyt długo gotowany
rare – niedosmażony, krwisty (o steku)
raw – surowy
savoury – wytrawny, słony
sliced – krojony (o chlebie), w plasterkach
smoked – wędzony
sour – kwaśny
spicy – pikantny, ostry
sugar-free – bezcukrowy
sweet – słodki
tasty – smaczny
thick – gęsty
tough – twardy
underdone – niedosmażony, niedogotowany
well-done – dobrze wysmażony
yummy – pyszny, „pycha”
beaten – roztrzepany (o jajku)
chewy – gumowaty, trudny do pogryzienia
condensed – skondensowany (o mleku)
creamy – kremowy
crusty – chrupiący
free-range – z wolnego chowu (o jajkach, drobiu)
freshly-ground – świeżo zmielony
hard-boiled – na twardo (o jajku)
instant – rozpuszczalny
lean – chudy (o mięsie)
minced – mielony (o mięsie)
off-putting – odpychający
oily – tłusty (o rybie)
organic – ekologiczny
pasteurised – pasteryzowany
scrumptious – przepyszny
skimmed – odtłuszczony (o mleku, jogurcie)
soft-boiled – na miękko (o jajku)
stale – czerstwy (o pieczywie, cięście)
tender – miękki, kruchy
wholemeal – pełnoziarnisty, razowy

IDIOMS | IDIOMY

a piece of cake – pestka,
bułka z masłem
as cheap as chips – tanie jak
barszcz
eat like a horse – jeść za dwóch,
zjeść konia z kopytami
have too much on your plate –
mieć za dużo na głowie
it's not my cup of tea – nie
przepadam za tym
there's no such thing as a free
lunch – nie ma nic za darmo

**MEALS AND THEIR
PREPARATION | POSIŁKI
I ICH PRZYGOTOWYWANIE**

MEALS | POSIŁKI

afternoon tea – podwieczorek
barbecue – grill
breakfast – śniadanie
course – danie (część posiłku)
dinner – obiad, kolacja
dish – danie, potrawa
lunch – lunch
packed ~ – drugie śniadanie;
suchy prowiant
picnic – piknik
snack – przekąska
supper – kolacja
takeaway – posiłek na wynos

TABLEWARE | ZASTAWA STOŁOWA

dessert spoon – łyżeczka
deserowa
eggcup – kieliszek do jajek
glass – szklanka, kieliszek
water ~ – szklanka do wody
knife – nóż
butter ~ – nóż do masła
napkin – serwetka
plate – talerz
dinner ~ – talerz obiadowy
saucer – spodek
side plate – talerzyk
soup bowl – talerz do zupy
spoon – łyżka
tablecloth – obrus
teaspoon – łyżeczka

COOKING | GOTOWANIE

baking dish – naczynie
żaroodporne, brytfanka
frying pan – patelnia
ingredient – składnik
leftover – pozostały, resztkowy
leftovers – resztki
opener – otwieracz
bottle ~ – otwieracz do butelek
can/tin ~ – otwieracz do
puszek
oven – piekarnik
oven-proof dish – naczynie
żaroodporne
pot – garnek
recipe – przepis
saucepan – rondel
slice – plasterka
tablespoonful – łyżka stołowa
(ilość)
teaspoonful – łyżeczka (ilość)
topping – posypka

**FOOD PREPARATION - VERBS |
PRZYGOTOWYWANIE POSIŁKÓW -
CZASOWNIKI**

add – dodawać
bake – piec (chleb, ciasto)
barbecue – grillować, piec coś na
grillu (na dworze)
beat – ubijać (np. jajka)
boil – zagotować do wrzenia,
wrzeć
burn – przypalić
chop – siekać
cut – kroić
freeze – zamrażać
fry – smażyć
grate – trzeć (na tarce)
grill – grillować, piec coś na grillu
heat – podgrzewać
melt – rozpuszczać, topić
mix – mieszać (łączyć różne
składniki)
overcook – rozgotować, gotować
zbyt długo
peel – obierać
pour – nalewać
rise – rosnąć (o cieście)
roast – piec (mięso lub warzywa)
serve – podawać
slice – kroić na plasterki
~ finely – cienko pokroić
sprinkle – posypać, pokropić
taste – próbować; smakować
add salt to ~ – posolić do smaku
undercook – nie dogotować
warm up – podgrzewać

PHRASES | ZWROTY

be thirsty – być spragnionym
grab a coffee – wypić szybko
kawę
grab a (quick) bite/snack to eat –
przekąsić coś (szybko)
have a meal – jeść posiłek
lay the table – nakryć do stołu
perfect your (cooking) technique –
udoskonalić technikę
gotowania
prepare a meal – przygotowywać
posiłek
set the table – nakryć do stołu
top sth with sth – posypać coś
czymś

communicate positive
emotions (through food) –
wyrażać pozytywne emocje
(poprzez jedzenie)
take sb back to their heritage –
przypominać o cichych
korzeniach

**EATING HABITS
AND DIETS | NAWYKI
ŻYWIENIOWE I DIETY**

calorie – kaloria
eat slowly/quickly – jeść powoli/
szybko
fattening/non-fattening – tuczący/
nietuczący
healthy – zdrowy
mineral – minerał
vegan diet – dieta wegańska
vegetarian diet – dieta
wegetariańska
vitamin – witamina

plant-based diet – dieta
roślinna
willpower – siła woli

**VERBS AND PHRASES | CZASOWNIKI
I ZWROTY**

be a food lover – być smakoszem,
smakoszka
be a vegan – być weganinem,
weganką
be a vegetarian – być
wegetarianinem, wegetarianką
be fussy – grymasić
eat junk food – jeść niezdrowe
jedzenie
go on a diet – rozpocząć dietę
have a sweet tooth – mieć słabość
do słodczy
have an appetite – mieć apetyt
high in sth – o wysokiej zawartości
czegoś
low in sth – o niskiej zawartości
czegoś
put on weight – przybierać na
wagę
skip (breakfast) – nie jeść
(śniadania)
starve – głodować, umierać
z głodu
leave out (a meal) – pomijać
(posiłek)
stay hydrated – pić wystarczająco
dużo płynów
trigger a burst of energy –
wywoływać przyływ energii

**EATING DISORDERS |
ZABURZENIA ODŻYWIANIA**

anorexia – anoreksja,
jadłowstę psychiczny
binge eating – objadanie
napadowe
bulimia – bulimia, żartoczność
psychiczna
distorted body image –
zniekształcony obraz własnego
ciała
malnutrition – niedożywienie
overweight/underweight –
z nadwagą / z niedowagą

**CAFÉS AND
RESTAURANTS | LOKALE
GASTRONOMICZNE**

café – kawiarnia
cafeteria – bar samoobsługowy,
bufet, stołówka
canteen – stołówka, kantyna
fast food restaurant – bar szybkiej
obsługi
food truck – furgonetka
sprzedająca szybkie dania
pub – pub
self-service restaurant –
restauracja samoobsługowa
takeaway – restauracja
sprzedająca jedzenie na
wynos

EATING OUT | JEDZENIE POZA DOMEM

baker – piekarz
bill – rachunek
buffet breakfast – śniadanie
w formie szwedzkiego stołu
menu – karta dań
order – zamówienie
server – kelner
service included – obsługa
wliczona w cenę
speciality – specjalność
starter – przystawka
tip – napiwek
gratuity – napiwek
main course – danie główne
overpriced – zbyt drogi
pastry chef – cukiernik
rare delicacy – rzadki przysmak
reasonably priced – w rozsądnej
cenie
set menu – gotowy zestaw dań

**VERBS AND PHRASES | CZASOWNIKI
I ZWROTY**

ask for the bill – poprosić
o rachunek
book a table – zarezerwować
stolik
collect your order – odebrać
zamówienie
eat in – jeść posiłek w domu; jeść
w restauracji zamiast na wynos
Enjoy your meal! – Smacznego!
leave a tip – zostawić napiwek
look through the menu – przeglądać
kartę dań
mix up orders – pomylić
zamówienia
order – zamawiać
serve – obsługiwać, podawać
show sb to their table –
zaprowadzić kogoś do stolika



SŁOWNICTWO

- 1 Answer the questions. More than one option might be correct. Write the answers in your notebook.
- Which of these is a typical fruit salad ingredient?
a peas b mushrooms c plums
d peaches e bread rolls
 - Which of these are suitable for vegans?
a grapes b sunflower oil c dairy
d cabbage e pork sausage
 - Which of these are not containers?
a jar b bunch c loaf
d tin e can
 - Which of these would someone with a sweet tooth like for a snack?
a breadcrumbs b biscuits c baked beans
d prawns e cod
 - Which of these may be needed to lay the table?
a tablecloth b napkins c topping
d bowls e oven
 - Which of these can melt?
a margarine b cheese c dark chocolate
d salmon e garlic
- 2 Complete the sentences with the words from the box. Write the answers in your notebook. Then in pairs, ask and answer the questions.

bite boiled dishes fussy grate mild
oven peel still taste

- In your opinion, does tap water the same as bottled water?
- What kind of do you like to eat with ketchup? Do you prefer it spicy or .
- Do you think carrots taste better when they're , roasted in a(n) or simply eaten raw?
- Are you about snacks? What do you usually choose when you want to grab a(n) to eat?
- If someone asked you to help them with the cooking, would you prefer to the cheese, the potatoes or chop the onions?

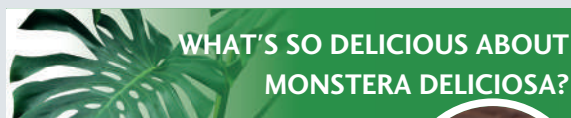
- 3 Which words complete the sentences correctly? Write the answers in your notebook.

- Making a perfect skinny latte is a piece of *cake* / *toast*. All you need is good *freshly-minced* / *freshly-ground* coffee and some skimmed milk.
- When Kate has too much on her *menu* / *plate* and no time for cooking, she gets a takeaway from a reasonably *priced* / *costly* restaurant.
- Basic staple food like wholemeal bread and *white* / *cottage* cheese used to be as cheap as *chips* / *water*.
- I find the smell of blue cheese rather *crusty* / *off-putting*. It's never been my cup of *tea* / *chocolate*.

ŚRODKI JĘZYKOWE

ZADANIE NATURALNE

- 4 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Zapisz odpowiedzi w zeszytce.



Monstera Deliciosa, which you can see in the photo, ¹ to be a common houseplant in the 1970s and then its popularity declined. Now it's made a comeback as more and more people are creating their own 'indoor jungles'. It's an ideal plant since it grows fast and big, is extremely easy to look ² and has beautiful decorative leaves with holes. ³ of them monstera is sometimes called the Swiss cheese plant.

Not every owner of this plant knows, however, that in its natural habitat it also produces delicious fruit known as Mexican breadfruit. It tastes ⁴ a combination of pineapple and banana. But you can't eat the freshly-picked fruit because it's toxic and can irritate your mouth and stomach. You need to wait for a few days ⁵ it opens up naturally and shows its white aromatic flesh. Then it's ready and safe to eat. Yummy!

ZADANIE NATURALNE

R

- 5 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Zapisz odpowiedzi w zeszytce.

SOME THOUGHTS ON COOKERY PROGRAMMES

I'm a big fan of cookery programmes. Had I not watched so many of them, I ¹ have no idea how to cook chickpeas properly, make classic risotto or knead bread dough. But cooking shows offer much more than just tips for perfecting your technique. They broaden your horizons about other cuisines and their exotic flavours, which you may not have a chance to try ² you travel widely or live in a truly multicultural city. Thanks to cooking shows I've found out about various unusual ingredients that you can sometimes come across in ³ overpriced supermarket for food lovers, such as black garlic, bitter cucumber or enoki mushrooms. Equipped with this basic knowledge, I get more adventurous and dare to experiment with new products. That said, there is one thing that annoys me about these shows. It's the part when the cook tastes the food they've prepared. Even though it's always described in a way that ⁴ your mouth water, deep down I doubt that the final result is always so scrumptious. How come they never spoil the dish? ⁵ the best chefs must sometimes add too much salt or overcook the veg, don't you think?

ROZMOWA WSTĘPNA

W parach odpowiedzcie na pytania.

UCZEŃ A

- 1 Can you cook? What dishes can you prepare?
- 2 Do you like eating out? Why? / Why not?

UCZEŃ B

- 1 How often do you eat fast food? Why?
- 2 Do you take a lunchbox to school? Why? / Why not?

ZADANIE 1

UCZEŃ A

Gościsz u siebie ucznia/uczennicę z Walii. Przygotowałeś/Przygotowałaś kolację na jego/jej powitanie. Jedna z podanych potraw zainteresowała tę osobę. Rozmawiasz z nim/nią na ten temat. Poniżej podano cztery kwestie, które musisz omówić.

Potrzebne składniki

Sposób przygotowania potrawy

Twoje inspiracje kulinarne

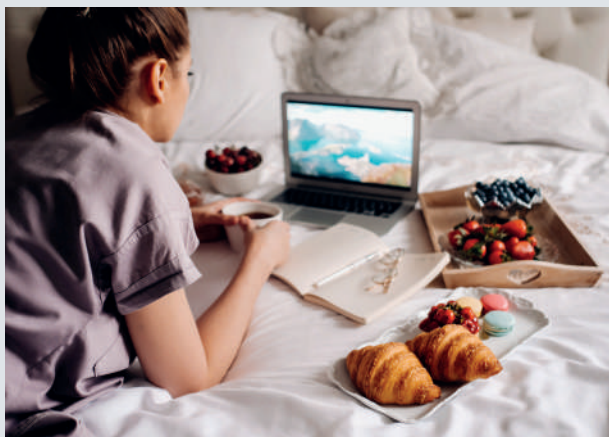
Propozycje kulinarne na kolejny wieczór

Rozmowę rozpoczyna uczeń B.

► UCZEŃ B STR. 176

ZADANIE 2

Opisz zdjęcie i odpowiedz na pytania.



- 1 Why do you think the woman is eating in bed?
- 2 Would you invite your friends to a healthy food restaurant for your birthday? Why? / Why not?
- 3 Tell me about a situation when you or someone you know had to cook for a large group of people.

ZADANIE 3

Popatrz na Plakat 1., Plakat 2. i Plakat 3.

W twojej szkole trwa akcja, której celem jest zachęcenie młodzieży do codziennego jedzenia śniadań. Która z propozycji plakatu, twoim zdaniem, najlepiej przemówi do młodych ludzi?

- Wybierz plakat, który uważasz za najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1

Breakfast fuels the mind!



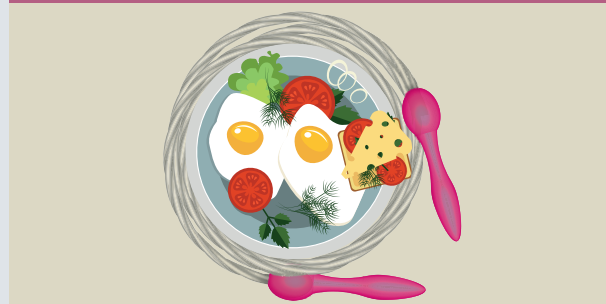
2

Breakfast is the key to a happy life!



3

Skip rope, not breakfast!



UCZEŃ A

- 1 Why is having a balanced diet important?
- 2 Why do some people become vegetarians or vegans?

UCZEŃ B

- 1 How can schools promote healthy eating habits?
- 2 Why do you think some people get obsessed with cooking?

PRESENT SIMPLE

Czasu **Present Simple** używamy:

- mówiąc o posiadaniu:
*I **have** an out-of-date passport.*
- mówiąc o regularnie powtarzających się czynnościach:
*When we go on holiday, we always **choose** somewhere off the beaten track.*
- przytaczając fakty oraz ogólne sądy i opinie:
*Water **boils** at 100°C.*
- z czasownikami statycznymi, np.: z takimi, które wyrażają emocje (*hate, like, love*), stany umysłu (*believe, know, need, remember, seem, think, understand, want*) lub doznania (*feel, hear, see*):
*I **need** your help with packing.*
- mówiąc o przyszłych wydarzeniach, których termin wynika z zewnętrznych ustaleń (rozkład jazdy, program telewizyjny, terminy świąt itp.):
*Their plane **takes off** at 6.30 a.m. tomorrow and **lands** at 10.25 a.m.*
*New Year's Eve **falls** on a Wednesday this year.*

TIME EXPRESSIONS | OKREŚLENIA CZASU

always, regularly, usually, often, sometimes, rarely, seldom, hardly ever, never, every day/week/month, once/twice/three times a week/month

PRESENT CONTINUOUS

Czasu **Present Continuous** używamy:

- mówiąc o czynnościach i zdarzeniach mających miejsce w chwili, w której o nich mówimy, lub w okresie obejmującym tę chwilę:
*They're **rehearsing** for our school play **now**.*
*We're **studying** the history of post-war Europe **this semester**.*
- mówiąc o zachodzących zmianach:
*More and more men and women **are getting** married older nowadays.*
- mówiąc o planach na przyszłość, których szczegóły (np.: czas, miejsce) są już określone:
*We **are meeting** John and Caroline for lunch at 1.30 the day after tomorrow.* (nasze spotkanie zostało już wcześniej zaplanowane, została też uzgodniona jego godzina)
- mówiąc o czynnościach powtarzających się i uważanych za irytujące (ze słowami *always, constantly, continually, forever*):
*She **is always picking** on me.*

TIME EXPRESSIONS | OKREŚLENIA CZASU

at the moment, (right) now, today, this morning/afternoon/year, these days, at present

STATIVE AND DYNAMIC VERBS |
CZASOWNIKI STATYCZNE I DYNAMICZNE

Czasowniki statyczne występują wyłącznie w czasie Present Simple (nie przyjmują formy *-ing*), nawet jeśli odnoszą się do zdarzeń lub stanów mających miejsce w chwili, w której o nich mówimy:

*Do you **understand** what she means?*
*I **don't believe** you.*

Niektóre czasowniki statyczne mogą występować zarówno w czasie Present Simple, jak i Present Continuous w zależności od tego, co chcemy wyrazić:

*What **do you think** about my new job?* – Co myślisz/sądzisz o mojej nowej pracy?

*I'm **thinking** about my new job.* – Myślę o mojej nowej pracy. (w tej chwili)

Czasowniki dynamiczne opisują czynności i mogą występować w czasie Present Simple lub Present Continuous:

*I often **watch** TV.*

*I'm **watching** a western now.*

Czasownik **have** może występować zarówno w czasie Present Simple, jak i Present Continuous.

- Gdy **have** wyraża posiadanie (mieć), występuje tylko w czasie Present Simple:
*I **have (got)** a new car.*
*She **has** two sisters.*
- Gdy **have** odnosi się do czynności (np.: *have a bath, have a party, have a good time*), może występować zarówno w czasie Present Simple, jak i Present Continuous:
*On Saturdays, we usually **have** lunch at home.*
*I can't talk now. We **are just having** lunch.*

1 Której formy czasownika należy użyć w poniższych sytuacjach?

1 Opisujesz tendencje na polskim rynku pracy.

More and more young people **are going** / *go* abroad to find work these days.

2 Twój przyjaciel jest bardzo zamyślony. Nie wiesz z jakiego powodu.

What **are you thinking** / *do you think* about?

3 Rozmawiasz z kimś z zagranicy o pogodzie typowej dla regionu Polski, w którym mieszkasz.

In winter, it **'s snowing** / *snows* here all the time.

4 Tłumaczysz koleżance, dlaczego nie masz czasu na spotkanie.

I **'m studying** / *study* for a very important exam.

5 Rozmawiasz z kimś o swoich ulubionych rozrywkach.

I **'m enjoying** / *enjoy* discos and parties.

6 Opisujesz prawa przyrody w rozmowie ze swoim młodszym bratem.

The sun **is rising** / *rises* in the east.

2 Jakie formy czasowników w nawiasach w czasach Present Simple lub Present Continuous poprawnie uzupełniają tekst?

Hello Polly!



I ¹ **am having** (have) a great time here. My Italian lessons ² **are** (go) well, and Marco, my teacher, ³ **seems** (seem) really nice. I ⁴ **understand** (understand) quite a lot now and I ⁵ **get** (get) to the stage where I can say some things. I ⁶ **think** (think) it's helpful that I ⁷ **study** (study) here. Apart from that, I ⁸ **enjoy** (enjoy) myself very much. Luckily, I can go out quite a lot. My lessons usually ⁹ **start** (start) at 10 a.m., so I often ¹⁰ **sleep** (sleep) in until 9 a.m. You know me, I ¹¹ **like** (like) partying! Anyway, I need to go – my new Italian friend Giulia ¹² **waits** (wait) for me.
Lisa xxx

3 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

- Tom says he can speak German, English and Spanish, but ¹ **don't believe** (nie wierzę) him. He ² **never** (nigdy nie rozmawia) to Carmela when ³ **she** (ona przyjeżdża) to visit us during the summer.
- ⁴ **I** (Nie sądzę) they ⁵ **need** (potrzebują) our help. Let's leave them alone – they're doing fine.
- Barbara ⁶ **lives** (mieszka) in this area until she can find a flat somewhere else. ⁷ **It** (Nie podoba się jej) it here – it's noisy, dirty and she ⁸ **doesn't feel** (nie czuje się) safe.
- Stop it, please. ⁹ **You** (Robisz) so much noise and I ¹⁰ **try** (próbuję) to concentrate. Working from home ¹¹ **is** (staje się) more and more difficult.

OPIS ILUSTRACJI

4 Jakie formy czasowników w nawiasach poprawnie uzupełniają opis ilustracji?



I can see several people in the park or countryside. They ¹ **are walking** (walk) with a dog on a lead. The dog is small, but ² **looks** (look) quite active. I'm sure he ³ **needs** (need) a lot of long walks! The woman ⁴ **is holding** (hold) the dog tightly on the lead. I ⁵ **think** (not/think) she could let him run free – he would probably escape. The young boy on the left is about twelve years old. He ⁶ **keeps** (keep) himself a little bit apart from the rest of the family. Behind the woman and the boy, I can see four other people. The adults ⁷ **are chatting** (chat) with one another and the little girl ⁸ **sits** (sit) on her father's shoulders.

PRESENT PERFECT SIMPLE

Czasu **Present Perfect Simple** używamy:

- opisując czynności i sytuacje, które zdarzyły się w niedawnej przeszłości, a ich skutek jest widoczny w chwili obecnej:
*I **have passed** my Biology exam!*
*She **has misplaced** her debit card.*
- opisując czynności i sytuacje, które zakończyły się w przeszłości, ale nie wiemy lub nie jest istotne, kiedy miały miejsce (możemy wtedy podać, ile razy się wydarzyły):
*I **have taken part** in beauty contests **three times**.*
- opisując czynności, sytuacje i stany, które zaczęły się w przeszłości i trwają do chwili obecnej:
*My little sister **has known** the truth about Santa Claus since last Christmas.*
*His family **has lived** in this magnificent house for over a decade.*
- w konstrukcjach typu *it is the first/second time*:
*It **is the first time** I **have travelled** by plane.*

TIME EXPRESSIONS | OKREŚLENIA CZASU

Czasu **Present Perfect Simple** używamy często z wyrażeniami *already*, *just*, *yet*, *ever* i *so far*:

- already** (już) oraz **just** (dopiero co / właśnie) występują tylko w zdaniach twierdzących:
*She's **already done** her homework.*
*I **have just finished** cooking.*
- ever** (kiedyś/kiedykolwiek) występuje w pytaniach:
***Have you ever been** to England?*
- so far** (jak dotąd):
*He's happy with the grades he **has received so far**.*
- yet** występuje w zdaniach przeczących (jeszcze nie) lub pytaniach (już):
*I **haven't told** him **yet**.*
***Has Tom left** his office **yet**?*
- since** określa moment, w którym rozpoczęła się dana czynność lub sytuacja:
***since** 2001*
Monday
last summer
her name day
yesterday
- for** określa czas, przez który trwa dana czynność lub sytuacja:
***for** twenty minutes*
three weeks
most of his life
a very long time
ages

PRESENT PERFECT CONTINUOUS

Czasu **Present Perfect Continuous** używamy, opisując czynności i sytuacje:

- które rozpoczęły się w przeszłości i trwają do chwili obecnej, a podkreślamy wówczas okres trwania i powtarzalność czynności:
*My mother **has been teaching** in this school since 2014.*
*We **have been learning** English for eight years.*
- które trwały przez pewien okres (i trwają nadal lub dopiero co się zakończyły), a ich skutek (często również uboczny i niezamierzony) jest bezpośrednio widoczny w chwili obecnej:
*I feel exhausted. I **have been working** in the garden all day.*
*Look at them! I'm sure they **have been arguing**.*

- powtarzające się od jakiegoś czasu:

*We **have been doing** a lot of voluntary work recently.*

Mówiąc o tym, **jak długo** trwa obecne zdarzenie lub sytuacja, używamy czasu Present Perfect, a nie Present Simple lub Present Continuous:

I've known her for twenty years. – NIE: ~~*I know her for twenty years.*~~

We've had this house since 2010. – NIE: ~~*We have this house since 2010.*~~

She's been working here since February. – NIE: ~~*She's working here since February.*~~

How long have you been waiting? – NIE: ~~*How long are you waiting?*~~

PRESENT PERFECT SIMPLE A PRESENT PERFECT CONTINUOUS

O wyborze czasu Present Perfect Simple lub Present Perfect Continuous decyduje często to, czy chcemy położyć większy nacisk na skutek czynności, czy na samą czynność i okres jej trwania. W języku polskim używamy wtedy odpowiednio czasowników dokonanych lub niedokonanych:

*I **have knitted** ten rows.* – Zrobiłem dziesięć rzędów na drutach. (skutek)

*I **have been knitting** all morning.* – Robiłem na drutach przez cały rano. (okres trwania czynności)

Czas Present Perfect Continuous jest częściej używany, gdy chcemy podkreślić, że czynność, o której mowa, powtarza się od jakiegoś czasu i/lub nie została zakończona:

*I **have been calling** my bank's customer service all day.* – Wydzwaniałem do obsługi klienta mojego banku cały dzień. (wiele razy, być może nieskutecznie)

*I **have called** my bank's customer service.* – Zadzwoiłem do obsługi klienta mojego banku. (może tylko raz lub kilka razy)

Present Perfect Continuous nie jest używany do opisu stanów:

He's known her since he was a little boy. – NIE: ~~*He's been knowing her since he was a little boy.*~~

I've belonged to the swimming club for two years. – NIE: ~~*I've been belonging to the swimming club for two years.*~~

1 Które zakończenia zdań pasują do początków?

- A 1 She has been baking **b**
2 She has baked **?**
a three cakes so far.
b for two hours.
- B 1 They've been living in Bath **?**
2 They've lived here **?**
a since October.
b all their life.
- C 1 I've been writing **?**
2 I've written **?**
a this essay since 2 o'clock.
b five pages.
- D 1 You've been eating **?**
2 You've eaten **?**
a all my sweets.
b too many sweets recently.
- E 1 I've been doing **?**
2 I've done **?**
a my English project already.
b my English project all evening.

2 Której formy czasownika należy użyć w poniższych sytuacjach?

- 1 Czekasz już ponad godzinę na koleżankę. Pada deszcz i zastanawiasz się, czy czekać dalej.

*I've waited / **been waiting** for over an hour – I'm completely soaked. Perhaps I should just go home.*

- 2 Twoja koleżanka przygotowuje się do egzaminu na prawo jazdy.

*How many driving lessons have you **had** / **been having**?*

- 3 Wchodzisz do pokoju i widzisz swoją młodszą siostrę we łżach.

*What's **happened** / **been happening**?*

- 4 Rozmawiasz z kimś na temat ulubionych gier zespołowych.

*I love basketball. I've **played** / **been playing** it three times this week.*

- 5 Plotkujesz z koleżanką o wspólnych znajomych.

*Tom's **seen** / **been seeing** a lot of Anna recently.*

- 6 Ktoś zauważa, że wyglądasz na bardzo zmęczonego/zmęczoną.

*I've **ironed** / **been ironing** all afternoon.*

- 7 Rozmawiasz z kolegą o swoim planowanym wyjeździe do Grecji.

*Have you ever **visited** / **been visiting** Crete?*

- 3 Jakie formy czasowników w nawiasach w czasach Present Perfect Simple lub Present Perfect Continuous poprawnie uzupełniają zdania?
- Robert **has taken** (take) many photographs on this school trip.
 - We **?** (learn) most of the geometrical shapes.
 - I'm sure she **?** (cry). What's the matter?
 - It **?** (rain) here since Monday.
 - That's enough! You **?** (annoy) me all day.
 - I **?** (know) him for years.
 - No wonder they are exhausted. They **?** (clear out) the attic for five hours.
 - Barbara **?** (have) this teddy bear since she was two years old.

ROZMOWA WSTĘPNA

- 4 Które formy czasowników w nawiasach w czasach Present Perfect lub Present Perfect Continuous poprawnie uzupełniają zdania?

ŻYWIENIE

Do you enjoy cooking? Why? / Why not?

Yes, I love cooking. I **1 have been experimenting** (experiment) with different recipes since I was a little girl. For me, cooking is a kind of art.

ŻYCIE RODZINNE I TOWARZYSKIE

Do you have a close friend?
Tell me about him or her.

My best friend is my boyfriend Tom. I **2 ?** (know) him since I was a child and we **3 ?** (go out) together for a year.

KULTURA

Can you play a musical instrument? Tell me about it.

Yes, I can play the piano. I **4 ?** (play) it since the beginning of primary school, so I'm quite good at it. I can also play a tune or two on the trumpet. I **5 ?** (just/start) learning to play it, so I can't play very well yet.

- 5 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

R

- Can you stop making so much noise, please? Jessica **1 is working** (pracuje) in her room and **2 ?** (potrzebuje) some peace and quiet. Why **3 ?** (ty zawsze grasz) your guitar when we want to study? You'd better get down to your homework. I bet you **4 ?** (nie zrobisz) it yet.
- Lucy **5 ?** (jest studentką) for two years and she **6 ?** (planuje) to graduate next June. **7 ?** (Nie sądzę) she will have problems finding a good job in IT. She **8 ?** (marzy) of becoming a video game designer all her life.

- 6 Jakie formy czasowników zapisanych wielkimi literami poprawnie uzupełniają dialogi?

- A: Who **are you thinking** about? THINK
B: My boyfriend.
- A: **?** writing your History essay yet? FINISH
B: Almost. I have only one page to go.
- A: I'm sorry, I'm late. **?** long? WAIT
B: No, not really. For about five minutes or so.
- A: Can you give me a hand with the washing-up?
B: Not now. **?** ready to leave. GET
- A: **?** German? SPEAK
B: Only a little. I started my course last month.
- A: Is it the first time **?** Paris? VISIT
B: No, it's not. I was here on holiday last year.

PAST SIMPLE

Czasu **Past Simple** używamy:

- mówiąc o zdarzeniach lub sytuacjach, które miały miejsce i zakończyły się w przeszłości:
*During our last History class, Tom **answered** the most difficult question.*
- mówiąc o wydarzeniach, które powtarzały się w przeszłości:
*As a child, I **spent** most of my summer holidays at my grandparents' house.*
- opowiadając o następujących po sobie wydarzeniach:
*I **switched off** the computer, **locked** the door and **went** to bed.*

TIME EXPRESSIONS | OKREŚLENIA CZASU

yesterday, yesterday afternoon/evening, last week/month/year/Monday/night, in March, in 2020 / the 1980s, three days / a month / five years ago, when I was six / a teenager / young, one night/morning

PRESENT PERFECT SIMPLE A PAST SIMPLE

Mówiąc o zdarzeniach lub sytuacjach, które miały miejsce i zakończyły się w konkretnym momencie w przeszłości, używamy czasu Past Simple, a nie czasu Present Perfect Simple:

*I **bumped into** my English teacher **last Monday**.* –

NIE: *I ~~have bumped into~~ my English teacher ~~last Monday~~.*

Ten konkretny moment w przeszłości może być wyrażony w zdaniu za pomocą jednego z okoliczników czasu (np.: *yesterday evening, in 2006, four weeks ago, when I was a child*) lub pozostawać domyślny:

*They **flew** to Canada **the day before yesterday**.* –

NIE: *They ~~have flown~~ to Canada ~~the day before yesterday~~.* (konkretny moment w przeszłości wyrażony za pomocą okolicznika czasu *the day before yesterday*)

*My grandmother **came up with** the idea for her business in secondary school.* – NIE: *My grandmother ~~has come up with~~ the idea for her business in secondary school.* (domyślny moment w przeszłości, bez okolicznika czasu)

Odpowiadając na pytanie zadane w czasie Present Perfect Simple i dotyczące naszych doświadczeń życiowych, używamy tego samego czasu. Podając dalsze szczegóły wydarzeń, stosujemy czas Past Simple:

A: ***Have** you **ever been** to a wedding?*

B: *Yes, I **have**. I **went** to my cousin's wedding last year. It **was** a very big wedding with a hundred guests.*

PAST CONTINUOUS

Czasu **Past Continuous** używamy:

- opisując czynności, które trwały w określonym momencie w przeszłości:
*Hannah and Robert **were waiting** for us in front of the cinema.*
- mówiąc o zwyczajach lub sytuacjach przejściowych w przeszłości:
*At that time, my cousin James **was staying** with us. **Were** you **studying** at the George Washington University when you first met Professor Richards?*
- mówiąc o czynnościach lub stanach w przeszłości, podczas których nastąpiły inne, krótsze zdarzenia (które wyrażamy w czasie Past Simple):
*Somebody knocked on the door while I **was chatting** with my best friend on the phone.*
- opisując tło jakiegoś wydarzenia lub czynności:
*It **was getting** dark and the sun **was setting**.*

- w wyrażeniach typu *I was wondering, I was hoping, I was thinking*, które czynią prośby, pytania i sugestie bardziej uprzejmymi:

*I **was wondering** if you had the chance to read my last assignment.*

*I **was hoping** that you could help me with the last three sentences.*

Mówiąc o zakończonych czynnościach i stanach, używamy zwykle czasu Past Simple, a nie Past Continuous, nawet jeżeli te zdarzenia trwały przez dłuższy czas:

*Even though she was in a bad mood, she **tried** to joke with us.* – NIE: *Even though she was in a bad mood, she ~~was trying to~~ joke with us.*

*We **went** to the park every day last week.* – NIE: *We ~~were going to~~ the park every day last week.*

*Even when we **had** no clue how to solve the problem, the teacher **made** an attempt to explain it to us again and again.* – NIE: *Even when we ~~had~~ no clue how to solve the problem, the teacher ~~was making an attempt to~~ explain it to us again and again.*

TIME EXPRESSIONS | OKREŚLENIA CZASU

when, while, as, all afternoon/day/night, all day yesterday

PAST PERFECT SIMPLE

Czasu **Past Perfect Simple** używamy:

- mówiąc o czynnościach zakończonych przed określonym momentem w przeszłości:
*Joanna **had finished** working on her Spanish assignment by five o'clock yesterday.*
- opisując zdarzenia z przeszłości w kolejności niechronologicznej (wtedy czas Past Perfect Simple wskazuje, że dana czynność poprzedzała inne czynności, wyrażone w czasie Past Simple):
*When we got to the theatre, the play **had already started**.* (drugie zdarzenie miało miejsce wcześniej niż pierwsze)
*On my way to the airport, I remembered that I **hadn't packed** my passport.* (drugie zdarzenie miało miejsce wcześniej niż pierwsze)
- w wyrażeniach typu *it was the first time*:
*It **was the first time** I **had seen** my best friend so terribly embarrassed.*

TIME EXPRESSIONS | OKREŚLENIA CZASU

when, already, just, by, by the time, after, before, never, for, since

PAST PERFECT SIMPLE A PAST SIMPLE

Mówiąc o pojedynczym zdarzeniu lub sytuacji, która miała miejsce i zakończyła się w konkretnym momencie w przeszłości, używamy czasu Past Simple:

*Robert **twisted** his ankle while stepping off a curb yesterday.* – NIE: *Robert **had twisted** his ankle while stepping off a curb yesterday.*

Czasu Past Perfect Simple używamy, gdy opisujemy co najmniej dwa zdarzenia z przeszłości i chcemy podkreślić, że jedno z nich poprzedzało drugie:

*When she **gave** me a call, I **had managed** to fix her computer.* (dwa zdarzenia; drugie zdarzenie miało miejsce wcześniej niż pierwsze: najpierw naprawiłem jej komputer, a potem ona do mnie zadzwoniła)

*I **had never won** an athletics competition before the long jump last week.* (dwa zdarzenia: skok w dal i inne zawody lekkoatletyczne; pierwsze zdarzenie miało miejsce wcześniej niż drugie: nigdy nie wygrałem żadnych zawodów lekkoatletycznych aż do czasu wygrania skoku w dal w zeszłym tygodniu)

Jeżeli wydarzenia opisujemy w kolejności chronologicznej, użycie czasu Past Perfect Simple nie jest konieczne.

*Because they (**had**) **offered** me a job in Australia, I moved there with my wife and children.*

Użycie czasu Past Perfect Simple w takim kontekście ma na celu podkreślenie, że pierwsza czynność została całkowicie zakończona przed rozpoczęciem drugiej:

*When I **had gathered** all the information about the incident, I wrote an article for a local newspaper.* (najpierw zgromadziłem wszystkie informacje, a dopiero potem napisałem artykuł)

USED TO, WOULD

Wyrażenia **used to** używamy, mówiąc o stanach i czynnościach, które powtarzały się w przeszłości, ale nie występują obecnie lub występują w innym natężeniu:

*Lia **didn't use to** be so talkative.* (teraz się to zmieniło)
*Robert **used to** take up a new hobby every year when he was younger.* (teraz już tego nie robi albo robi to rzadziej/częściej)

Jeżeli mówimy o czynnościach lub stanach, które wystąpiły jednokrotnie lub zdarzały się nieregularnie, bądź jeżeli nie chcemy podkreślać zmiany w stosunku do przeszłości, używamy czasu Past Simple:

*One time she **slipped** on a banana skin.* (zdarzenie jednorazowe)

*I **watched** a lot of romantic comedies when I was younger.* (nie wiadomo, czy się to zmieniło)

Wyrażenie **used to** odnosi się tylko do przeszłości. Mówiąc o obecnie powtarzających się czynnościach, używamy czasu Present Simple:

A: ***Did you use to** go to the gym on Saturdays?*

B: *No, I **used to** go to the gym on Sundays.*

*Now I **go** to the gym on Fridays.*

Opisując typowe zachowania lub czynności (ale nie stany) w przeszłości, można użyć także **would**:

*As a child, she **would** always give her parents a kiss before going to bed.*

*When I visited my grandmother, we **would** always bake cakes together.*

Kiedy mówimy o stanach lub uczuciach powtarzających się w przeszłości, nie możemy użyć **would**:

*As a little boy, Peter **used to** love ketchup, but now he can't stand it.* – NIE: *As a little boy, Peter **would** love ketchup, but now he can't stand it.*

*I **used to** be much more adventurous than I am now.*

– NIE: *I **would** be much more adventurous than I am now.*

Gdy opowiadamy historie z przeszłości, często dla urozmaicenia używa się obu form (*used to* i *would*) oraz czasu Past Simple:

*My brother and I **used to** fall out very often, and after each argument he **would** sulk for hours.*

*Beth **used to** be very shy as a child. Whenever we **had** visitors, she **would** run to her bedroom and refuse to come out.*

1 Które zdania a–b oddają znaczenie zdań wyjściowych? Uzasadnij swój wybór.

- When we got to the cinema, the film had started.
 - We watched the beginning of the film.
 - b** We missed the beginning of the film.
- As a teenager, she used to listen to heavy metal all day, but now it often irritates her.
 - She doesn't listen to heavy metal all day now.
 - She listens to heavy metal all day now, too.
- I switched off the lights and went home.
 - I switched off the lights at home.
 - I switched off the lights in some other place.
- I painted a picture while she was reading a newspaper.
 - Painting a picture took more time than reading a newspaper.
 - Reading a newspaper took more time than painting a picture.
- They had been on the plane for two hours when the sun set.
 - Their plane took off after sunset.
 - Their plane took off before sunset.
- When you called, Tom was taking a shower.
 - Tom started his shower before you called.
 - You called before Tom started his shower.

2 Jakie słowa poprawnie uzupełniają odpowiedzi?

- Did you have a good time at the house-warming party last night?
Yes, I did.
- Was it raining when you woke up?
No, ?.
- Did they use to come here every day after school?
No, ?.
- Was Robert listening to the teacher's instructions carefully?
No, ?.
- Had you visited Singapore or Kuala Lumpur before your last trip?
Yes, ?.
- Did she apologise to you for her behaviour the other day?
Yes, ?.
- Were you both very tired after your long journey?
No, ?.
- Had they already left when you arrived?
No, ?.

3 Jakie formy czasowników w nawiasach w czasach Past Simple, Past Continuous, Past Perfect Simple lub z wyrażeniami *used to* i *would* poprawnie uzupełniają zdania?

- By the time we got home, the children had gone (go) to bed.
- They ? (meet) while they were working in the same company in Katowice.
- I admit I ? (not/like) him, but now I think he's quite a nice chap.
- He took several photographs while the bride and groom ? (walk) down the aisle.
- Until I met Matthew, I ? (never/have) a true friend.
- My grandmother ? (work) hard all her life.
- When I walked in, my parents ? (argue) about something.
- She spends weekends at home now, but she ? (go out) a lot when she was at college.

4 Jakie czasowniki w formie twierdzącej (+), przeczącej (-) lub pytającej (?) poprawnie uzupełniają zdania?

- I talked to your Maths teacher, but I didn't talk to (-) your History teacher.
- I know you met George before, but ? (?) his sister-in-law, too?
- She didn't take the train to Paris; ? (+) the plane.
- We used to go to the cinema regularly, but ? (-) to the theatre very often.
- He was cooking something for himself, but ? (-) anything for us.
- I didn't feel angry at Alexandra; ? (+) absolutely furious.

5 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.

- It was John's first time on a plane. BEFORE
John had never been on a plane before.
- Robert finished writing his essay and then he went out with his friends. WHEN
- I walked into the classroom in the middle of her conversation with the teacher. WAS
- I don't see Gill as often as before. USED
- Brenda didn't want to have lunch after eating two bars of chocolate. BECAUSE
- We were both very busy yesterday evening: me with my Maths homework and James with the ironing. WHILE
- The Perkins are very rich now, but this was not the case before. DIDN'T
- When I was a child, we visited our grandparents every Saturday. WOULD
- Robin changed her clothes and then she went running. AFTER

6 Jakie formy czasowników z ramki w czasach Past Simple lub Past Perfect Simple poprawnie uzupełniają tekst?

- Zrelacjonuj zdarzenie, które miało miejsce w czasie wizyty angielskich uczniów w twojej szkole w ramach wymiany.

be feel get leave never/speak remember
show take turn off welcome

A very long day ...

It was 11 p.m. when I finally ¹got into bed. It ²? a long, exhausting day. In the morning, I ³? the English exchange students. I ⁴? them our school. After six hours of lessons, I ⁵? my exchange guest out to show her the town. Now I ⁶? really tired, but also pleased with myself because I ⁷? English all day long before. I ⁸? the light and then I ⁹? something. Oh no! I ¹⁰? my phone in my locker at school!

7 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

- In 1970, my grandparents sold their house (moi dziadkowie sprzedali dom) and moved to a big city.
- When I met John and Mary, they ? (byli małżeństwem od) three years.
- ? (Robiło się ciemno), so we decided to look for a good place to camp.
- When ? (zaczęłeś się uczyć) Japanese?
- By the time we got there, all ? (goście już wyszli).
- What ? (robili George i Paul) when the boss entered the conference room?
- The lights in the whole house went out while we ? (oglądaliśmy wiadomości) on TV last night.
- They ? (wyjeżdżali na wakacje za granicę) every summer, but they can't afford it anymore.

ODPOWIEDZI NA PYTANIA

- 8** Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?

Tell me about your best or worst holiday.

My worst holiday ¹ was (be) three years ago when my family ² decided (decide) to go to Italy. We ³ visited (visit) Italy before, but this was our first time in Rome. The problems ⁴ started (start) already at the airport. While we ⁵ waited (wait) in the departure lounge for our plane, my younger sister ⁶ got (get) lost and we ⁷ spent (spend) over an hour looking for her. When we finally ⁸ made (make) it to the departure gate, it ⁹ was (already/close). As a result, we ¹⁰ had to (have to) take the plane the next day and ¹¹ missed (miss) one day of our holidays. The first day in Rome ¹² wasn't (not/look) very promising, either. I ¹³ slipped (slip) while I ¹⁴ went (go) down the stairs in our hotel and ¹⁵ broke (break) my leg! It was quite a shock for me since I ¹⁶ hadn't (never/break) anything before. I ended up on crutches for four weeks and the whole holiday was ruined.

- 9** Przeczytaj wiadomości umieszczone na forum internetowym dotyczącym zwyczaju prokrastynacji, czyli odkładania spraw na później. Które formy czasowników poprawnie uzupełnią teksty?

A I ¹ tried / have been trying to deal with my procrastination for a long time now, but ² have failed / have been failing a number of times. I ³ don't know / didn't know what to do. It's a battle. Can anybody help?

B I ⁴ have been procrastinating / am procrastinating for about ten years, which means I ⁵ use / have been using delaying tactics since I was a child. I ⁶ am thinking / think I am making progress. I ⁷ start / have started using different strategies to deal with my procrastination. I try to make lists of things to do every day but sometimes, when I have a difficult or big task to do, it ⁸ has made / makes me go back to my old behaviour.

C I ⁹ would / used to be a master procrastinator, but I ¹⁰ am / have been procrastination-free for over a year. It can be done! Think about the unnecessary stress and anxiety caused by postponing things. Think and do something about it now! And say hello to the rest of your life. I ¹¹ have / had and it feels great!

D I ¹² have stopped / stopped procrastinating two months ago. My main strategy is to divide bigger tasks into smaller ones. And you should all know that I ¹³ do / am doing GREAT. It makes me feel good to say, 'I ¹⁴ am not putting / don't put things off.' Thank you very much for your advice. It ¹⁵ has worked / had worked!

- 10** Jakie formy czasowników w nawiasach w czasach Present Simple, Present Continuous, Past Simple, Present Perfect Simple lub Present Perfect Continuous poprawnie uzupełniają dialog?

Mum: Henry, ¹ are you doing (you/do) anything important? I could do with some help with lunch.

Henry: Can't now, Mum. I ² am looking for (look for) my collection of toy soldiers for about an hour, but I ³ can't find (not/find) them all yet.

Mum: What ⁴ do you need (you/need) your soldier collection for now? You ⁵ have had (have) it for years, but I don't remember when you ⁶ last played (last/play) with it.

Henry: Well, we ⁷ are studying (study) the Second World War at school recently and I ⁸ am thinking (think) of preparing a presentation about it.

Mum: That ⁹ sounds (sound) like a good idea. But how ¹⁰ do you want (you/want) to use your toy soldiers?

Henry: I ¹¹ am not thinking (not/think) it over yet. But I might use them to present a typical Second World War soldier's uniform. What ¹² do you think (you/think), Mum?

Mum: Well, I'm not sure, Henry. They ¹³ seem (seem) too small to me. ¹⁴ Do you use (you/use) them for a class presentation before?

Henry: No ... But Sam ¹⁵ has brought (bring) his toy animal collection to school a couple of times. Once it was for our Science class and everybody ¹⁶ likes (like) his presentation.

Mum: In that case, I can't see why not. Oh, I need to go and check on our lunch. I can't believe we ¹⁷ have talked (talk) for over ten minutes!

- 11** Przeczytaj fragmenty rozmowy studentki ze współlokatorą. Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

a Last weekend ¹ you invited (*zaprosiłaś*) quite a few people round, but ² I didn't tell you (*nie poinformowałaś mnie*) about it before. Don't get me wrong – I have nothing against your friends. And ³ you really did it well (*naprawdę dobrze się bawiłaś*) on Saturday. But I'd like to know in advance when they're coming. OK?

b To be honest, I'm not happy with the situation as it is now. ⁴ I have cleaned our flat twice this week (*Posprzątałam już*) our flat twice this week. You promised to do the washing-up, remember? And how many times ⁵ have you done it (*zrobiłaś to*) so far? Not even once.

c Yes, ⁶ I borrowed your T-shirt (*pożyczyłam*) your T-shirt the other day without permission. And I'm sorry about it. But as far as I know, ⁷ you took my handbag (*ty wzięłaś*) my handbag without asking yesterday. Not to mention my cosmetics. And ⁸ you never said a word against me (*nigdy nie powiedziałam*) a word against you, while ⁹ you have complained (*narzekasz*) since we started sharing a flat. It's really not fair!

d Oh, come on! That's silly! ¹⁰ We have been sitting here for the last fifteen minutes (*Kłócimy się*) for the last fifteen minutes instead of coming up with a solution. Why don't we sit down and work it out together? ¹¹ I have prepared a list of chores (*Przygotowałam już*) a list of chores that need to be done every week. Have a look and tell me which ones you'd prefer to do.

12 Które formy czasowników poprawnie uzupełniają dialogi?

- 1 A: Do you know Caroline well?
B: Yes, we *know* / *(have known)* each other since primary school.
- 2 A: You didn't turn up for Maria's party on Saturday. What happened?
B: It's a long story. I *twisted* / *had twisted* my ankle.
- 3 A: Have you ever been to South America?
B: Yes, several times. We *visited* / *have visited* Brazil last year.
- 4 A: Any more news about the fire?
B: Yes, three houses *have already burnt down* / *already burnt down* when the fire brigade arrived.
- 5 A: My great-grandmother *has had* / *had* her first child when she was sixteen.
B: Oh, really? She was a very young mother.
- 6 A: Is Robert Alexia's boyfriend?
B: Yes, they *are going out* / *have been going out* with each other for three months now.
- 7 A: Olivia has changed a lot, don't you think?
B: Yes, she *used to* / *would be* very bad-tempered when she was younger.

13 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

- a It would be a good idea to get some snacks. We will need quite a lot of them. Remember? Last time Nicolas and Marta *'were late'* (*spóźnili się*) and when they arrived, the other people *'?'* (*już zjedli*) almost everything. And drinks? I *'?'* (*nie przypuszczam*) anyone would like hot drinks. Juice and mineral water then?
- b I can book a room for our party at the reception. I *'?'* (*robiłam to już przedtem*), so I know how to go about it. Could you collect some money for food and drinks from everybody? I think £3 each should be enough. That's how much we *'?'* (*zbieraliśmy*) last time. I will help you do the shopping. That's all that needs to be arranged, isn't it? Oh, no! We *'?'* (*zapomnieliśmy*) about a thank-you card for John.
- c No, a barbecue party is not a good idea. You *'?'* (*nigdy nie wiadomo*) what the weather might be like here, in England. It *'?'* (*pada deszcz*) for three days now and it *'?'* (*nie wygląda*) like the weather is going to change at the weekend. Let's have our farewell party at school. We *'?'* (*już mieliśmy*) one party at school, remember? So it shouldn't be any problem.
- d How about playing some games? Last time somebody *'?'* (*przyniósł*) chess. Shall we play something different now? How about *Twenty questions*? Do you remember the rules? I *'?'* (*kiedyś je znałam*), but I *'?'* (*nie grałam*) it for ages!

ROZMOWA Z ODGRYWANIEM ROLI

14 Które wypowiedzi z ćwiczenia 13 pasują do czterech kwestii w poniższym zadaniu?

Twój trzytygodniowy kurs języka angielskiego w Cambridge dobiega końca i wspólnie z jednym z kolegów / jedną z koleżanek z grupy planujecie zorganizować spotkanie pożegnalne dla wszystkich jej członków i nauczyciela. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie.

Miejsce
spotkania *c*

Jedzenie i picie *?*

Przebieg spotkania *?*

Podział obowiązków
przy organizacji *?*

15 Przeczytaj wiadomości na forum internetowym dotyczące poznawania ludzi przez Internet. Jakie formy czasowników w nawiasach poprawnie je uzupełniają?

- a The Internet is great for meeting people! I *'bumped into'* (bump into) John, who is now one of my best friends, in a chat room about ten years ago. After about a year, we *'?'* (meet) in person. We *'?'* (be) good friends since then and although we *'?'* (live) a long way from each other, it *'?'* (never/make) much difference. We just *'?'* (spend) a lot of time on Skype or on the phone to each other.
- b It *'?'* (depend) on who you *'?'* (want) to meet. One of my friends *'?'* (try) to find a running partner in his town through some running apps for over a year – no luck so far. I *'?'* (guess) it's much easier to meet a friend than a running buddy!
- c When I was still a student, I *'?'* (meet) new people only at university. Over the last year, I *'?'* (correspond) with a couple of people online, but it's a bit strange for me, to be honest. I *'?'* (prefer) meeting people face-to-face. At the moment, I *'?'* (exchange) messages with a girl I met at a webinar about public speaking. We *'?'* (write) to each other a lot recently and it *'?'* (seem) we might even register for another webinar together.

16 Przekształć zdania, używając podanych początków i zakończeń tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.

- 1 I haven't driven on the left side of the road for ages.
It's ages *since I drove* on the left side of the road.
- 2 When did you start learning Mandarin Chinese?
How long *?* Mandarin Chinese?
- 3 We ate all the food before the other guests arrived.
By the time *?* all the food.
- 4 The last time this nation overthrew the government was about fifty years ago.
This nation *?* for about fifty years.
- 5 Having introduced my new friends to my parents, I started talking about our holiday plans.
After I *?*, I started talking about our holiday plans.

FUTURE SIMPLE

Will/won't + bezokolicznika bez *to* używamy:

- przewidując, co się zdarzy, na podstawie własnych opinii, przeczuć lub doświadczeń:
*I'm sure your German teacher **will be** disappointed that you've decided to give up German.* (mam bardzo silne przeczucie)
- podejmując spontaniczne decyzje:
*I'll **answer** the phone.* (podjąłem decyzję w tej chwili)
*OK, I'll **look into** that matter as soon as possible.* (zgodziłem się na to w tej chwili)
- formułując obietnice, propozycje lub groźby:
*I'll **show** you around if you want.*
*I'll never **lie** to you again.*

FUTURE CONTINUOUS

Will/won't + **be** + **-ing** używamy:

- opisując czynności, które będą trwały w określonym momencie w przyszłości:
*I **will be driving** to Kraków at 10 o'clock tonight.*
***Will** you still **be working** on your essay at 11 p.m.?*
- mówiąc o przyszłych zdarzeniach, które są nieuchronne lub mają charakter rutynowy:
*They'll **be staying** with their family.* (zawsze to robią)
*I'll **be going** to the supermarket on Saturday, so I can get some charcoal for the barbecue.* (w soboty zwykle jeżdżę do supermarketu)
- formułując prośby w sposób pośredni:
***Will** you **be using** your laptop tomorrow?* (bo chciałbym z niego skorzystać)

Czasowniki statyczne (*be, know, believe, forget, like, want* itp.) nie występują w czasie Future Continuous:
*This time tomorrow I **will know** the exam results.*

BE GOING TO

Konstrukcji **be going to** używamy:

- mówiąc o planach i zamiarach, które mogą jeszcze ulec zmianie:
*We **are going to raise** money for breast cancer research.* (mamy taki zamiar, ale może to jeszcze ulec zmianie)
- opisując zdarzenia, które – na podstawie tego, co wiemy lub co obserwujemy obecnie – wydają się bardzo prawdopodobne:
*Look at that fishing boat out in the sea! It **is going to sink**!* (widzę, jak łódka się przechyla i nabiera wody)

CZASY TERAŹNIEJSZE

Do mówienia o przyszłości używamy też czasów **Present Continuous** i **Present Simple**.

Czasu **Present Continuous** używamy, mówiąc o planach, których szczegóły (np.: czas, miejsce) są już określone:

*They **are flying** to New York on Monday.* (mają już bilety)
*I **can't come** tomorrow. I'm **studying** for my History exam with Robert.* (jestem już z nim umówiony)

Czasu **Present Simple** używamy, mówiąc o przyszłych wydarzeniach, których termin wynika z zewnętrznych ustaleń (rozkład jazdy, program, terminy świąt itp.):

*My train tomorrow **leaves** at 3.30 p.m.*
*Easter **falls** at the end of March next year.*

1 Której formy czasownika użyje każda z osób?

- 1 Tegoroczny maturzysta mówiący o swoich planach:

*I will study / **am going to study** / am studying law at Warsaw University.*

- 2 Chłpiec próbujący uniknąć kary w rozmowie z ojcem:

I promise I won't do / am not going to do / am not doing it again!

- 3 Nauczyciel w szkole podający informacje swoim uczniom:

Next term is starting / is going to start / starts on 12 February.

- 4 Mężczyzna widzący kobietę, która próbuje wejść z wózkiem dziecięcym do tramwaju:

Wait a second, I will help / am going to help / am helping you.

- 5 Ktoś obserwujący człowieka wchodzącego po przechylającej się drabinie na dach budynku:

Oh no! He will be falling / is going to fall / will fall.

2 Jakie formy czasowników wyrażające przyszłość poprawnie uzupełniają zdania?

- 1 Tonight? No problem, I can come – I **'m not doing** (not/do) anything important.
- 2 Dave and Robin **?** (get married) on 14 July. Have you been invited?
- 3 Look at the sky. It **?** (rain) any minute.
- 4 I don't think Mark **?** (ever/pass) his driving test. It is completely beyond him!
- 5 This time tomorrow we **?** (lie) on one of the most beautiful beaches in Brazil.
- 6 New Year's Day **?** (fall) on a Saturday next year.
- 7 **?** (you/use) your car tomorrow? I wonder if I could borrow it for the day.
- 8 I can see you're cold. I **?** (turn up) the heating.

3 Formy czasu przyszłego użyte w poniższych sytuacjach są błędne. Zapisz poprawione zdania w zeszycie.

- 1 Wybierasz się do kina z kilkoma kolegami. Macie już bilety.

We'll go to the cinema tonight.

We're going to the cinema tonight.

- 2 Oferujesz swoją pomoc w kuchni.

I'm preparing the salad and dressing.

- 3 Będziemy wracać przez Łódź (zawsze tędy wracamy z urlopu), więc możemy wpaść do Oli.

We will travel through Łódź on the way back, so we could always call in on Ola.

- 4 Mówisz o swoich planach na przyszłość.

I will become a secondary school teacher.

- 5 Pytasz kolegę o termin zakończenia roku szkolnego.

When will the school year finish?

ROZMOWA WSTĘPNA

- 4 Jakie formy czasowników wyrażające przyszłość poprawnie uzupełniają wypowiedzi? Następnie dopasuj odpowiedzi do pytań nauczyciela.

a Yes, we have already planned everything. My parents and I **are going** (go) to America. On August 1st, we **are flying** (fly) to Washington, D.C. Then we **are renting** (rent) a car for four weeks. Our plan is to drive from the East to the West Coast.

b It's definitely the Internet. I can't imagine my life without it. It has affected the way we do things nowadays and I'm sure it **is keeping** (keep) growing in its capacity and importance. I'm very much into computers and I **will do** (do) an Information Technology degree online in the future.

c I don't know yet, to be honest. I'm good at Maths and Physics and next week I **will take** (take) my Matura exam in those subjects. I hope I **will pass** (pass) with good grades and get a place at the University of Technology. I'd like my work to be connected with science.

PRACA

- 1 Where would you like to work in the future? Why? **?**

PODRÓŻOWANIE I TURYSTYKA

- 2 Have you got any plans for your summer holidays this year? **?**

NAUKA I TECHNIKA

- 3 What is your favourite invention? Why? **?**

MODAL VERBS | CZASOWNIKI MODALNE

Cechy czasowników modalnych (*can, could, may, might, must, ought to, should*):

- występują tylko w czasie teraźniejszym (z wyjątkiem *could*) – w pozostałych czasach używamy innych konstrukcji,
- mają tylko jedną formę (w 3. os. l. poj. nie dodajemy do nich końcówki -s, nie mają formy -ing ani -ed),
- pytania tworzymy przez inwersję (tzn. zamieniając miejscami podmiot i czasownik modalny), a przeczenia przez dodanie *not* (*n't*) po czasowniku modalnym,
- nie występują bezpośrednio po sobie,
- występujące po nich czasowniki niosące znaczenie mają formę bezokolicznika bez *to*.

OBLIGATION, ABILITIES, PERMISSION | POWINNOŚĆ, UMIEJĘTNOŚCI, POZWOLENIE

MUST, HAVE TO, NEED TO

Wyrażając nakaz, konieczność lub przymus, używamy:

- konstrukcji **must**, jeśli opisujemy wewnętrzną konieczność odczuwaną przez osobę mówiącą:
I must talk to her as soon as she comes back. (wewnętrzne przekonanie)
I must visit my grandma in hospital tomorrow. (bardzo bym chciał)
I must give Robbie a hand with renovating his flat. (naprawdę chciałbym to zrobić)
- konstrukcji **have to**, jeśli opisujemy przymus zewnętrzny, wynikający z reguł, przepisów albo nakazów innych osób:
We have to be at school ten minutes before the first class. (takie są reguły obowiązujące w naszej szkole)
You have to take this medicine twice a day. (nakaz lekarza)
You have to stop when the traffic lights are red. (takie są przepisy ruchu drogowego)
I have to stop taking this medication. (lekarz mi to zalecił)
- konstrukcji **need to**, jeśli opisujemy potrzebę lub konieczność:
I need to take a nap now.
They need to know the exact date of delivery.

DON'T HAVE TO, DON'T NEED TO, NEEDN'T

Aby wyrazić brak przymusu lub brak konieczności, używamy:

- konstrukcji **don't have to**:
You don't have to bring any food.
She doesn't have to help with the housework.
- konstrukcji **don't need to**:
You don't need to do the shopping today.
- konstrukcji **needn't**:
You needn't tell your sister about it.
She needn't be afraid of me.

NEEDN'T + HAVE + PAST PARTICIPLE

R

Wyrażając opinię, że to, co ktoś zrobił, było niepotrzebne, używamy **needn't + have + past participle**:

*My parents **needn't have worried** about me because I was perfectly safe.* – Moi rodzice niepotrzebnie się o mnie martwili.

Struktura **needn't + have + past participle** ma inne znaczenie niż struktury *didn't have to* / *didn't need to*:

*She **needn't have put on** elegant clothes.* (ubrała się elegancko, choć nie było to konieczne)

*She **didn't need to put on** / **didn't have to put on** elegant clothes.* (nie było to konieczne, więc nie ubrała się elegancko)

SHOULD, OUGHT TO

Wyrażając powinność lub udzielając rad, używamy **should, shouldn't, ought** i **oughtn't to** (które kładą słabszy nacisk na powinność niż *must*):

*I think everybody **should** help their elderly parents.* (powinność)

*He **shouldn't** eat so many sweets.* (moja rada)

*You **ought to** treat him with more respect.* (powinność)

OUGHT TO / SHOULD + HAVE + PAST PARTICIPLE

R

Wyrażając żal lub krytykę, że coś nie zdarzyło się w przeszłości, lub udzielając rad odnośnie przeszłości, używamy **ought to / should + have + past participle**:

*I **ought to / should have asked** her to dance.* (nie poprosiłem jej do tańca i teraz żałuję)

*You **ought to / should have paid off** your debts last year.* (to źle, że nie spłaciłeś długów – krytyka)

MUSTN'T, CAN'T/COULDN'T

Mówiąc o tym, czego nie wolno robić, używamy:

- **mustn't** i **can't** – w odniesieniu do chwili obecnej lub ogólnych zakazów, przy czym **mustn't** wyraża bardzo silny zakaz:

*You **can't/mustn't** drive faster than 50 km/h in built-up areas.*

- **couldn't** – w odniesieniu do przeszłości:

*When I was a teenager, I **couldn't** stay out as late as I wanted.*

COULD/MIGHT + HAVE + PAST PARTICIPLE

R

Wyrażając irytację, że ktoś czegoś nie zrobił w przeszłości, używamy **could/might + have + past participle**:

*They **could/might have informed** us about the meeting earlier.*

CAN, COULD

Mówiąc o umiejętnościach posiadanych obecnie lub kiedyś, używamy **can, can't, could** i **couldn't**:

*I **can** use chopsticks quite well.*

*He **can't** drive a car.*

*When I was ten, I **could** sew, but I **couldn't** knit.*

CAN I COULD Z CZASOWNIKAMI STATYCZNYMI

Opisując zdarzenia lub stany za pomocą czasowników statycznych (*see, hear, taste, smell, understand, remember*) używamy **can, can't, could, couldn't**. Tego typu zdania tłumaczymy na język polski z pominięciem czasownika modalnego:

Can you see him? – Widzisz go?

*I **can't** remember what she said.* – Nie pamiętam, co powiedziała.

*I **could** hear him humming the song.* – Słyszałem, jak nucił piosenkę.

*To be honest, I **couldn't** feel any pain.* – Mówiąc szczerze, nie czułem żadnego bólu.

BE ABLE TO

Mówiąc o możliwości wykonania jakiejś czynności lub posiadanych umiejętnościach, używamy struktury **be able to**. Można ją stosować we wszystkich czasach. W czasie teraźniejszym Present Simple jest ona używana wymiennie z czasownikiem modalnym *can* (czasownika modalnego *can* używa się jednak dużo częściej):

*I'm afraid I **am not able to** do it.* = *I'm afraid I **can't** do it.*

CAN A BE ABLE TO

W czasie przeszłym Past Simple istnieje różnica pomiędzy *was/were able to* oraz *could*:

*Unfortunately, I **wasn't able to** finish the report yesterday.* – Niestety nie byłem w stanie skończyć wczoraj raportu. (konkretna sytuacja w przeszłości)

*I **couldn't** swim very well when I was a child.* – Jako dziecko nie umiałem dobrze pływać. (ogólna umiejętność w przeszłości)

W czasie przyszłym stosuje się tylko strukturę *be able to*:

*I **won't be able to** give you a hand tomorrow, I'm afraid.* – Obawiam się, że nie będę mógł ci jutro pomóc.

Be able to stosowane jest także we wszystkich innych strukturach gramatycznych:

*You **should be able to** pass your driving test with flying colours.*

*I remember **not being able to** walk after my surgery.*

CAN, COULD, MAY

Mówiąc o tym, co wolno robić, lub przedstawiając prośbę, używamy:

- **can** i **could** (przy czym w prośbach *could* jest formą bardziej uprzejmą niż *can*):

Can/Could you do me a big favour?

*When I was a child, I **could** go to bed later on Saturdays.*

- **may** i **can**, jeżeli udzielamy pozwolenia lub chcemy przedstawić prośbę w jeszcze bardziej uprzejmy sposób:

*You **may** kiss the bride now.*

May/Can I leave a bit earlier today?

WOULD LIKE, WILL, SHALL, WOULD

Wyrażając prośbę, propozycję lub zaproszenie, używamy **would like**:

I'd like two slices of smoked ham, please.

Would you like to join us?

Wyrażając prośbę do kogoś w sposób bardziej formalny i bezpośredni, używamy **will**:

Will you wait here for a moment, please?

Proponując, że coś dla kogoś zrobimy, oraz oferując lub prosząc o sugestie, używamy **shall**:

Shall I help you to unpack the suitcase?

Shall we stop here for a short break?

Shall używane jest także w języku bardziej formalnym i prawniczym do wyrażania postanowienia lub nakazu:

All candidates shall follow the instructions. – Wszyscy kandydaci mają postępować zgodnie z instrukcjami.

Opisując typowe zachowanie w przeszłości, używamy **would**:

As a child, I would always drink a glass of milk in the evening.

1 Które czasowniki poprawnie uzupełniają zdania?

- I'm quite happy to do it myself. You help me.
☐ a needn't ☐ b mustn't ☐ c can't
- My father is writing an article. We disturb him now.
☐ a needn't ☐ b mustn't ☐ c couldn't
- you lend me some money till next week?
☐ a May ☐ b Could ☐ c Should
- Marta finish this essay today. The deadline is next week.
☐ a shouldn't ☐ b mustn't ☐ c doesn't have to
- At this swimming pool, you wear a swimming cap. I hate it!
☐ a have to ☐ b must ☐ c should
- Have you turned off the oven? I smell something burning.
☐ a can ☐ b should ☐ c might

2 Co powiesz w następujących sytuacjach? Użyj czasowników modalnych. Zapisz odpowiedzi w zeszycie.

- Przekonujesz koleżankę, że nie ma potrzeby się spieszyć.
We don't have to hurry.
- Masz gościa. Proponujesz mu coś do picia.
- Chcesz skorzystać z telefonu komórkowego przyjaciela.
- Zwracasz uwagę komuś, kto parkuje samochód przed bramą twojego domu.
- Tłumaczysz koledze, że nie musi oddać ci książki w tym tygodniu.
- Informujesz nauczyciela, że nie będziesz w stanie napisać wypracowania na jutro.

3 Jakie słowa poprawnie uzupełniają drugie zdanie w każdej parze, aby miało ono podobne znaczenie do pierwszego? Użyj podanych fragmentów zdań i czasowników modalnych.

- It's against the rules to talk on your mobile here.
 You mustn't talk on your mobile here.
- I learnt to ride a bicycle when I was ten.
 When I was eight, .
- My advice is to talk to the teacher about it.
 You .
- Would you like me to pick you up from school?
 Shall .
- Fiona is quite a good singer.
 Fiona quite well.
- It's not necessary to answer all the questions correctly.
 You .
- She can't help you on Monday afternoon because she has her choir practice.
 She won't .

4 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj właściwych czasowników modalnych.

- But do we have to go (czy musimy jechać) by car? How about the train? It's much faster than the car.
² (Czy mam sprawdzić) the train timetable on the Internet or ³ (czy chciałbyś zrobić) it yourself? We ⁴ (powinniśmy kupić) the tickets fairly quickly.
- I don't think we ⁵ (powinniśmy brać) too much stuff – it will be too heavy to carry. We ⁶ (nie musimy brać) towels since we are going to stay in a hotel. I'm not sure about the hair dryer, though. ⁷ (Czy mógłbyś zapakować) yours, just in case?
- To be perfectly honest, I'd rather stay in a bed and breakfast or a cheap hotel. I tried staying in a youth hostel once, but I ⁸ (nie mogłem przyzwycząić się) to sleeping with so many people in one room. I know I ⁹ (powinienem być) more flexible, but ... I promise I will find something cheap.
- No, we ¹⁰ (nie możemy pojechać) for two weeks. What about the school and our English lessons? One week will be OK, I think, but we still ¹¹ (musimy zawiadomić) our teacher that we will be away.

ROZMOWA Z ODGRYWIANIEM ROLI**5 Które z akapitów z ćwiczenia 4 pasują do czterech kwestii w poniższym zadaniu?**

Jesteś na kursie językowym w Anglii. Twoja koleżanka proponuje Ci wspólną wycieczkę do Szkocji. Porozmawiaj z nią o tej propozycji. Poniżej podane są cztery kwestie, które musisz omówić.

Długość wycieczki d

Środek transportu

Zakwaterowanie

Rzeczy do zabrania

6 Przekształć zdania, używając podanych początków, zakończeń oraz czasowników modalnych tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.

R

- 1 Shall I elaborate on that point?
Would you like me to elaborate on that point?
- 2 These items are not allowed to be carried onto the plane.
You ? these items onto the plane.
- 3 It's so annoying that he didn't anticipate any difficulties with this project.
He could ? with this project.
- 4 It's not necessary for parents to arrange everything for their children.
Parents ? everything for their children.
- 5 The sound coming from underneath the vehicle was deafening.
I ? a deafening sound coming from underneath the vehicle.

7 Przeczytaj fragmenty rozmowy między koleżankami. Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj czasowników modalnych.

- a I think we ¹should choose (powinnyśmy wybrać) a class that is not too intense or physically demanding. Any kind of light fitness activity will be good for me. Aerobics, Pilates, Zumba®? Or maybe you ²? (możesz pomyśleć) of something else? It ³? (nie może być) swimming though because I hate water and water sports. But on the other hand, we ⁴? (nie musimy) go to the same class.
- b ⁵? (Czy byłabyś w stanie chodzić) at the weekend or during the week? Early morning would be ideal for me. But skipping our morning English class is out of the question – we ⁶? (nie wolno nam tego robić) it! So how about Saturday or Sunday morning? We ⁷? (będziemy musiały się przyzwyczaić) getting up a bit earlier at the weekend, but it ⁸? (nie powinno być) such a big problem. What do you think?
- c I know that they have two different payment options. You ⁹? (można płacić) as you go or there's a membership option. I think the membership option works out cheaper. ¹⁰? (Czy mam sprawdzić) that? Obviously, in that case, we ¹¹? (musiałybyśmy chodzić) at least once or even twice a week. We ¹²? (nie musimy decydować) now, but it's worth thinking about it.
- d Getting there by car might be a problem. When I went there with Robert last week, we ¹³? (nie mogliśmy znaleźć) a parking space for twenty minutes and it was quite expensive. In fact, we ¹⁴? (niepotrzebnie wzięliśmy) the car – I'm sure there is an underground station nearby. I ¹⁵? (powinnam była zapytać) our teacher – he lives close to the sports centre. I'll ask him tomorrow.

SPECULATING ABOUT THE PRESENT AND THE FUTURE | PRZYPUSZCZENIA ODNOSZĄCE SIĘ DO TERAŹNIEJSZOŚCI I PRZYSZŁOŚCI

Wyrażając przypuszczenie dotyczące tego, co ma miejsce lub nie ma miejsca w chwili obecnej albo będzie miało miejsce lub nie będzie miało miejsca w przyszłości, używamy konstrukcji **must/might/may/can/could/can't + bezokolicznik bez to**.

MUST

Must wyraża bardzo silne przekonanie (graniczące z pewnością), że coś ma miejsce:

*Barbara **must be** really hungry.* (jestem tego prawie pewien)

*Being a teacher, you **must have** a lot of patience.*

MAY, MIGHT, CAN, COULD

Might, may, can i **could** wyrażają przypuszczenie, że dane zdarzenie jest możliwe lub prawdopodobne, przy czym **can** używamy w odniesieniu do zdarzeń ogólnych, a **could, might** i **may** używamy w odniesieniu do konkretnych sytuacji:

*A lawsuit **can last** for many months, even years.*

*This **could be** the book I'm looking for.*

*They **might/may want** you to explain it again.*

MIGHT NOT, MAY NOT

Might not i **may not** wyrażają przypuszczenie, że coś nie ma lub nie będzie miało miejsca:

*Lucy **may/might not pass** her driving test first time.* (takie jest moje przypuszczenie, tego się spodziewam)

CAN'T

Can't wyraża bardzo silne przekonanie (graniczące z pewnością), że coś nie ma miejsca:

*He **can't be** so silly as to do that.* (to prawie niemożliwe)

MUST/MIGHT/MAY/COULD/CAN'T + BE + FORMA -ING

Wyrażając opinie lub przypuszczenia dotyczące zdarzeń, które odbywają się dokładnie w momencie mówienia, używamy konstrukcji **must/might/may/could/can't + be + forma -ing**:

*This is not true! You **must be joking!*** (jestem pewien, że żartujesz)

*Sarah is not picking up the phone. She **might be driving** now.*

*You **can't be taking** their proposal seriously.* (jestem tego prawie pewien)

1 Których form można użyć w następujących sytuacjach?

- 1 Podchodząc do domu koleżanki, widzisz zapalone światła w kilku pokojach.

Somebody *can* / **must** be in.

- 2 Masz bardzo dużo nauki przed egzaminem w poniedziałek.

I *might not* / *can* come to your party on Saturday.

- 3 Nie wierzysz w to, co opowiada ci twój kolega.

You *can't* / *may not* be serious.

- 4 Twój kolega z klasy jest bardzo smutny po sprawdzianie.

He *can't* / *must* have got the right answers.

- 5 Masz wątpliwości, czy warto szukać nowej pracy.

I *cannot* / *might not* change my job after all.

- 6 Widzisz, jak mały chłopiec potyka się i skręca kostkę.

He *must* / *can* be in terrible pain.

2 Jakie czasowniki modalne poprawnie uzupełniają dialog?

Ian: Hi, Dave. Have you seen Brian?

Dave: Yeah, I saw him in the computer room some time ago. He ¹*may/might/could* still be there.

Ian: No, he isn't. I've just come from the computer room.

Dave: I don't know then. Have you checked the gym? He ²*?* be there playing football with his friend.

Ian: No, they ³*?* be there. The gym is closed today. But if they are playing football, they ⁴*?* be in the playground.

Dave: In the playground? You ⁵*?* be mad! It's pouring with rain!

Ian: OK, you ⁶*?* be right there. But where ⁷*?* he be? I've looked almost everywhere.

Dave: He ⁸*?* be at school then – perhaps he has already gone home. Ian ... Look! Over there! Crossing the road ...

Ian: No, it ⁹*?* be Brian. He is much taller than that boy. I think I'll ask the teacher. She ¹⁰*?* know if Brian's class is still at school.

3 Przekształć zdania, używając czasowników modalnych: *must*, *might*, *might not*, *may*, *may not*, *can*, *could* lub *can't* tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.

- Perhaps it is going to rain later.
It may/might rain later.
- I'm sure they're not at school now.
- It's possible that the match will not start on time.
- I'm sure she thinks I'm not very bright.
- I know this isn't Robert – he's gone on holiday.
- I'm certain the car keys are somewhere in the kitchen.
- Perhaps the teacher will give us our homework back tomorrow.

4 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj właściwych czasowników modalnych.

- Chris has got two houses, a yacht and a helicopter – he **must be** (*musi być*) extremely wealthy.
- ?** (*Być może ona zechce*) to have lunch with us tomorrow.
- ?** (*To niemożliwe, żeby Patrick był*) fifteen years younger than his sister.
- I'm afraid I **?** (*mogę nie mieć*) enough time to answer all the questions on the test.
- ?** (*Oni na pewno myślą*) that it's the right thing to do in this situation.
- We've just had a big breakfast. **?** (*Na pewno nie jesteś*) hungry already.
- Your new boyfriend is very knowledgeable – **?** (*jestem pewna, że czyta*) a lot of books.
- Take an umbrella with you – **?** (*prawdopodobnie będzie padało*) this afternoon.
- The accused woman **?** (*musi czuć się*) relieved now that she has nothing left to hide.

OPIS ILUSTRACJI

5 Popatrz na zdjęcie. Które czasowniki modalne najlepiej uzupełniają jego opis?



There are two people in the foreground of this picture: an old man and a little girl. Just behind them, there is a group of other runners. They seem to be approaching the finishing line of some kind of a race. It ¹*may / can / must* be a competitive race because every participant has an official-looking race number on their chest. It ²*must / can't / may* be a marathon, though, because the runners don't look particularly tired.

All the people have wide smiles on their faces – they ³*may / can't / must* feel very happy about getting to the finishing line. I'm not sure, but the old man ⁴*might / can't / must* be the little girl's grandfather. All the other runners look much younger than the man. They ⁵*must / could / can't* be in their early or mid-twenties, but it's really difficult to say.

It seems to me that these people are running to collect money for some good cause in a charity event, or it ⁶*may / can't / must* be a school Sports Day competition. It ⁷*may not / can't / might not* be a school PE event, though, because the participants are of mixed ages, and include both children and adults.

SPECULATING ABOUT THE PAST | PRZYPUSZCZENIA ODNOSZĄCE SIĘ DO PRZESZŁOŚCI

Wyrażając opinie lub przypuszczenia dotyczące zdarzeń z przeszłości, używamy konstrukcji **must/might/may/could/can't + have + past participle**.

MUST + HAVE + PAST PARTICIPLE

Must + have + past participle wyraża bardzo silne przekonanie, że coś się zdarzyło:

*He **must have lived** in France. His French is perfect.*
(jestem przekonany, że mieszkał we Francji)

MIGHT/MAY/COULD + HAVE + PAST PARTICIPLE

Might, may oraz **could + have + past participle** wyrażają przypuszczenie, że coś się zdarzyło (w takim znaczeniu nie można użyć *can*):

*The boss **might/may/could have put off** the meeting until tomorrow.* (być może szef przełożył spotkanie)

CAN'T + HAVE + PAST PARTICIPLE

Can't + have + past participle wyraża bardzo silne przekonanie, że coś się nie zdarzyło:

*He **can't have paid** £50 for this fleece.* (to niemożliwe, że tyle zapłacił)

MUST/MIGHT/MAY/COULD/CAN'T + HAVE BEEN + FORMA -ING

Wyrażając opinie lub przypuszczenia dotyczące zdarzeń, które odbywały się w określonym momencie w przeszłości, używamy konstrukcji **must/might/may/could/can't + have been + forma -ing**:

*I saw Chris running out of school. He **must have been rushing** home.* (jestem pewien, że spieszył się do domu)

*She **might have been trying** to cheer me up.* (być może ona próbowała mnie pocieszyć)

*You **can't have been waiting** for us for over two hours.*
(jestem pewien, że na nas nie czekaliście)

Poszczególne czasowniki modalne wyrażają różny stopień pewności:

*They **must be** at school now.* – Oni na pewno są teraz w szkole.

*She **must have learnt** Italian as a child.* – Z pewnością nauczyła się włoskiego jako dziecko.

*They **might/may/could be** at school now.* – Być może są teraz w szkole.

*She **might/may/could have learnt** Italian as a child.*
– Być może nauczyła się włoskiego jako dziecko.

*They **may/might not be** at school now.* – Być może nie są teraz w szkole.

*She **may/might not have learnt** Italian as a child.*
– Prawdopodobnie nie nauczyła się włoskiego jako dziecko.

*They **can't be** at school now.* – Na pewno nie są teraz w szkole.

*She **can't have learnt** Italian as a child.* – Z pewnością nie nauczyła się włoskiego jako dziecko.

1 Jakie formy czasowników modalnych oraz czasowników w nawiasach poprawnie uzupełniają zdania?

- They **can't have charged** (charge) you if you didn't give them your credit card details.
- The door is locked. Everybody **?** (leave) already.
- I'm not quite sure where Mr Smith is. But I think he **?** (correct) tests in the staff room.
- Bethany and Olivia **?** (be) twins. They've always looked almost identical.
- The builders **?** (finish) their work yet – there's still lots to do on the building site.
- I understand, Georgia – the teacher **?** (explain) the meaning of this word very clearly, but you could have looked it up in a dictionary.
- You **?** (joke), Paul! What you're saying is just ridiculous!
- That **?** (be) Francesca at the door – she's still at school at this time of the day.
- Judging by her excellent exam results, she **?** (study) very hard for the last two weeks.

2 Przekształć zdania, używając podanych początków, zakończeń oraz czasowników modalnych tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.

- I am sure they were following us in the car.
They **must have been following us** in the car.
- Perhaps your mother didn't mean what she said.
Your mother **?** what she said.
- I'm sure that Tom hasn't been introduced to Mr Brown before.
Tom **?** to Mr Brown before.
- Perhaps Christine and John decided to break up after their last fight.
Christine and John **?** after their last fight.
- Surely the tickets for their concert are not sold out yet!
The tickets for their concert **?** yet!
- I'm certain she's still waiting for the visa to come through.
She **?** for the visa to come through.
- It's possible that the jury won't reach a unanimous verdict.
The jury **?** a unanimous verdict.
- I'm sure Matthew isn't feeling guilty about the whole thing.
Matthew **?** guilty about the whole thing.
- I'm certain Charles was cheating in the History exam the day before yesterday.
Charles **?** in the History exam the day before yesterday.

ARTICLES A/AN/THE AND NO ARTICLE | PRZEDIMKI A/AN/THE I BRAK PRZEDIMKA

Odpowiedniki przedimków **a/an/the** nie występują w języku polskim.

A/AN

A/An używamy:

- przed rzeczownikami policzalnymi w liczbie pojedynczej (**a** toy, **an** apple),
- gdy wspominamy o kimś lub o czymś po raz pierwszy: *I have **a** hamster. Its name is Bounty.*
- gdy mówimy o jednej z wielu osób lub rzeczy (nie jest istotne, którą konkretną rzecz lub osobę mamy na myśli): *Have you got **a** sheet of paper?* (jakakolwiek) *I need **a** sleeping bag.* (jakikolwiek)
- przed nazwami zawodów: *My aunt works as **a** graphic designer.* *David is **an** accountant.*
- w wyrażeniach określających częstotliwość, prędkość i cenę za jednostkę wagi (*twice **a** day, 30 miles **an** hour, £1.50 **a** kilo*).

THE

The używamy:

- przed rzeczownikami niepoliczalnymi oraz policzalnymi w liczbie pojedynczej i mnogiej (**the** coffee, **the** table, **the** grapes),
- gdy wspominamy o osobach lub rzeczach po raz kolejny: *I have **a** hamster. **The** hamster's name is Bounty.*
- gdy mówimy o kimś lub o czymś konkretnym (w liczbie pojedynczej lub mnogiej), a nasz rozmówca orientuje się, o jaką rzecz lub osobę chodzi: *Where have you put **the** scissors?* (chodzi o konkretne nożyczki) ***The** girls in my class are very pretty.* (te konkretne dziewczyny)
- przed nazwami rzeczy lub osób jedynych w swoim rodzaju (**the** Moon, **the** Earth),
- przed rzeczownikami policzalnymi w liczbie pojedynczej, mówiąc ogólnie o całej grupie, gatunku lub wynalazku: ***The** cheetah is the fastest animal on land.*
- przed przymiotnikami w użyciu rzeczownikowym (charakteryzującymi pewną grupę osób lub rzeczy): ***The** rich will never understand **the** poor.*
- przed nazwiskami rodzin (**the** Perkins family, **the** Smith family),
- przed nazwami pór dnia (*in **the** afternoon, in **the** morning*),
- przed nazwami pokoi/pomieszczeń w mieszkaniu i miejsc w pobliżu domu (*in **the** living room, in **the** toilet, in **the** garden*),
- przed nazwami instrumentów muzycznych i tańców (**the** piano, **the** waltz),
- przed przymiotnikami w stopniu najwyższym (**the** best performance, **the** most expensive car),
- przed liczebnikami porządkowymi (**the** first, **the** third),

- przed liczebnikami określającymi stulecia i dekady (**the** nineteenth century, **the** 1960s),
- przed nazwami epok historycznych (**the** Middle Ages),
- przed nazwami rzek (**the** Thames), mórz (**the** Red Sea) i oceanów (**the** Pacific),
- przed nazwami pasm górskich (**the** Rocky Mountains) i archipelagów (**the** Canary Islands),
- przed nazwami niektórych państw – jeśli ich nazwa ma formę liczby mnogiej (**the** Netherlands) lub zawiera rzeczownik pospolity (**the** United States).

NO ARTICLE | BRAK PRZEDIMKA

Przedimków **nie** używamy:

- przed rzeczownikami w liczbie mnogiej, gdy mówimy o osobach lub rzeczach w sposób bardzo ogólny albo wspominamy je po raz pierwszy: *At this age, boys are very immature.* (chłopcy w ogóle) *Cats make very agreeable pets.* (koty w ogóle)
- przed rzeczownikami w zdaniach o charakterze stwierdzeń ogólnych: *Football is very popular in Germany.*
- przed rzeczownikami abstrakcyjnymi: *What these kids need is love and support.*
- przed nazwami własnymi: *Robert comes here every day.*
- przed nazwami dni tygodnia i miesięcy (*on Tuesday, in September*),
- przed latami (*in 2020, in 1789*),
- przed nazwami posiłków (*after dinner, before lunch*),
- przed nazwami dyscyplin sportowych i gier: *I love football, but I can't stand chess.*
- przed nazwami świąt (*Christmas, Easter*),
- przed słowami *home* i *work* (*go home, go to work*),
- przed słowami *mother* i *father* w odniesieniu do własnej rodziny: *Mother should be here any minute.*
- przed słowami *school, college, university, hospital, church, prison*, jeżeli używamy ich, myśląc o funkcjach, którym służą: *He ended up in prison for robbery.* (jest więźniem) *ALE: His mother went to **the** prison to visit him.* (poszła jako osoba odwiedzająca, nie jest więźniem)
- w wyrażeniach *by* + środek transportu (*by train, by car*),
- przed nazwami języków, o ile nie występuje po nich słowo *language*: *I speak English.* *ALE: **The** English language has difficult pronunciation.*
- przed nazwami kontynentów (*in Asia*),
- przed nazwami większości krajów (*in Sweden*) oraz prowincji i stanów (*from Florida*),
- przed nazwami miast (*in Warsaw, in Chicago*, wyjątek: ***The** Hague*),
- przed nazwami ulic (*in Uplands Street*), dworców (*from Victoria Station*) i lotnisk (*to Luton Airport*),
- przed nazwami jezior (*on Lake Garda*), pojedynczych szczytów górskich (*on Mount Everest*) i pojedynczych wysp (*Sicily*).

1 Których z podanych form należy użyć w następujących sytuacjach?

1 Wybierasz się do supermarketu, który znajduje się niedaleko twojego domu.

I'm going to *a / the* supermarket.

2 Rozmawiasz z koleżanką o zwierzętach.

I don't like *cats / the cats*.

3 Próbujesz przekonać swojego brata, żeby ustąpił ci miejsca przy komputerze.

I really need *a / the* computer now.

4 Rozmawiasz o nieobecności swojego nauczyciela języka polskiego.

I don't know why *a / the* teacher hasn't come today.

5 W czasie sprawdzianu wypisał ci się długopis.

Has anybody got *a / the* pen?

6 Zachwycasz się kwiatami, które ktoś ci podarował na imieniny.

Flowers / The flowers are really beautiful.

2 Które przedimki (*a/an/the* lub *-*) poprawnie uzupełniają tekst?



Welcome!

Come and visit historic ¹ *a / - / the* Sherborne Castle and explore its beautiful lakeside gardens. Built by ² *a / - / the* Sir Walter Raleigh at ³ *a / - / the* end of ⁴ *a / - / the* sixteenth century and home to ⁵ *a / - / the* Digby family since ⁶ *a / - / the* 1617, ⁷ *a / - / the* castle's state rooms reflect ⁸ *a / - / the* variety of decorative styles from ⁹ *a / - / the* greatest periods of English history. In ¹⁰ *a / - / the* castle's cellars, you can see Raleigh's original kitchen and ¹¹ *a / - / the* collection of finds from ¹² *a / - / the* castle grounds. ¹³ *a / - / the* visitors will enjoy exploring ¹⁴ *a / - / the* lakeside gardens, which provide ¹⁵ *a / - / the* wonderful setting for ¹⁶ *a / - / the* picnics. Recently, we have opened up the historic dry grounds walk, ¹⁷ *a / - / the* eight-acre extension to ¹⁸ *a / - / the* gardens on ¹⁹ *a / - / the* north side of ²⁰ *a / - / the* lake. Admission is free for ²¹ *a / - / the* children. ²² *a / - / the* dogs are welcome on ²³ *a / - / the* lead.

²⁴ *a / - / the* castle is open daily, except ²⁵ *a / - / the* Mondays and ²⁶ *a / - / the* Fridays, from 22 May till ²⁷ *a / - / the* end of ²⁸ *a / - / the* October. For more ²⁹ *a / - / the* information, call 0193513182 or visit our website.

3 Utwórz zdania z podanych słów, dodając do nich co najmniej jeden przedimek. Zapisz odpowiedzi w zeszyście.

1 David's / father / works / as / architect / in / France.

David's father works as an architect in France.

2 on / Monday / we / had / piece / of / toast / for / breakfast.

3 they / are / flying / to / Barcelona / from / Gatwick / airport / tomorrow / in / evening.

4 boys / from / my / class / went / on / trip / to / Tatra mountains.

5 I / think / I / left / house keys / in / kitchen.

6 empathy / is / important / quality / to / teach / children.

OPIS ILUSTRACJI

4 Popatrz na zdjęcie. Które przedimki poprawnie uzupełniają jego opis?



There are six people in ¹ *a / - / the* picture. It seems that they are all watching ² *a / - / the* film at the cinema. Two of them are sitting in ³ *a / - / the* first row. ⁴ *A / - / The* place doesn't look very crowded because there are quite a few empty seats in ⁵ *a / - / the* background of the picture. ⁶ *A / - / The* young couple sitting at ⁷ *a / - / the* front are eating ⁸ *a / - / the* popcorn from ⁹ *a / - / the* big bucket and laughing. They must be watching ¹⁰ *a / - / the* comedy as ¹¹ *a / - / the* people sitting behind them are laughing out loud too. They are all definitely having ¹² *a / - / the* good time. It seems that for them ¹³ *a / - / the* cinemas are great places for entertainment and relaxation.

5 Które przedimki poprawnie uzupełniają zdania?

R

- Before – / a / the telephone was invented, communication was very expensive and time-consuming.
- This is – / a / the man Sandra's engaged to.
- One of her relatives spent three years in – / a / the prison for fraud.
- Have you ever been to – / a / the wedding in which the bride or groom didn't show up?
- The possible presence of water on – / a / the Moon is a hotly debated topic.

6 Jakie przedimki poprawnie uzupełniają zdania?

- A nine-month-old baby should be able to sit alone without support.
- The Tower of London covers ? area of seven hectares.
- If you want Robert to buy all ? ingredients, make a shopping list for him.
- There was ? time when the only temporary office staff were typists and telephonists.
- Paris on the banks of ? Seine stretches from Sainte-Chapelle and Notre Dame in the east to the Eiffel Tower in the west.

7 Przepisz zdania do zeszytu, wstawiając brakujące przedimki.

- The woman sitting in front of fireplace is singer who can also play piano quite well.
The woman sitting in front of the fireplace is a singer who can also play the piano quite well.
- I can't understand why some children are afraid of dogs, while others can play with them for hours without sign of fear.
- We started our tour in Samoens, which is beautiful mountain village in French Alps, and finished in Amsterdam, capital city of Netherlands.
- A: Do you know Smith family who moved into our neighbourhood in March?
B: Yes, parents are teachers and their three daughters go to school in nearby town.
- There were lots of people waiting when we got to airport, but nobody knew why plane was delayed.
- In nineteenth century, flood of immigrants from Eastern Europe entered United States.
- At end of exhausting day, I went to hospital to visit very sick colleague.
- I used to eat breakfast at home in morning before work, but now I need to get up at crack of dawn, so I'd rather get extra twenty minutes of sleep.

ADJECTIVES | PRZYMOTNIKI

Przymiotniki opisują rzeczowniki i zawsze występują przed nimi (*an interesting book, a cuddly toy*). Mają one taką samą formę w liczbie pojedynczej i mnogiej (*an interesting book, interesting books*). Mogą także występować z niektórymi czasownikami (np.: *appear, be, feel, look, seem, smell, taste, become, get* itd.) i ich miejsce jest wtedy po czasowniku (*feel guilty, taste good, get dark*).

Przymiotniki mogą także łączyć się z innymi częściami mowy:

- przedimkiem określonym *the*, tworząc rzeczownik osobowy w liczbie mnogiej odnoszący się ogólnie do grup ludzi, np.: *the rich* – bogaci, *the poor* – biedni, *the great* – wielcy, *the unemployed* – bezrobotni,

- zaimkami *how* lub *what* w zdaniach wykrzyknikowych: *What a stupid mistake!*

How kind of you to help me!

What używamy z przymiotnikiem i następującym po nim rzeczownikiem:

What a crazy day!

How używamy tylko z przymiotnikiem, bez następującego po nim rzeczownika:

How awful!

- wyrażeniami *so* i *such*, wzmacniającymi znaczenie przymiotnika:

I was so disappointed with the test score.

She is such a modest person.

So używamy tylko z przymiotnikiem, bez następującego po nim rzeczownika:

I was so tired that I couldn't fall asleep.

Such używamy z przymiotnikiem i następującym po nim rzeczownikiem:

Beata and Iza are such good friends.

Istnieją także przymiotniki złożone z więcej niż jednego wyrazu, np.: *a fair-haired boy, a blue-eyed girl, a well-paid job, a five-hour journey, a freshly-painted wall*.

KONSTRUKCJA TO + BEZOKOLICZNIK PO PRZYMOTNIKACH

Konstrukcji *to* + bezokolicznik używamy po następujących przymiotnikach:

- the first / the second / the third* itd. oraz *the next* i *the last*:

He was the first to come.

The German team was the next to qualify for the World Cup.

- przymiotnikach wyrażających uczucia, np.: *happy, sorry, surprised, glad, pleased, sad, disappointed, amazed*:

I'm glad to see you.

- too* + przymiotnik w stopniu równym:

This problem is too difficult to solve.

ADJECTIVE ORDER | KOLEJNOŚĆ PRZYMIOTNIKÓW

Jeżeli kilka przymiotników opisuje jeden rzeczownik, występują one w określonej kolejności. Im bardziej obiektywny przymiotnik, tym znajduje się on bliżej rzeczownika. Przymiotniki subiektywne (wyrażające opinię) znajdują się najdalej od rzeczownika. Kolejność przymiotników przed rzeczownikiem:

Opinia	Wielkość	Wiek	Kształt	Kolor	Narodowość/Pochodzenie	Materiał	Rzeczownik
	a big			black		leather	jacket
a clever		young			Japanese		boy
a comfortable			narrow			wooden	desk

COMPARATIVE AND SUPERLATIVE ADJECTIVES | STOPNIOWANIE PRZYMIOTNIKÓW

Przymiotniki (Adjectives)	Stopień wyższy (Comparative)	Stopień najwyższy (Superlative)
jednosylabowe np.: <i>clean short</i>	dodajemy końcówkę -er <i>cleaner shorter</i>	dodajemy końcówkę -est <i>the cleanest the shortest</i>
jednosylabowe, zakończone na -e np.: <i>wide simple</i>	dodajemy końcówkę -r <i>wider simpler</i>	dodajemy końcówkę -st <i>the widest the simplest</i>
jednosylabowe, zakończone na pojedynczą samogłoskę + pojedynczą spółgłoskę np.: <i>big slim</i>	podwajamy końcówą spółgłoskę i dodajemy końcówkę -er <i>bigger slimmer</i>	podwajamy końcówą spółgłoskę i dodajemy końcówkę -est <i>the biggest the slimmest</i>
dwusylabowe, zakończone na -y np.: <i>pretty lazy</i>	końcówkę -y zmieniamy na -ier <i>prettier lazier</i>	końcówkę -y zmieniamy na -iest <i>the prettiest the laziest</i>
dwusylabowe lub dłuższe np.: <i>modest attractive</i>	dodajemy more przed przymiotnikiem <i>more modest more attractive</i>	dodajemy the most przed przymiotnikiem <i>the most modest the most attractive</i>
nieregularne np.: <i>good bad little far old</i>	<i>better worse less further (farther) elder</i> (o członkach rodziny)	<i>the best the worst the least the furthest (the farthest) the eldest</i> (o członkach rodziny, np.: <i>the eldest brother</i>)

COMPARATIVES | PRZYMIOTNIKI W STOPNIU WYŻSZYM

Przymiotników w stopniu wyższym oraz słowa *than* (od/niż) używamy w celu porównania dwóch osób lub rzeczy:

*Who is **shorter**, you or your brother?*

*Whose bedroom is **cosier**, your twin brother's or yours?*

Po **than** używamy zaimka w formie dopełnienia:

*She is more observant **than** me.*

SUPERLATIVES | PRZYMIOTNIKI W STOPNIU NAJWYŻSZYM

Przymiotników w stopniu najwyższym używamy w celu wyrażenia tego, że ktoś lub coś posiada jakąś cechę w największym natężeniu (na tle innych). Przymiotniki w stopniu najwyższym zwykle poprzedzamy przedimkiem *the*. Po przymiotniku możemy użyć *in* albo *of*. *In* występuje z rzeczownikiem w liczbie pojedynczej odnoszącym się do miejsca lub grupy:

*Little Harry is **the youngest** in our family.*

*Mike is **the most agreeable** person in our office.*

*For me, Charlie Chaplin is **the funniest of** all comedians.*

WYRAŻANIE MAŁEJ I DUŻEJ RÓŻNICY

Chcąc wyrazić małą różnicę, używamy *a little*, *a bit* lub *slightly* przed przymiotnikiem w stopniu wyższym:

*I hope my jokes are **a little / a bit / slightly funnier** than his.*

Chcąc wyrazić dużą różnicę, używamy *much* lub *a lot* przed przymiotnikami w stopniu wyższym oraz *by far* przed przymiotnikami w stopniu najwyższym:

*Travelling by coach is **much / a lot cheaper** than by train.*

*Julia is **much / a lot more talkative** than her sister.*

*This was **by far the hardest** exam this year.*

STOPIEŃ NIŻSZY I NAJNIŻSZY

Przymiotniki w stopniu niższym i najniższym tworzymy za pomocą wyrażen *less* oraz *the least*:

*This game is **less** competitive than we expected.*

*This game is **the least** competitive of all the ones we've seen so far.*

*She is **the least** competitive person in class.*

STOPIEŃ WYŻSZY + AND + STOPIEŃ WYŻSZY

W celu pokazania, że jakaś cecha wzrasta lub maleje, używamy konstrukcji stopień wyższy + *and* + stopień wyższy:

*It was getting **darker and darker**.*

*Petrol is getting **more and more expensive**.*

*Holidays abroad are becoming **less and less popular**.*

THE + STOPIEŃ WYŻSZY, THE + STOPIEŃ WYŻSZY

W celu pokazania, że dwie rzeczy zmieniają się jednocześnie lub że jedna rzecz jest zależna od drugiej, używamy konstrukcji: *the* + stopień wyższy, *the* + stopień wyższy:

***The older** she becomes, **the more beautiful** she gets.*

***The faster** you are, **the higher score** you will get.*

TOO, (NOT) ENOUGH, AS ... AS

Porównując osoby lub rzeczy, możemy posłużyć się także następującymi wyrażeniami:

- **too** (zbyt):

*This cake is **too** sweet for me.*

*The weather was definitely **too** hot for my liking.*

- **(not) enough** (wystarczająco/niewystarczająco):

*The water was **not** warm **enough** to take a bath in.*

- **(not) as ... as** ((nie) tak... jak):

*Robert is **as** clever **as** his brother.*

*Our new payment method is **as** convenient **as** the old one.*

*Our new teacher is **not as** patient **as** Mrs Smith.*

1 Które wyrazy poprawnie uzupełniają zdania?

- 1 Paris is such / so a beautiful city.
- 2 What / How a terrible thing to say!
- 3 Our new teacher is such / so unfair.
- 4 What / How kind of you to let me come!
- 5 Your sister is such / so a nice person.

2 Uzupełnij zdania, wpisując w luki pary wyrazów i wyrażen z ramki we właściwej formie. Zapisz odpowiedzi w zeszycie.

disappointed/miss ~~sorry/hear~~ too difficult/explain
the first/arrive the last person/leave

- 1 I was really sorry to hear about your mother's illness.
- 2 Robert was ? at the meeting point.
- 3 This grammatical rule is ? without giving examples.
- 4 We were ? such a good match.
- 5 Mr Jones was ? the building before it caught fire.

3 Jaka powinna być poprawna kolejność przymiotników? Zapisz odpowiedzi w zeszycie.

- 1 some girls (young/Spanish/pretty)
some pretty young Spanish girls
- 2 a scarf (silk/grey/new)
- 3 a meal (huge/Chinese/delicious)
- 4 shoes (leather/elegant/black)
- 5 some buildings (new/concrete/impressive)
- 6 a dining table (oval/old/wooden)
- 7 some baby hamsters (sweet/pink/tiny)

4 Jakie formy przymiotników w stopniu wyższym poprawnie uzupełniają zdania?

- 1 These trousers are too big. I need a smaller size. (SMALL)
- 2 I don't want to be late. I'll try to catch an ? bus. (EARLY)
- 3 The new television was ? than we expected. (EXPENSIVE)
- 4 The distance between the first and second runner is getting ?. (BIG)
- 5 Peter's exam results were ? than last year. (BAD)
- 6 It's good to have a successful career, but family life is ? to me. (IMPORTANT)
- 7 My new job is very interesting, but I'm going to earn ? money. (LITTLE)

5 Ułóż pytania z podanych wyrazów, używając przymiotników w stopniu najwyższym. Zapisz pytania w zeszycie.

- 1 (what / is / long / river / world)
What is the longest river in the world?
- 2 (what / is / valuable thing / you / have ever lost)
- 3 (who / is / famous person / your country)
- 4 (what / your / happy memory / as / a child)
- 5 (what / is / strange thing / you / have ever eaten)
- 6 (who / is / hard-working person / you know)

6 Jakie formy przymiotników z ramki w stopniu wyższym lub najwyższym poprawnie uzupełniają zdania?

cheap comfortable dangerous good
~~hot~~ large lazy popular slim

- 1 July is the hottest month in my country.
- 2 My T-shirt cost only \$10, it was much ? than yours.
- 3 Why haven't you tidied up your room yet? You're ? person I know.
- 4 Were you born in France? Your French accent is even ? than our teacher's.
- 5 Everyone likes Hannah. She is ? girl in our school.
- 6 The first two weeks of the new diet were difficult, but now I'm ? than ever before.
- 7 Why don't you sit on the sofa? It's ? than the chair.
- 8 Is boxing ? sport in the United States? Or is it rugby?
- 9 The Pacific Ocean is ? area of water and covers a third of the Earth.

- 7 Jakie formy przymiotników w nawiasach w stopniu wyższym lub najwyższym poprawnie uzupełniają tekst?

My best friends

My three ¹best (good) friends are very different, but we get on very well together. Kathy is certainly ²? (intelligent) of all of us – I think she's a genius. Her IQ is ³? (high) than her much older brother's. But Kathy is also very shy and much ⁴? (quiet) than Celia, Fiona and me. Celia loves sport and she's ⁵? (fast) long-distance runner in our school. She's not so good at team sports though – in fact, she's ⁶? (bad) basketball player I know. Strange, isn't it? And Fiona doesn't like sport at all. She's ⁷? (funny) girl in the world and everybody likes her company. Recently though, she has become ⁸? (serious) about life and her future, perhaps because she is ⁹? (old) and ¹⁰? (mature) than us. My three friends are even ¹¹? (close) to me than my own two sisters. I think life is much ¹²? (easy) when you have nice people around. ¹³? (sad) people I know are those who have no true friends.

- 8 Jakie słowa poprawnie uzupełniają drugie zdanie w każdej parze, aby znaczyło to samo co pierwsze? Użyj wyrazów zapisanych wielkimi literami.

- Mark is taller than Robert. (AS)
Robert isn't as tall as Mark.
- The exam was so difficult. (SUCH)
It was ?.
- It is very nice that he helps me. (OF)
How ?!
- Jim is too short to join the police force. (ENOUGH)
Jim is ?.
- Georgia is smarter than all the other girls in her class. (OF)
Georgia is ?.
- Joe and Mary are both clever. (AS)
Joe ?.
- I have never seen such a beautiful painting. (MOST)
It is ?.
- The sea isn't warm enough to swim. (TOO)
The sea ?.
- We couldn't get a better room. (BEST)
It was ?.
- Robert isn't as responsible as his twin brother. (LESS)
Robert ?.
- To me, curling is more exciting than football. (AS)
To me, football ?.
- It was such an expensive phone! (SO)
The phone ?!
- Tom's car is better than mine. (THAN)
My car ?.

- 9 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach, używając przymiotników we właściwej formie lub właściwym stopniu.

- The next morning was even ¹worse (gorszy). First, she was woken up almost forty-five minutes ²? (później niż) she had requested. Then, at breakfast, her fried egg was cold and the coffee machine was out of order, so she had to drink instant coffee, but the waiter rudely refused to acknowledge the problems. Your staff could certainly be ³? (bardziej uprzejma).
- First of all, her room was ⁴? (dużo droższy niż) the rates you give on your webpage. Besides, the rate was supposed to be ⁵? (niższa) because she was staying for two nights. And she ended up paying ⁶? (dwa razy więcej) as she'd expected.
- My name's Maria Kowalska and I'm calling on behalf of my friend Teresa Nowak, who stayed at your hotel last weekend. She asked me to call you because her English ⁷? (nie jest wystarczająco dobry) to talk on the phone. My friend would like to complain about the quality of your hotel services. In fact, she has never stayed in ⁸? (takim okropnym) hotel before.
- She got a room on ⁹? (najwyższym) floor and the lift was out of order. So she had to climb six flights of stairs and nobody helped her carry her suitcase to her room. Then, the water was ¹⁰? (zbyt zimna) to take a bath in. And on top of that, the people in the other rooms on her floor were ¹¹? (tak hałaśliwi) that she couldn't sleep until early in the morning.

ROZMOWA Z ODGRYWANIEM ROLI

- 10 Które z akapitów z ćwiczenia 9 pasują do czterech kwestii w poniższym zadaniu?

Twoja koleżanka, która nie mówi dobrze po angielsku, wróciła z wycieczki do Cambridge bardzo niezadowolona z hotelu, w którym się zatrzymała. Chcąc zgłosić skargę, dzwoniś w jej imieniu do hotelu. Poniżej podane są cztery kwestie, które musisz omówić.

Powód twojego telefonu C

Cena ?

Problemy z pokojem ?

Problemy z obsługą ?

11 Utwórz i zapisz w zeszycie przymiotniki złożone na podstawie podanych informacji.

- 1 A meal that has two courses.
a two-course meal
- 2 A story that breaks your heart.
- 3 A building that has five storeys.
- 4 A guide who speaks French.
- 5 A woman who has a bad temper.
- 6 A journey that lasts five hours.
- 7 A worker who isn't paid well.

12 Ułóż przymiotniki w nawiasach w odpowiedniej kolejności, tak aby poprawnie uzupełniały zdania.

- 1 He was last seen wearing a *smart brown leather* (leather/brown/smart) jacket, black trousers and black boots.
- 2 Our *?* (fat/big/white) cat Harvey weighs over ten kilograms.
- 3 You'll be amazed by *?* (Italian/old/spectacular) architecture.
- 4 As a wedding gift, we bought them four *?* (soft/velvet/rectangular) cushions.
- 5 We stayed in a(n) *?* (little/old/ beautiful) cottage overlooking the river.
- 6 He was surrounded by a group of *?* (Brazilian/ intelligent/young) scientists ready to debate the issue.
- 7 As a birthday present, we decided to get Robert a(n) *?* (purple/silk/exquisite) tie and a pair of warm gloves.

13 Które wyrażenia poprawnie uzupełniają zdania?

- 1 Patricia is a really good student but she could be a bit *(less) / more* arrogant.
- 2 Workshops were *a lot / by far* the most prevalent form of training at my college.
- 3 Mr Johnson seems *very / much* more demanding than any other teacher in our school.
- 4 Our puppy is *such / so* a cuddly creature.
- 5 The Nile is often credited as being the longest river *in / of* the world.
- 6 Your polo-neck jumper was *much / more* cheaper than John's.
- 7 It's *too / enough* early to figure out the impact of this decision.
- 8 *What / How* an ingenious way of using scrap paper!
- 9 It's probably the least dramatic episode *of / in* all the ones I've seen so far.

14 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Zapisz odpowiedzi w zeszycie.

- 1 Tablets used to be much more expensive. AS
Tablets *aren't as expensive as they* used to be.
- 2 I have never seen such an amazing film. BY FAR
It was *?* I have ever seen.
- 3 Is this the best room you can find for us? THAN
Can't you *?* this?
- 4 If you exercise a lot, you will get fitter. MORE
The *?* you will get.
- 5 This is the most exhausting sport I've ever tried. SUCH
I've never *?* sport.
- 6 Her dressing gown was much cheaper than mine. LOT
My dressing gown *?* than hers.
- 7 Tom thought that finding a job abroad would be more difficult, but it wasn't. NOT
Finding a job abroad was *?* Tom had expected.
- 8 It was such a confusing letter that I couldn't get my head around it. SO
The letter *?* get my head around it.
- 9 I've never tasted such bad coffee in my life. EVER
It's *?* in my life.
- 10 As I grow older, I become more and more absent-minded. THE
The *?* I become.

15 Przeczytaj fragmenty wypowiedzi niezadowolonego ucznia szkoły językowej. Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

- a My name's Robert Szewczyk and I've come to talk about my course. On the first day, I took a test and was placed into an intermediate group. But I think my level of English is *¹much higher* (*dużo wyższy*) than that. I know that my test score *²?* (*nie był wystarczająco dobry*) for the advanced level, but I was quite nervous while writing it. I'm sure my test result is *³?* (*gorszy niż*) my level of English.
- b I am also unhappy about the homework. I think we should be given homework more often and it should be *⁴?* (*dużo trudniejsza*) than it is at the moment. For some students, it's *⁵?* (*najmniej ulubiona*) part of the course, but some of us want to learn. The more I practise, *⁶?* (*tym lepszy*) my English will be.
- c When I enrolled on the course, I was told that my group would not have *⁷?* (*więcej niż*) eight students. But in my intermediate class there are sixteen students at the moment – that is twice as many as I was led to believe. I don't think it's fair. It was *⁸?* (*taki drogi kurs*) that we should be learning in *⁹?* (*dużo mniejszych grupach*).
- d I think the course would be *¹⁰?* (*dużo bardziej pożyteczny*) if there were more extra activities. *¹¹?* (*Najprostszym pomysłem*) would be a film evening, where we could watch English films with English subtitles. *¹²?* (*Jak dziwnie*) that your school doesn't offer anything like that!

ADVERBS | PRZYSŁÓWKI

Przysłówki zwykle opisują czasowniki, imiesłowy czasu przeszłego, przymiotniki lub inne przysłówki:

*He **looked** at me **angrily**.* (przysłówek opisujący czasownik)

*The window was **completely broken**.* (przysłówek opisujący imiesłów czasu przeszłego)

*I am **extremely tired**.* (przysłówek opisujący przymiotnik)

*My little brother walks **incredibly slowly**.* (przysłówek opisujący inny przysłówek)

Reguły pisowni:

- do większości przymiotników dodajemy końcówkę **-ly** (np.: *bad – badly, strong – strongly*),
- w przypadku przymiotników zakończonych na **-le** końcówkę **-e** zmieniamy na **-y** (np.: *probable – probably*),
- w przypadku przymiotników zakończonych spółgłoską + **-y** końcówkę **-y** zmieniamy na **-i** i dodajemy **-ly** (np.: *hungry – hungrily, lucky – luckily*),
- w przypadku przymiotników zakończonych na **-ic** dodajemy końcówkę **-ally** (np.: *tragic – tragically*, wyjątek: *public – publicly*).

Niektóre wyrazy z końcówką **-ly** nie są przysłówkami, ale przymiotnikami (np.: *cowardly, elderly, friendly, lively, lonely, lovely, silly, ugly*):

*His **elderly** father lives in Boston.*

Aby utworzyć od nich przysłówki, często używamy wyrażenia **in a ... way/manner**:

*He looked at me **in a friendly way**.*

Niektóre przysłówki zachowują taką samą formę, jak odpowiadające im przymiotniki (np.: *early, fast, hard, high, late, long, low, near*):

*I felt pressured to make a **fast** decision.* (przymiotnik)

*The boy swallowed his food **fast**.* (przysłówek)

Niektóre przysłówki posiadają dwie formy, które różnią się znaczeniem (np.: *hard* i *hardly*, *near* i *nearly*, *late* i *lately*, *high* i *highly*):

*Our team will be fighting **hard** to avoid defeat.* (ciężko, z wysiłkiem)

*There is **hardly** any coffee left.* (prawie nie, ledwie)

*She lives **near** my school.* (blisko)

*They lost **nearly** everything.* (prawie)

*I got home very **late**.* (późno)

*I haven't seen her **lately**.* (ostatnio)

*The clouds were **high** in the sky.* (wysoko)

*She is a **highly** effective chief executive.* (bardzo)

TOO (NOT) ENOUGH

Przysłówków można również używać ze słowami *too* i *(not) enough*:

- **too** (zbyt):
*You're walking **too** slowly.*
- **(not) enough** (wystarczająco/niewystarczająco):
*You're **not** driving **fast enough**.*

COMPARATIVE AND SUPERLATIVE ADVERBS | STOPNIOWANIE PRZYSŁÓWKÓW

- Większość przysłówków stopniujemy poprzez dodanie **more** (stopień wyższy) lub **the most** (stopień najwyższy):
quietly – more quietly – the most quietly
- Przysłówki, które zachowują formę przymiotnika, stopniujemy tak jak przymiotniki:
hard – harder – the hardest
- Niektóre przysłówki stopniowane są w sposób nieregularny:
well – better – the best
badly – worse – the worst
much – more – the most
little – less – the least
far – farther/further – the farthest/the furthest

POSITION OF ADVERBS | MIEJSCE PRZYSŁÓWKA W ZDANIU

Przysłówki mogą występować:

- przed czasownikiem głównym:
*He **quickly** shut the door.*
- po czasowniku *to be*:
*He **is** **always** cheerful and attentive.*
- po czasowniku posiłkowym, ale przed czasownikiem głównym:
*I **have** **never** **seen** it.*
*They **are** **slowly** recovering.*
- na końcu zdania:
*They listened **carefully**.*
- na początku zdania w zdaniach z inwersją:
***Hardly** had I sat down when Tom called me.*

1 Które przymiotniki lub przysłówki poprawnie uzupełniają zdania?

- 1 Slow down! You're talking too *quick* / *quickly*.
- 2 You can learn this language *easy* / *easily*.
- 3 Thank you very much. That's very *kind* / *kindly* of you.
- 4 I'm afraid I don't cook very *good* / *well*.
- 5 What you've written looks *perfect* / *perfectly* OK to me.
- 6 I'm *terrible* / *terribly* sorry for the misunderstanding.
- 7 Your sister is very *similar* / *similarly* to you.
- 8 The woman smiled *nice* / *nicely* at us, so I smiled back.
- 9 Her grandchildren treated her *lovely* / *in a lovely way*.

- 2 Utwórz przysłówki od przymiotników w ramce i w zeszycie uzupełnij nimi zdania.

careful early **happy** hard hungry
immediate possible

- 1 They have been **happily** married for twenty years.
- 2 Please, drive **?**.
- 3 All passengers are requested to **?** go to gate number five.
- 4 I hate getting up **?** on Saturdays.
- 5 Our boss makes us work really **?**.
- 6 Could you **?** help me with my homework?
- 7 The dog ate his food **?**.

ROZMOWA WSTĘPNA

- 3 Jakie przysłówki poprawnie uzupełniają wypowiedź ucznia?

CZŁOWIEK

What qualities in people do you most admire and value?

When I was younger, I was ¹**particularly** (PARTICULAR) impressed by people who were ²**?** (EXCEPTIONAL) good at sport and worked very ³**?** (HARD) to achieve success. Two of my schoolmates became regional swimming champions and carried on competing ⁴**?** (SUCCESSFUL) until they were sixteen. Since primary school, my views have ⁵**?** (SLIGHT) changed. Now I look up to people who are able to adjust very ⁶**?** (FAST) to a changing job market. I admire their determination and flexibility. Another quality that is very important to me is punctuality. I find it ⁷**?** (TOTAL) disrespectful when people show up ⁸**?** (LATE) for parties or when we go out.

- 4 Przekształć zdania, używając podanych początków i zakończeń tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.

R

- 1 Paul is more careful than any other driver.
Paul drives **more carefully** than anyone else.
- 2 My little brother's behaviour was silly yesterday.
My little brother behaved **?** yesterday.
- 3 Tom isn't a better singer than Anna.
Anna can **?** Tom.
- 4 You are not working hard enough to pass the test.
You'll have to **?** to pass the test.
- 5 There has been a rapid decline in sales figures over the last two years.
Sales figures **?** over the last two years.
- 6 She's the most graceful dancer of all the participants.
She **?** of all the participants.

PREPOSITIONS OF TIME | PRZYIMKI CZASU

W języku angielskim najczęściej używamy następujących przyimków określających czas:

- **at**: **at** six o'clock, **at** 11.45, **at** lunchtime, **at** night, **at** midnight, **at** the weekend, **at** Easter, **at** present
- **in**: **in** the morning / the afternoon / the evening, **in** the third week of May, **in** December, **in** the spring, **in** 2011, **in** the eighteenth century, **in** a moment / ten minutes / five months
- **on**: **on** Tuesday(s), **on** Friday afternoons, **on** March 1st, **on** 15 August, **on** Christmas Day
- **within**: **within** twenty-four hours, **within** two weeks

Przyimków nie używamy przed wyrażeniami z every, last, next i this, np. We went to Bath **last** week.

PREPOSITIONS OF PLACE | PRZYIMKI MIEJSCA

W języku angielskim najczęściej używamy następujących przyimków określających miejsce:

- **in**: **in** the kitchen, **in** the washing machine, **in** London, **in** Belgium, **in** the street / Pine Street; **in** a car / a taxi, **in** a book / the newspaper / a story
- **on**: **on** the floor / the wall / the street, **on** the Moon
- **at**: **at** Matthew's house, **at** the bus stop / the station, **at** the theatre / the cinema / a basketball match / a party, **at** the table / the door, **at** breakfast, **at** the office / work / university, **at** a restaurant, **at** the beginning / the end, **at** the top / the bottom

Inne przyimki określające miejsce:

in front of (przed), **behind** (za), **opposite** (naprzeciwko, na wprost), **between** (pomiędzy), **among** (wśród), **by** (przy), **under** (pod), **above** (nad), **near**, **next to** (w pobliżu, obok)

PREPOSITIONS OF MOVEMENT | PRZYIMKI KIERUNKU RUCHU

- **out of**, np.: Tom came **out of** the school.
- **over**, np.: The dog jumped **over** the wall.
- **across**, np.: He swam **across** the river.
- **off**, np.: They got **off** the bus.
- **along**, np.: We took a walk **along** the river.
- **up**, np.: We went **up** the hill.
- **down**, np.: She ran **down** the stairs.
- **through**, np.: He went **through** passport control.
- **into**, np.: Don't jump **into** the sea.
- **towards**, np.: He was walking **towards** me.
- **to**, np.: He went **to** the cinema.
- **from ... to**, np.: We flew **from** London **to** Paris.

PREPOSITIONS OF MANNER AND PURPOSE | PRZYIMKI SPOSOBU I PRZYCZYNY

- **by**, np.: He came **by** train.
- **with**, np.: Please write **with** a pencil.
- **in**, np.: I must talk to him **in** person.
- **to**, np.: He did it **to** annoy me.

DEPENDENT PREPOSITIONS | PRZYIMKI PO RZECZOWNIKACH, CZASOWNIKACH I PRZYMIOTNIKACH

Niektóre rzeczowniki, czasowniki i przymiotniki wymagają użycia konkretnych przyimków.

Przyimki po rzeczownikach:

advantage of, answer to, approach to, attention to, contribution to, cure for, demand for, difference between/in, example of, exception to, excuse for, increase in, influence on, interest in, objection to, reason for, reply to

Przyimki po czasownikach:

accuse sb of, agree with, apologise to sb for sth, approve of, arrive in (Paris) / arrive at (the station), ask for, believe in, belong to, blame sb for sth, consist of, deal with, depend on, dream of/about, divide into, enquire about, forgive sb for sth, happen to sb, insist on, joke about, laugh at/about, listen to, mistake sb for sb, name after, object to, pay for, prepare for, protect against/from, refer to, rely on, remind of, shout at, smile at, succeed in, suffer from, thank sb for, translate from/into, worry about

Przyimki po przymiotnikach:

afraid of, allergic to, bad/good at, bored with, busy with, capable of, different from, dissatisfied with, famous for, guilty of, harmful to, interested in, jealous of, keen on, married to, new to, obvious to, patient with, pleased with, polite to, quick at, ready for, responsible for, safe from, similar to, suitable for, terrified of, typical of, unaware of

1 Które przyimki poprawnie uzupełniają zdania?

- She wore her hair in a style similar her mother's.
a like b from **c to** d with
- People will always disagree on what is responsible global warming.
a with b for c to d from
- I think children should always listen their parents.
a – b at c in d to
- I have always been interested biology and chemistry.
a for b in c at d –
- Everybody laughed his jokes at school.
a at b from c to d with
- At the age of forty, my aunt got married an Englishman.
a – b with c to d for

ROZMOWA WSTĘPNA

2 Jakie przyimki poprawnie uzupełniają wypowiedź ucznia?

ŚWIAT PRZYRODY

Would you call yourself a 'green' person? Why? / Why not?

I think I can consider myself 'green' ¹ some respects. I'm aware ² environmental problems and I think everybody should feel responsible ³ our planet. Its future depends ⁴ us. It is, of course, difficult to translate such beliefs ⁵ everyday practice. I try to save electricity by not leaving appliances ⁶ standby. I also recycle all items that can be recycled. I object ⁷ plastic bags and always carry my own cloth bags while shopping. And I belong ⁸ the Go Green Club at my school.

3 Które przyimki poprawnie uzupełniają zdania?

R

- I'm afraid Mr Jones is not available at the moment – he's *for / in / **on** / at* a business trip.
- Do you find practical jokes played *in / for / on / about* other people funny?
- I'm sure you're capable *of / with / for / on* putting some more effort into your work.
- A common misconception is that you'll be safe *of / against / over / from* the storm if you shelter under a tree.
- I'm afraid there are quite a few exceptions *in / for / to / on* this rule.
- The head teacher would like to meet you and thank you *on / by / in / with* person.
- The man was found guilty *with / from / for / of* falsifying documents.
- The healthcare commission claims it has succeeded *in / on / with / at* improving standards in public hospitals.
- The demand *on / for / of / at* electric cars has been gradually increasing in recent years.
- The head teacher insisted *from / to / for / on* talking to all final year students before their graduation.

REPORTED STATEMENTS | ZDANIA
OZNAJMUJĄCE W MOWIE ZALEŻNEJ

Przytaczając to, co powiedział ktoś inny, możemy zacytować jego wypowiedź dosłownie (mowa niezależna) lub przekazać jej treść pośrednio (mowa zależna).

Przytaczając wypowiedzi, najczęściej używamy czasownika *say* lub *tell*:

- **say**:
He said (that) he was in two minds about it.
- **say + to** + dopełnienie:
He said to me (that) he was in two minds about it.
- **tell** + dopełnienie:
He told me (that) he was in two minds about it.

W mowie niezależnej (*direct speech*) przytaczana wypowiedź nie ulega zmianie:

'I have no idea what you mean.' → *He said, 'I have no idea what you mean.'*

'I don't think it will make any difference.' → *She said, 'I don't think it will make any difference.'*

W mowie zależnej (*reported speech*) w przytaczanej wypowiedzi ulegają zmianie następujące elementy:

- zaimki osobowe i zwrotne oraz zaimki i przymiotniki dzierżawcze:

'I'm sure you haven't done your homework yourself.' → *The teacher said (that) she was sure I hadn't done my homework myself.*

- okoliczniki czasu i miejsca:

now → *at that time / then*

today → *that day*

tomorrow → *the next/following day*

next week → *the week after / the following week*

four hours ago → *four hours earlier/before*

yesterday → *the day before/the previous day*

last week → *the week before/the previous week*

here → *there*

this → *that/the*

these → *those*

'I talked to this woman three hours ago.' → *Mary said (that) she had talked to that/the woman three hours earlier.*

- czasy i czasowniki modalne:

'I work for a big company.' → *Steve said (that) he worked for a big company.*

'Beth is learning to drive.' → *Steve said (that) Beth was learning to drive.*

'I haven't done any housework.' → *Steve said (that) he hadn't done any housework.*

'I didn't invite Rick to my party.' → *Steve said (that) he hadn't invited Rick to his party.*

'My dog can do many tricks.' → *Steve said (that) his dog could do many tricks.*

W przytaczanej wypowiedzi nie ulegają zmianie czasy Past Perfect i Past Perfect Continuous, czasowniki modalne *could, would, might, must* (w znaczeniu pewności, ale nie przymusu/zobowiązania), *should i ought to* oraz zdania warunkowe drugiego i trzeciego stopnia.

Forma czasownika w przytaczanej wypowiedzi nie ulega zmianie również wtedy, gdy czasownik *say* lub *tell* jest użyty w czasie teraźniejszym lub przyszłym:

'The lecture is very informative.' → *He says / has said (that) the lecture is very informative.*

Forma czasownika w przytaczanej wypowiedzi nie musi ulec zmianie wtedy, gdy:

- przytaczana wypowiedź opisuje rzeczy stałe, niezmiennie i ogólnie przyjęte prawdy:
'Summers are usually moderately hot and humid here.' → *He said (that) summers are/were usually moderately hot and humid here.*
- mówimy o czymś, co jest wciąż aktualne:
'I have a splitting headache.' → *Peter said (that) he has/had a splitting headache.*

REPORTED QUESTIONS | PYTANIA W MOWIE ZALEŻNEJ

Przytaczając pytania w mowie zależnej, najczęściej używamy czasowników: **ask, wonder, want to know**, a w konstrukcji wypowiedzi zmieniamy te same elementy, co w przypadku zdań oznajmujących (czasy, zaimki osobowe i zwrotne, zaimki i przymiotniki dzierżawcze, okoliczniki czasu i miejsca). Dodatkowo przytaczane pytanie przyjmuje szyk zdania oznajmującego. Przytaczając pytania szczegółowe, zachowujemy zaimek pytający (**what, who, how, where, when**):

'Where are you going?' → *He asked me where I was going.*

'What did you think of the film?' → *Matt wondered what I had thought of the film.*

Przytaczając pytania ogólne, stosujemy **if** lub **whether**:

'Do you feel like going to the cinema?' → *She asked if/whether I felt like going to the cinema.*

'Have you heard the latest news about the accident?' → *Robert wanted to know if/whether I had heard the latest news about the accident.*

REPORTED ORDERS | POLECENIA W MOWIE ZALEŻNEJ

Przytaczając polecenia w mowie zależnej, używamy czasownika **ask, tell** lub **order**, odpowiedniego zaimka osobowego oraz konstrukcji (*not*) **to** + bezokolicznik:

'Stop fidgeting and listen to me!' → *Our mother asked us to stop fidgeting and listen to her.*

'Don't use your mobiles in class!' → *The teacher told us not to use our mobiles in class.*

1 Jakie okoliczniki czasu i miejsca poprawnie uzupełniają zdania?

- 1 'I don't want to live here.'
She said she didn't want to live there.
- 2 'I'll call you tomorrow.'
He said he'd call me ?.
- 3 'I bumped into my former Geography teacher ?.'
He told me he had bumped into his former Geography teacher the previous week.
- 4 'I didn't hear the alarm clock go off this morning.'
She said she hadn't heard the alarm clock go off ?.
- 5 'The plane leaves at 9.00 ?.'
I was informed that the plane left at 9.00 that night.
- 6 'I'm not into this sort of thing.'
Peter said he was not into ? sort of thing.
- 7 'The performance started twenty minutes ago.'
We were told that the performance had started twenty minutes ?.
- 8 'Wendy and Timothy are moving house today.'
Somebody told me that Wendy and Timothy were moving house ?.
- 9 'I didn't have a chance to talk to her ?.'
Mr Smith explained that he hadn't had a chance to talk to her the day before.

2 Jakie zaimki osobowe, zwrotne oraz zaimki i przymiotniki dzierżawcze poprawnie uzupełniają zdania?

- 1 'I'm going to buy my girlfriend a big box of chocolates,' said Peter.
Peter said he was going to buy his girlfriend a big box of chocolates.
- 2 Ann told me, 'I saw your sister with her friends.'
Ann said ? 'd seen ? sister with ? friends.
- 3 Paul and Sue said, 'We bought our train tickets online.'
Paul and Sue said ? 'd bought ? train tickets online.
- 4 'I don't need your help, I'll manage myself,' my brother told me.
My brother said that ? didn't need ? help and that ? 'd manage ?.

3 Które wyrazy poprawnie uzupełniają zdania?

- 1 She said / told / asked me she wanted to live abroad.
- 2 I told you not / not to / do not disturb him. Why don't you listen to me?
- 3 I have no idea when / what / whether there are still tickets available for this concert.
- 4 The teacher said / asked / told if we were ready to start writing.
- 5 I asked Gill out last week, but she said she was very busy this / that / then day.
- 6 Everybody asked / told / said that little Sarah looked absolutely gorgeous in her birthday dress.
- 7 My brother said he had seen / saw / would see Julia Roberts in the shopping centre the other day.
- 8 At the meeting last week, the head teacher said / talked / told about the problems facing our school.

4 Przekształć zdania w mowie zależnej na zdania w mowie niezależnej, cytując dosłownie wypowiedzi poszczególnych osób. Zapisz odpowiedzi w zeszycie.

- 1 Ronaldo said that he had left hospital the day before.
'I left hospital yesterday.'
- 2 The teacher told the little child not to cross the road by himself.
- 3 Steven told me that he would never go to school again.
- 4 I asked her if she was having a good time there.
- 5 I told him that I didn't want to cause any problems for his family.
- 6 A passer-by asked me how much a bus ticket was.
- 7 A security guard ordered me to open my suitcase.

5 Przekształć zdania na mowę zależną, używając podanych początków zdań. Zapisz odpowiedzi w zeszycie.

- 1 'Can you work overtime?'
They asked me if I could work overtime.
- 2 'Do you need me to help you with your homework?'
My older brother asked ?.
- 3 'Don't leave this box in the hall.'
My mother told ?.
- 4 'I have earned my first money today.'
Jane said ?.
- 5 'I will try to call you tomorrow.'
My boyfriend told ?.
- 6 'Somebody is following us.'
They said ?.
- 7 'Did you finish school two hours ago?'
Dad wanted ?.

6 Opowiadasz koledze o rozmowie kwalifikacyjnej w sprawie pracy wakacyjnej, w której uczestniczyłeś/uczestniczyłaś w zeszłym tygodniu. Przekształć pytania na mowę zależną, używając podanych początków zdań. Zapisz odpowiedzi w zeszycie.

- 1 'How old are you?'
 - 2 'What job are you applying for?'
 - 3 'What languages do you speak?'
 - 4 'How long have you been learning English?'
 - 5 'Have you ever worked in a restaurant?'
 - 6 'When can you start?'
 - 7 'Are you available seven days a week?'
 - 8 'When is the best time to contact you?'
- 1 The interviewer first asked me how old I was.
 - 2 Then she wanted to know ?.
 - 3 She asked ?.
 - 4 Then she wanted to know ?.
 - 5 She wondered ?.
 - 6 Then she asked ?.
 - 7 She also wanted to know ?.
 - 8 Finally, she asked ?.

- 7 Przekształć dialog na mowę zależną, uzupełniając luki w tekście poniżej. Zapisz odpowiedzi w zeszycie.

Caroline: How did your driving test go?

David: Well, I failed it again.

Caroline: Oh, I'm sorry to hear that.

David: And I was really cross with myself because I was doing quite well at the beginning of the test.

Caroline: What happened then?

David: It's because when I get nervous, I make silly mistakes.

Caroline: I see. Are you going to take the test again?

David: I'm not sure.

Caroline: Oh, come on! Don't give up so easily!

Caroline asked David how ¹his driving test had gone. David told her that ²? it again. Caroline said she ³? to hear that. David added that he ⁴? because he thought that he ⁵? quite well at the beginning of the test. Caroline wanted to know what ⁶?. David explained that when he ⁷? nervous, he ⁸? silly mistakes. Caroline asked ⁹? the test again. David said that ¹⁰?. Caroline told ¹¹? so easily.

- 8 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

- Why didn't you tell us that all the tickets had been sold out (wszystkie bilety zostały sprzedane) the week before?
- The teacher asked me ? (żebym poinformowała wszystkich) about the History test.
- Robert said he ? (nie będzie mógł przyjść) to my birthday party.
- The boss asked why ? (spóźniłam się do pracy) the day before.
- She told me she ? (sama zamierza pomalować ściany).
- The head teacher wanted to know ? (czy wszyscy rodzice są zadowoleni) with their children's exam results.
- Auntie Gina ? (powiedziała nam, żebyśmy nie krzyczeli) at each other.
- She asked me ? (czy oglądałem już) the new Colin Farrell film.
- The teacher asked the students ? (żeby nie korzystali z telefonów komórkowych) during the lesson.
- Mum asked me ? (kiedy zamierzam posprzątać) my room.
- She said ? (że przyjdzie) the following day.

ODPOWIEDZI NA PYTANIA

- 9 Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?

Tell me about your last visit to the doctor.

The last time I went to see the doctor was last winter. I didn't feel well in the morning and my mum told me ¹to stay (stay) in bed instead of going to school. She said I ²? (feel) better the next day. But I didn't. I was sweating, had a fever and a terrible cold. Mum asked me if I ³? (want) breakfast, but I told her that I ⁴? (not/feel) like eating at all. We went to see the doctor in the afternoon. He asked me how long I ⁵? (have) these symptoms. He then examined my throat and said that it ⁶? (be) nothing serious. He prescribed paracetamol and told me ⁷? (take) one tablet every six hours. He also told me ⁸? (not/go) to school for the rest of the week.

- 10 Jakie wyrazy (okoliczniki czasu i miejsca, zaimki wskazujące, zaimki osobowe i zwrotne oraz zaimki i przymiotniki dzierżawcze) poprawnie uzupełniają zdania?

R

- 'I'm leaving this hotel now.'
She said she was leaving that hotel then.
- 'We have to put off making the decision until tomorrow.'
She said that they had to put off making the decision until ?.
- 'The teacher wants to see you to talk about my grades.'
I told my father the teacher wanted to see ? to talk about ? grades.
- 'I can meet you here today.'
Mary said that she could meet me ?.
- 'We've already had our lunch. You can help yourself to everything in the fridge.'
My friends told me that ? 'd already had ? lunch and that ? could help ? to everything in the fridge.
- 'Unfortunately all the tickets for this concert were sold out two months ago.'
We were told that all the tickets for ? concert had been sold out ?.
- 'I'm going to fix this problem myself tomorrow.'
Jane said ? was going to fix ? problem ?.

11 Przekształć zdania, używając podanych początków i zakończeń tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.

R

- 1 'How much did you spend on your child's first birthday party?' she asked us.
She asked us how much we had spent on our child's first birthday party.
- 2 'I can start my project from scratch,' said Peter to the professor.
Peter told the professor **?** from scratch.
- 3 'Don't leave the classroom without permission!' the teacher told the class.
The teacher told **?** without permission.
- 4 'Yesterday I stained my new dressing gown,' said Olivia.
Olivia said **?** new dressing gown the day before.
- 5 'You must explain everything to your supervisor,' said one of my co-workers.
One of my co-workers told **?** supervisor.
- 6 'I will work for them next year if they offer me a good salary,' my father told me.
My father told **?** a good salary.
- 7 'You should get down to work without any delay,' said my boss.
My boss told me that **?** to work without any delay.
- 8 'How long have you been working for your current employer?' the interviewer asked me.
The interviewer asked **?** current employer.

12 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

- 1 He said that he wouldn't be able to join us (nie będzie mógł dołączyć do nas) the following Wednesday.
- 2 The waiter asked me **?** (czy zostałam już obsłużona).
- 3 My tutor wanted to know **?** (kiedy zamierzam zacząć) writing my diploma project.
- 4 Robert told me in secret **?** (że zakochał się) with my older sister.
- 5 Our teacher asked us **?** (żebyśmy nie zostawili żadnego) question blank.
- 6 Another passenger wanted to know **?** (gdzie jest toaleta).
- 7 John said **?** (że pracował w tej firmie przez pięć lat) before he got promoted.

REPORTING VERBS | CZASOWNIKI WPROWADZAJĄCE MOWĘ ZALEŻNĄ

Zamiast czasowników *say* i *tell* do przytaczania wypowiedzi można użyć wielu innych czasowników w różnych konstrukcjach:

- **czasownik + (that) + zdanie przytaczane w mowie zależnej** (np.: *admit, agree, claim, complain, deny, explain, insist, promise, recommend, regret*):
*She **claimed (that)** she had never done it before.*
*The teacher **explained (that)** he was not going to put up with such behaviour.*
- **czasownik + dopełnienie + (that) + zdanie przytaczane w mowie zależnej** (np.: *advise, inform, persuade, promise, remind, warn*):
*They **informed us (that)** the meeting was going to be postponed.*
*She **promised us (that)** we would receive all the necessary information in due course.*
- **czasownik + (not) + to + bezokolicznik** (np.: *agree, decide, demand, offer, promise, refuse, threaten*):
*She **agreed to give** me a hand with the ironing and the vacuuming.*
*The client **threatened not to proceed** with the contract.*
- **czasownik + dopełnienie + (not) + to + bezokolicznik** (np.: *advise, allow, ask, beg, encourage, forbid, invite, order, persuade, remind, warn*):
*My parents **didn't allow me to go** out that night.*
*The lawyer **persuaded us not to jump** to conclusions prematurely.*
- **czasownik + (not) + -ing** (np.: *admit, advise, deny, recommend, regret, suggest*):
*The defendant initially **denied taking part** in the robbery.*
*She bitterly **regretted telling** him the truth.*
- **czasownik + (not) + having + past participle** (np.: *admit, deny*):
*I **denied having discussed** the matter with him before.*
*The student **admits having copied** her homework.*
- **czasownik + przyimek + (not) + -ing** (np.: *apologise for, boast about/of, complain about, insist on, object to*):
*I **apologised for not meeting** the deadline for the project.*
*My best friend **complained about living** on her own.*
- **czasownik + (not) + przyimek + having + past participle** (np.: *accuse of, confess to*):
*The police officer was **accused of having perverted** the course of justice.*
*Nobody **confessed to having taken** the money from the cash register.*

- **czasownik + (not) + przyimek + having + rzeczownik + past participle** (np.: *object to, insist on*):

*My daughter **objected to having her mobile phone confiscated** by the teacher.*

*The little boy **insisted on having his photo taken** in front of the Eiffel Tower.*

- **czasownik + dopełnienie + przyimek + (not) + -ing** (np.: *accuse of, blame for, charge with, congratulate on, praise for, suspect of*):

*The police **accused him of stealing** electronic items.*

*The teacher **praised them for not getting** involved in the fight.*

- **czasownik + (that) + zdanie z should** (np.: *demand, insist, propose, recommend, suggest*):

*He **insisted (that) we (should) leave** the house immediately.*

*I **suggested (that) we shouldn't talk** about Bethany behind her back.*

Ten sam czasownik może występować w kilku różnych konstrukcjach, np.:

*My brother **promised to help** with the housework.*

*My brother **promised (that) he would help** with the housework.*

*My brother **promised me (that) he would help** with the housework.*

ALE: *My brother **promised me to help** with the housework.*

- 1** Jakie formy czasowników w nawiasach poprawnie uzupełniają zdania? Dodaj właściwe przyimki tam, gdzie jest to konieczne.

- Robert apologised **for missing** (miss) our football training session yesterday.
- The Bennetts were ordered by the burglars **?** (not/move).
- At the end of a long trial, the defendant admitted **?** (commit) the crime.
- What do you suggest **?** (do) in such a situation?
- Jessica denied **?** (spread) rumours of our company closing down.

- 2** Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Zapisz odpowiedzi w zeszycie.

- 1 'Barbara, great news about your end-of-year exam!' **PASSING**

Tom **congratulated Barbara on passing** her end-of-year exam.

- 2 'We must meet again next year in Paris.' **INSISTED**
Julia and Trevor **?** in Paris.

- 3 'It's bad you didn't win the last football match, boys!' **CRITICISED**

Our PE teacher **?** the last football match.

- 4 'Ian, you have broken the window!' **FOR**
The teacher **?**.

- 5 'I didn't let them use my work without permission.' **OBJECTED**

The writer **?** without permission.

ODPOWIEDZI NA PYTANIA

- 3** Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?

R

Tell me about your last exam.

The last exam I took was a driving test. That was two weeks ago. At first, I wanted to take it in the winter but my mum persuaded me ¹**to wait** (wait). She said in the spring I ²**?** (not/need) to worry about snow and icy roads. And she was right! I passed with flying colours! Even the examiner said I ³**?** (seem) extremely confident and asked me how long I ⁴**?** (learn) to drive. He was surprised when I told him that I ⁵**?** (have) my first lesson only four months before. It wasn't a long time, but to be honest, over those four months I drove almost every day. My mum advised me ⁶**?** (buy) extra lessons from Adam, my driving instructor. And he suggested ⁷**?** (meet) at different times of the day so I could get used to different volumes of traffic. Adam was a really good teacher, I must give him a lot of credit for helping me pass. He praised me for ⁸**?** (be) a bright student, but he also warned me ⁹**?** (not/become) too cocky on the road. I took his words to heart and that's why the examiner said he ¹⁰**?** (not/see) such a young person driving so safely before!

ADVERBIAL CLAUSES | ZDANIA OKOLICZNIKOWE

ZDANIA OKOLICZNIKOWE CZASU

Zdania te wprowadzane są za pomocą następujących spójników: **when** (kiedy), **while** (podczas gdy), **whenever** (kiedy tylko, ilekroć), **after** (po, kiedy), **before** (zanim, przed), **till/until** (do, aż, zanim), **as** (kiedy), **since** (odkąd, od czasu kiedy), a także **as soon as** (skoro tylko), **as long as** (tak długo jak), **by the time** (do czasu) itd.

Jeśli zdanie okolicznikowe czasu występuje przed zdaniem głównym, oddzielamy oba zdania przecinkiem:

After I finished school, I decided to take a gap year.

Jeśli zdanie okolicznikowe czasu występuje jako drugie, przecinka nie używamy:

I decided to take a gap year after I finished school.

W zdaniach okolicznikowych tego typu nigdy nie używamy czasów przyszłych:

She won't move out until she gets a steady job.

– NIE: *She won't move out until she will get a steady job.*

ZDANIA OKOLICZNIKOWE MIEJSCA

Zdania te wprowadzane są za pomocą spójników **where** (gdzie), **to where** (dokąd) lub przysłówka **wherever** (dokądkolwiek, wszędzie gdzie).

ZDANIA OKOLICZNIKOWE CELU

Zdania te opisują cel podjętej czynności i wprowadzane są za pomocą konstrukcji **to** + bezokolicznik oraz spójników **in order (not) to**, **so as (not) to**, **for**, **in order that**, **so that**, **in case**.

- **to** + bezokolicznik:

I called the teacher to apologise for my son's behaviour.

- **in order (not) to** + bezokolicznik:

He craned his neck in order to see better.

- **so as (not) to** + bezokolicznik:

I drove at a steady 50 mph so as to save fuel.

He wore an apron so as not to get his shirt dirty.

- **for** + rzeczownik / czasownik + -ing:

He promised to help me prepare for my exam.

I use a video conferencing platform for communicating with my boyfriend.

- **in order that / so that** + zdanie podrzędne, zwykle z czasownikami modalnymi *can*, *may*, *could* lub *might*:

He lowered his voice so that Doris couldn't hear.

- **in case** (w razie czego, na wypadek czegoś) + zdanie podrzędne:

Take your coat in case it gets very cold.

ZDANIA OKOLICZNIKOWE SKUTKU

Zdania te opisują skutek zdarzenia/czynności i wprowadzane są za pomocą następujących spójników lub wyrażen: **so** (więc), **as a result** (w wyniku tego), **therefore** (zatem, dlatego), **as a consequence**, **consequently** (więc).

Po spójnikach i wyrażeniach: *as a result*, *therefore*, *as a consequence*, *consequently* stawiamy przecinek:

This method of production is expensive. As a result / Therefore / As a consequence / Consequently, it is not used.

ZDANIA OKOLICZNIKOWE PRZYZYNY

Zdania te opisują przyczynę zdarzenia/czynności i wprowadzane są za pomocą następujących spójników lub wyrażen: **because**, **since**, **as**, **because of**, **owing to**, **on account of**, **due to**, **the reason for/why** itp.

- **because/since/as** + zdanie podrzędne:

I went to bed because I was tired.

As/Since *it was his birthday*, I bought him a present.

Because zwykle nie występuje na początku zdania, chyba że rozpoczyna bezpośrednią odpowiedź na pytanie *Why?*

Why didn't you come to the party? Because I had to study.

- **because of / owing to / on account of / due to / thanks to** + rzeczownik:

The poor visibility was because of / owing to / due to / on account of the fog.

- **the reason for** + rzeczownik / czasownik + -ing:

The reason for Tom's anger / Tom being angry was Ann's laziness.

- **the reason why** + zdanie podrzędne:

The reason why Tom was angry was Ann's laziness.

ZDANIA OKOLICZNIKOWE PORÓWNAWCZE

Zdania te wprowadzane są za pomocą spójników złożonych **as ... as** oraz **so ... as** (tak... jak):

I hope I can age as gracefully as she has.

Jeśli w pierwszym członie porównania występuje przeczenie, zamiast *as ... as* możemy użyć wyrażenia *so ... as*:

It's not so obvious as it might seem.

ZDANIA OKOLICZNIKOWE STOPNIA

Zdania te wprowadzane są za pomocą konstrukcji **so** + przymiotnik/przysłówek + **that** oraz **such** + (przymiotnik) + rzeczownik + **that**:

I was so busy that I haven't got round to calling him yet.

They were talking so loudly that we couldn't hear a word.

Emma has such an inquisitive mind that everybody thinks she'll become a scientist.

The little boy was such a chatterbox that I couldn't get a word in edgeways.

ZDANIA OKOLICZNIKOWE PRZYZWOLENIA

Zdania te wyrażają kontrast i wprowadzane są za pomocą następujących spójników lub wyrażień:

but (ale), **although / even though / though** (choć, aczkolwiek), **despite/in spite of** (pomimo), **however/nevertheless** (niemniej jednak), **yet/still** (mimo to, a jednak), **while/whereas** (natomiast, podczas gdy) itd.

- **although / even though / though** + zdanie podrzędne:

Although / Even though / Though Robert ran very fast, he lost the race.

Though jest często używane w języku potocznym i może występować na końcu zdania:

Robert ran very fast. He lost the race, **though**.

- **despite / in spite of** + rzeczownik / czasownik + -ing:

Robert lost the race **in spite of / despite** *running* very fast.

- **despite / in spite of** + *the fact that* + zdanie podrzędne:

Robert lost the race **in spite of / despite the fact that** he ran very fast.

- **however/nevertheless** + przecinek:

The queue was very long. **However/Nevertheless**, we succeeded in getting the tickets.

- **yet/still**:

It was raining, **yet/still** we went for a long walk.

- **while/whereas**:

I love sleeping in, **while/whereas** my husband is an early bird.

ZDANIA OKOLICZNIKOWE SPOSOBU

Zdania te wprowadzane są za pomocą spójników **as** (jak), **as if, as though** (jak gdyby):

Ann speaks exactly **as** her twin sister does.

He dances **as if / as though** he was a professional dancer.

2 Jakie spójniki poprawnie uzupełniają zdania?

- 1 The weather was awful, so we changed our plans and stayed at home.
- 2 They can't go out tonight they don't have a babysitter to look after their children.
- 3 our grandfather didn't go to university, he is very knowledgeable.
- 4 Is this the restaurant our grandparents had their first date?
- 5 I wanted to become a musician my parents persuaded me to study law.
- 6 We won't have lunch you come home.
- 7 I absolutely love Harry Styles, my older sister adores Taylor Swift.

3 Jakie spójniki poprawnie uzupełniają tekst?

FOOTBALL

Some people watch football matches at home, ¹**but** I prefer watching them live at a football stadium. It's certainly a better option for me ² the tickets are very expensive. I don't earn much, ³ I have to be very careful with money. Some people say that ⁴ you are at a football stadium, you can't really see what's happening on the pitch. I can see their point, ⁵ I don't agree with them. Even ⁶ you can't see everything very well, it's still much more fun than watching a match on TV. And one more thing – you can ask players for autographs ⁷ or after the match. ⁸ you really want to see all the details, you can always record a match and watch it again on TV ⁹ you get back from a stadium.

1 Które spójniki poprawnie uzupełniają poniższe zdania okolicznikowe?

- 1 I've been to London many times, but / and / so I have never visited Kew Gardens.
- 2 Make sure you switch off all the lights *while / until / before* you go home.
- 3 I like Anna very much, *so / and / but* I wouldn't go on a long holiday with her.
- 4 *Although / Since / While* we were late, we missed the boat we were supposed to take.
- 5 I wanted to have a good seat, *so / because / and* I ordered a ticket online two weeks before the concert.
- 6 I'd love to move to Spain, *while / and / so* my wife would rather live where we live now.
- 7 *Because / Although / After* she has never been to an English-speaking country, her English is very fluent.
- 8 You can't go out *after / until / while* you've cleaned your room.

4 Z dwóch zdań utwórz jedno zdanie okolicznikowe. Użyj wyrazów zapisanych wielkimi literami. Zapisz odpowiedzi w zeszycie.

- 1 I took a taxi to the airport. I wanted to catch the plane. (ORDER)
I took a taxi to the airport in order to catch the plane.
- 2 Take a map with you. You might need it in Barcelona. (CASE)
- 3 The plane will land. I will call you. (SOON)
- 4 Mr Jones speaks three foreign languages. He can't find a job. (EVEN)
- 5 This mathematical equation seems difficult. But it's not. (AS)
- 6 We went for a run in the park. It was raining very hard. (DESPITE)
- 7 Rick and Sue are very happy. They've just got engaged. (REASON)
- 8 I can give you a hand with your project. I'm not busy now. (SO)
- 9 The match was cancelled. The weather was bad. (DUE)

ODPOWIEDZI NA PYTANIA

- 5 Przeczytaj wypowiedź ucznia i zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj właściwych spójników.

Some people think voting in elections should be compulsory. What's your opinion?

I can see their point, ¹*but I don't agree* (ale nie zgadzam się) with them. Their argument is often that, if people do not vote, ² ? (w konsekwencji) they have no right to complain about politicians and their actions. ³ ? (Ale moim zdaniem), not voting is a kind of vote too – showing that you're against these particular politicians. In this case, ⁴ ? (pomimo tego, że nie idziesz) to the polling station, you still take an active part in the election process. And one more thing – if voting was made compulsory, undecided people would vote randomly, ⁵ ? (podczas gdy leniwi) ones would just vote for the first candidate on the list.

- 6 Dopasuj początki zdań 1–6 do ich zakończeń a–f, łącząc je właściwymi spójnikami. Zapisz odpowiedzi w zeszycie.

- 1 The lecture was postponed
- 2 I need to get a password
- 3 Take a raincoat with you
- 4 The visibility is quite good
- 5 Small firms are thriving
- 6 I'll probably go to Tom's party

although despite ~~due to~~ in case
since so that

- a it's quite dark.
- b it rains.
- c I've been invited.
- d the illness of the speaker.
- e the recession.
- f I can access the online database.

1 The lecture was postponed due to the illness of the speaker.

KONSTRUKCJA THERE IS/ARE

Konstrukcji **there + be** (w odpowiedniej formie) używamy, mówiąc o tym, że coś znajduje się (istnieje) lub czegoś nie ma (nie istnieje) w jakimś miejscu:

There is somebody at the door.

There are twenty girls in my dance group.

There isn't any cake left for you.

There aren't any keys on the desk.

Forma czasownika *to be* występującego po *there* zależy od następującego po nim rzeczownika:

There is a fountain in the middle of the garden.
(l. poj.)

There are two new programmes on TV tonight.
(l. mn.)

Konstrukcji tej możemy użyć w różnych czasach, zmieniając odpowiednio formę czasownika *to be*:

There have been several outbreaks of avian flu since 2010.

There weren't any complaints about the accommodation.

There might be more tea in the other pot. I'm not sure.

There + be (w odpowiedniej formie) często używamy z następującymi słowami/wyrażeniami:

- *a lot of, many, much* (dużo, wiele):

There is too much noise in here.

There are too many people in here.

- *more* (więcej):

There are more seats than passengers.

- *some, any* (trochę):

There is some justice in this world after all.

There isn't any butter in the fridge.

- *enough / not enough* (wystarczająco/ niewystarczająco):

There will be enough time to finish it tomorrow.

There won't be enough time to finish it today.

- *bound to be* (na pewno będzie):

There is bound to be a long queue.

KONSTRUKCJA IT IS

Konstrukcji **it + be** używamy:

- odnosząc się do rzeczy, czynności lub sytuacji:
*I like your kitchen. **It's** very spacious.* (it odnosi się do kuchni)
*Why do you keep buying these magazines? **It's** a waste of money.* (it odnosi się do kupowania czasopism)
*Jill's friends didn't offer her any support when she needed it. **It was** very disappointing.* (it odnosi się do sytuacji)
- mówiąc o godzinach, dniach tygodnia, datach, pogodzie lub odległościach:
***It's** half past three.*
***It's** Wednesday today.*
***It's** December 12, 2021.*
***It was** freezing cold yesterday.*
***It's** sunny today.*
***It's** about two hundred miles from here.*
- jako podmiotu w zdaniach, w których występuje bezokolicznik z *to* lub konstrukcja z *that*:
***It was** wonderful to see you again.*
***It's** a shame that your team lost the match yesterday.*
***It was** only yesterday that he made the decision to quit his job.* (only + *that* używamy tutaj dla wzmocnienia)
- jako podmiotu w zdaniach, w których występuje *for/of* + dopełnienie + bezokolicznik:
***It was** really hard for me to follow the lecture in French.*
***It's** very kind of you to let me stay.*
- w wyrażeniu *it's worth* (warto) + rzeczownik / czasownik + *-ing*:
*I have a tablet and personally think **it's worth the money**.*
*The new series has very good reviews. **It's** definitely worth watching.*
- w wyrażeniu *it's no use* (nie ma sensu) + czasownik + *-ing*:
***It's no use** crying over spilt milk.*
***It's no use** trying to influence his behaviour.*

THERE IS/ARE I IS

Często używamy konstrukcji *there + be*, mówiąc o czymś po raz pierwszy i wspominając, gdzie to coś się znajduje. Podając dalsze szczegóły, używamy *it + be* (w odpowiedniej formie):

There was a strange car parked in front of our house.
It was a Ford or a Toyota. (it odnosi się do samochodu)
There's a new language school in my town. **It's** very modern. (it odnosi się do szkoły językowej)

1 Które wyrażenia poprawnie uzupełniają zdania: *There's* czy *It's*?

- 1 **It's** nice to see you again.
- 2 **?** too much noise in here.
- 3 **?** somebody at the door.
- 4 **?** not very far from here.
- 5 **?** a good film on tonight.
- 6 **?** a pity that you've missed the party.
- 7 **?** not enough time to finish the test.
- 8 **?** strange to see the school so quiet.

2 Na podstawie podanych sytuacji ułóż pytania, używając *there + be* lub *it + be* w odpowiedniej formie. Zapisz odpowiedzi w zeszycie.

- 1 Chcesz się dowiedzieć, ilu uczniów jest w klasie twojego kolegi.
How many students are there in your class?
- 2 Przed spotkaniem z przyjaciółmi w twoim domu, pytasz siostrę, czy będzie wystarczająco dużo jedzenia dla wszystkich.
- 3 Pytasz przyjaciela, czy było mu trudno znaleźć pierwszą pracę.
- 4 Wchodzisz do domu i pytasz brata, czy były jakieś listy do ciebie.

ROZMOWA WSTĘPNA

3 Jakie formy *there + be* lub *it + be* poprawnie uzupełniają wypowiedź ucznia?

Could you describe your bedroom?

I like my bedroom very much. ¹**It is** quite small, but very cosy. In fact, ²**?** much smaller than my sister's bedroom, but I wouldn't swap it with hers. ³**?** two quite big windows in my bedroom, so ⁴**?** very light. I've got a bed, a wardrobe, a small desk with a computer and two chairs. ⁵**?** three chairs before, but I got rid of one and ⁶**?** more space now. I love spending time in my bedroom. ⁷**?** my favourite room in the house.

VERB PATTERNS | SKŁADNIA CZASOWNIKÓW

W zdaniach w języku angielskim często występują obok siebie dwa czasowniki. W zależności od tego, jaki czasownik stoi na pierwszym miejscu, drugi z nich może przybierać następujące formy:

- **-ing**, np.: *admit, avoid, can't help, can't stand, consider, deny, dislike, enjoy, fancy, hate, imagine, like, love, miss, not mind, practise, prefer, start, suggest*
I love watching westerns on TV.
- dopełnienie + **-ing**, np.: *appreciate, approve of, like, insist on, mind, object to*
He objected to my borrowing the book.
- **to** + bezokolicznik, np.: *afford, agree, appear, choose, decide, expect, happen, help, hope, learn, manage, need, offer, plan, promise, refuse, seem, want, wish, would like/love/prefer*
I learnt to swim when I was seven.
- dopełnienie + **to** + bezokolicznik, np.: *advise, allow, beg, help, invite, order, tell, want, would like/love/prefer*
Mark begged me to stay with him.
- bezokolicznik bez **to**, np.: *can, could, might, must, should, had better, would rather, help, used to, be supposed to, be about to*
I can go with you if you want.
You were not supposed to tell him about it.
The concert is about to start.
- dopełnienie + bezokolicznik bez **to**, np.: *let, make*
Let me show you how to do it.

Czasownik występujący po czasowniku *help* może przyjmować formę bezokolicznika bez *to* lub bezokolicznika z *to*:

Can you help me (to) hang out the washing?

Po czasownikach *see, watch, notice, feel* oraz *hear* drugi czasownik może przybrać dwie formy, które mają różne znaczenie:

- dopełnienie + **-ing**:
Zdanie opisuje wtedy tylko fragment postrzeganej czynności:
I saw them dancing the waltz. (widziałem tylko fragment ich tańca)
- dopełnienie + bezokolicznik bez *to*:
Zdanie opisuje wtedy całość postrzeganej czynności:
I saw them dance the waltz. (widziałem, jak tańczyli, od początku do końca)

Czasownik występujący po *suggest, insist, demand* oraz *recommend* może przybierać następujące formy:

- czasownik + **-ing**:
I suggest taking a long break.
- **that** + zdanie z *should*:
I suggest that she should take a long break.
- **that** + zdanie w czasie Present Simple:
I suggest that she takes a long break.
- **that** + zdanie w trybie łączący (subjunctive) (tylko w stylu formalnym):
I suggest that she take a long break.

Czasowniki zmieniające znaczenie w zależności od składni

Niektóre czasowniki mają różne znaczenie w zależności od tego, czy użyjemy po nich bezokolicznika, czy formy *-ing*.

REMEMBER

- **remember to do something** (pamiętać, żeby coś zrobić)
Did you remember to buy milk on your way from school? – Czy pamiętałeś, żeby kupić mleko w drodze ze szkoły?
- **remember doing something** (pamiętać, że coś się zrobiło)
I clearly remember telling you about their wedding. – Wyraźnie pamiętam, że powiedziałem ci o ich weselu.

FORGET

- **forget to do something** (zapomnieć coś zrobić)
She forgot to mention this problem during the meeting. – Zapomniała wspomnieć o tym problemie podczas zebrania.
- **forget doing something** (zapomnieć, że coś się zrobiło)
I'll never forget meeting her for the first time. – Nigdy nie zapomnę chwili, kiedy po raz pierwszy ją spotkałem.

REGRET

- **regret to do something** (wyrażać żal z powodu konieczności zrobienia czegoś)
We regret to inform you that the show tonight is cancelled. – Z przykrością informujemy państwa, że dzisiejsze przedstawienie jest odwołane.
- **regret doing something** (żałować czegoś, co się wcześniej zrobiło)
I regret going to the cinema, the film was dreadful. – Żałuję, że poszłam do kina, film był beznadziejny.

TRY

- **try to do something** (próbować, czy potrafi się coś zrobić, zwykle coś trudnego)
I've been trying to contact you for a week. – Próbowałem się z tobą skontaktować przez tydzień.
- **try doing something** (spróbować zrobić coś, aby zobaczyć, jakie będą tego efekty)
Try opening this jar with a knife. – Spróbuj otworzyć ten słoik nożem.

STOP

- **stop to do something** (przerwać jedną czynność, żeby wykonać inną)
On their way back, they stopped to have a picnic. – W drodze powrotnej zatrzymali się, żeby urządzić sobie piknik.
- **stop doing something** (przerwać wykonywaną czynność)
They never stop talking about their work. – Oni nigdy nie przestają mówić o swojej pracy.

- 1 Przeczytaj e-mail do dyrektora szkoły językowej w Wielkiej Brytanii. Które formy czasowników poprawnie uzupełniają tekst?

To: John Preston
Subject: Summer course

Dear Mr Preston,

My name is Tomasz Kowalski and I'd like ¹to enrol / *enrolling* on an intensive summer course. I don't mind ²*to have* / *having* classes in the evenings, but I'd prefer ³*to finish* / *finishing* before 8 p.m. I started ⁴*learn* / *learning* English five years ago in primary school in Poland. We practised ⁵*to speak* / *speaking* and grammar, but the groups were quite big. My teacher in Poland advised ⁶*to go* / *me to go* to an English-speaking country to get more practice. I'm planning ⁷*to stay* / *staying* in the UK for five months and I hope ⁸*to take* / *taking* the B2 exam in November.

Please could you ⁹*to send* / *send* me more information about the courses available in your school?

Kind regards,

Tomasz Kowalski

- 2 Ułóż zdania, zachowując podaną kolejność wyrazów i stosując właściwe formy czasowników. Zapisz odpowiedzi w zeszycie.

- Fiona / stop / eat sweets / last year.
Fiona stopped eating sweets last year.
- I / learn / drive / when I was eighteen.
- You / should / take / a break / now.
- Peter / enjoy / watch / football matches on TV / on Saturdays.
- She / seem / be / much happier / now.
- My parents / want / move / to a bigger city / soon.
- I / not mind / work overtime / next week.
- She / suggest / wait / a bit longer / for them.

- 3 Jakie formy czasowników w nawiasach poprawnie uzupełniają zdania? Dodaj dopełnienie tam, gdzie to konieczne.

- He invited me to make (make) a speech, but I was too nervous to do it.
- I told ? (not/do) it, but she didn't listen to me.
- Can I be of any help? Let ? (carry) your books to the classroom.
- I think she should consider ? (change) her job.
- I hoped ? (stay) with them longer, but my father asked me to come back home.
- Anna avoids ? (drive) at night because she can't see very well in the dark.
- We decided ? (spend) five days in Paris.
- They were upset because the teacher made ? (stay) after school.

- 4 Odpowiedz na pytania, używając czasowników w nawiasach. Zapisz odpowiedzi w zeszycie.

- Why don't you want to go to the theatre with us? (NOT/LIKE)
I don't like going to the theatre.
- Why are you on your own most of the time? (ENJOY)
- Why don't you go on holiday to New Zealand? (AFFORD)
- Why doesn't he visit his relatives? (CAN'T STAND)
- Why don't you watch this documentary with me? (NOT/WANT)
- Why do they play football instead of basketball? (PREFER)
- Why don't you revise before the final test? (NOT/NEED)
- Why don't you have dinner with us tomorrow? (WOULD LOVE)
- Why does Barbara always do the washing-up? (NOT/MIND)
- Why don't you go to the swimming pool with us? (HATE)
- Why do you spend all the time studying? (HOPE)
- Why isn't Olivia going horse-riding with us this weekend? (CAN'T)

- 5 Dokończ zdania w logiczny i gramatycznie poprawny sposób. Użyj właściwych form czasowników. Zapisz odpowiedzi w zeszycie.

- Would you ever consider moving to a foreign country?
- When I was fifteen, my parents didn't let ?.
- I'm trying to concentrate on my work. Could you please stop ??
- The teachers in our school don't allow ?.
- After finishing my studies, I'm planning ?.
- I had several New Year's resolutions last year. I decided ?.
- What you said to Gloria was very rude. I think you should ?.
- The exam was really difficult. How did you manage ??
- When I was a child, my mother made ?.
- My best friend failed his driving test again. I advised ?.
- Sam looked very sad, so I invited ?.
- As there was nothing interesting on TV, my brother suggested ?.

WYPOWIEDŹ NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

- 6 Zapoznaj się z zadaniem. Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?

Popatrz na zdjęcia 1., 2. i 3. W czasie pobytu w Londynie chcesz udać się do galerii sztuki lub muzeum. Ze względu na ograniczenia czasowe możesz spędzić tylko trzy godziny w jednym z poniżej przedstawionych miejsc.

- Wybierz muzeum, które najbardziej Cię interesuje, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

I think I'd like ¹ to visit (visit) the Science Museum presented in picture 2. It seems ² to be (be) the most attractive place out of the three for me. I've always liked Science as a school subject and as a child I even wanted ³ to become (become) a nuclear scientist. I've also heard that the Science Museum in London is very interesting and one of my English friends agreed ⁴ to take (take) me there one day.

I wouldn't mind ⁵ going (go) to the Natural History Museum, but this would certainly be my second choice. I've already been to museums of that kind several times, so while in London I would prefer ⁶ to see (see) something else.

I wouldn't even consider ⁷ spending (spend) three hours in an art gallery. I have never been keen on art, so I try to avoid ⁸ visiting (visit) places like that as much as possible. My sister once made me ⁹ accompany (accompany) her to the Museum of Modern Art and I didn't like it at all. Fortunately, she promised ¹⁰ not to force (not/force) me to go with her again!



- 7 Jakie formy czasowników w nawiasach poprawnie uzupełniają zdania?

- The two sportsmen denied using (use) performance-enhancing drugs.
- To be honest, I'd prefer to discuss (discuss) it with you in more detail before making a final decision.
- His mother made him write (write) thank-you notes on all occasions.
- Do you happen to know (know) what time the staff meeting starts?
- I saw somebody break into (break into) our house and started screaming.

- 8 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Zapisz odpowiedzi w zeszycie.

- I think you should apologise to Mr Perkins for your disrespectful comments. **HAD**
I think you had better apologise to Mr Perkins for your disrespectful comments.
- I'm sorry, but you have not been shortlisted for this post. **REGRET**
I regret you have not been shortlisted for this post.
- I think it would be a good idea to remind them of the meeting. **SUGGEST**
I suggest of the meeting.
- I don't want to go out tonight. **FANCY**
I fancy tonight.
- Nobody managed to meet the deadline for the project. **SUCCEEDED**
Nobody succeeded the deadline for the project.
- I don't have any hope that they will be reunited in the near future. **NO**
There's no chance reunited in the near future.

- 9 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

- When my mother comes to visit me, she always insists on me eating more (nalega, żebym jadł więcej) vegetables.
- Would you mind contacting us (skontaktować się z nami) via email with information including your username and browser?
- Ian forgot to lock the door (zamknąć drzwi na klucz) when he left for school this morning.
- Our French teacher recommended repeating the vocabulary (żebyśmy powtórzyli słownictwo) before the test on Friday.

PHRASAL VERBS | CZASOWNIKI ZŁOŻONE

Czasowniki złożone składają się z dwóch elementów: czasownika oraz jednego lub dwóch wyrazów dodatkowych (przyimka lub przysłówka). Czasownik złożony może więc być dwuwyrazowy (np.: **look up**, **take after**, **see off**) lub trzywyrazowy (np.: **come up with**, **look forward to**, **run out of**).

Znaczenie czasowników złożonych jest często trudne do odgadnięcia na podstawie znaczenia samego czasownika, np.:

look – patrzeć, ale: **look after** – opiekować się
look for – szukać
look up to – podziwiać
go – iść, ale: **go with** – pasować
go off – wybuchnąć, eksplodować
go along with – zgadzać się

Ten sam czasownik złożony może mieć w zależności od kontekstu kilka różnych znaczeń, np.:

take off – zdjąć (ubranie); startować (o samolocie)
pick up – podnieść; podjechać (po kogoś); polepszać się (o sytuacji)

Czasowniki złożone można podzielić na dwie grupy:

- **czasowniki złożone nieprzechodnie (intransitive)** – czyli takie, które nie mają dopełnienia bliższego:
*Please, **hurry up!** We don't have time to spare.*
 – Proszę pośpiesz się, nie mamy czasu do stracenia.
*The car **broke down** on the motorway.* – Samochód zepsuł się na autostradzie.
*The plane **took off** on time.* – Samolot odleciał punktualnie.
- Inne popularne czasowniki nieprzechodnie to m.in.:
calm down (uspokoić się), *play up* (nawalać, psuć się), *get by* (przeżyć, dawać radę), *break up* (rozejść się), *find out* (dowiedzieć się, odkryć), *give up* (poddąć się), *cheer up* (rozchmurzyć się), *fall out* (pokłócić się), *hang out* (spędzać czas), *catch on* (przyjąć się, zyskać na popularności).
- **czasowniki złożone przechodnie (transitive)** – czyli takie, które mają dopełnienie:
*Please **turn down** the radio a bit.* – Proszę, ścisz trochę radio.
*Can you **pick me up** after school?* – Czy możesz mnie odebrać po szkole?
*I need to **get down to work** now.* – Muszę zabrać się teraz do roboty.

Uwaga: część czasowników występuje w formie zarówno przechodniej, jak i nieprzechodniej, np.: **Cheer up!** – Rozchmurz się!; *The news **cheered him up**.* – Wiadomość poprawiła mu humor.; *The runner just **gave up**.* – Biegacz po prostu się poddał.; *I can't **give it up**.* – Nie mogę tego rzucić.

Czasowniki złożone przechodnie można dalej podzielić na dwie grupy:

- **czasowniki rozdzielne** (dopełnienie można wstawić między czasownik i przysłówkę):
*Write **down** his email address.*
*Write his email address **down**.* (dopełnienie może rozdzielić czasownik i przysłówkę).
*Write **it** down.* (jeśli dopełnieniem jest zaimek, trzeba umieścić go w środku czasownika złożonego).
*You don't have to **take off** your shoes.*
*You don't have to **take your shoes off**.* (dopełnienie może rozdzielić czasownik i przysłówkę)
*You don't have to **take them off**.* (jeśli dopełnieniem jest zaimek, trzeba umieścić go w środku czasownika złożonego)

Inne popularne czasowniki rozdzielne to m.in.: *fill in* (wypełnić), *call off* (odwołać), *turn down* (ściszyć), *give up* (rzucić, rezygnować z czegoś), *cheer up* (pocieszyć, dodawać otuchy), *drop off* (podrzucić), *narrow down* (ograniczyć, zawęzić), *put up* (przenocować), *let off* (puścić wolno, puścić płazem), *blurt out* (wypalić, powiedzieć bez zastanowienia).

- **czasowniki nierozdzielne** (dopełnienia nie można wstawić pomiędzy czasownik i przyimek):
*Could you **look after** my cats when I'm away?*
*Could you **look after** them when I'm away?*
 (dopełnienie musi zostać umieszczone po całym czasowniku złożonym, nie może rozdzielić czasownika od przyimka)
*I **ran into** my ex-girlfriend yesterday.*
*I **ran into** her yesterday.* (dopełnienie musi zostać umieszczone po całym czasowniku złożonym, nie może rozdzielić czasownika od przyimka)

Inne popularne czasowniki nierozdzielne to m.in.:
look after (opiekować się), *come up with* (wymyślić, wpaść na pomysł), *put up with* (tolerować, znosić), *get over* (pokonać chorobę, dojść do siebie), *keep up with* (nadażać, dorównać), *look up to* (podziwiać), *dawn on* (zaświtać w głowie), *run into* (wpaść na kogoś, przypadkowo spotkać), *do away with* (zlikwidować, pozbyć się), *talk into* (namówić), *come down with* (rozchorować się).

Gdy uczysz się nowego czasownika złożonego, staraj się oprócz jego znaczenia poznać także jego typ (tzn. czy jest czasownikiem przechodnim czy nieprzechodnim, rozdzielnym czy nierozdzielnym), aby umieć go poprawnie używać. Dobre słowniki angielsko-angielskie zawierają informacje o przechodniości i rozdzielności czasowników złożonych oraz pokazują przykłady ich zastosowania w zdaniu.

1 Połącz każdy czasownik złożony z jego definicją i zapisz odpowiedzi w zeszyście.

- 1 give up h
- 2 turn down ?
- 3 find out ?
- 4 look after ?
- 5 call off ?
- 6 break up ?
- 7 come up with ?
- 8 fill in ?
- 9 hang out ?
- 10 put up with ?

- a cancel
- b think of something, create
- c reduce the volume
- d end a relationship
- e tolerate
- f take care of
- g discover
- h stop doing something
- i complete
- j spend time

2 Użyj niektórych czasowników złożonych z ćwiczenia 1 w poniższych zdaniach. Zapisz odpowiedzi w zeszyście.

- 1 She's allergic to dogs, so we can't ask her to look after Harvey when we go on holiday.
- 2 Please ? this form and sign it at the bottom.
- 3 I must admit I didn't think Jim would ? such a brilliant idea.
- 4 They had to ? the match because the pitch was too wet.
- 5 She used to be a very keen basketball player, but she was forced to ? playing after her back injury.
- 6 Where do you usually ? with your friends?
- 7 I can't ? this noise any more! Could you please ? that music?

3 Zastąp wyrazy w nawiasach czasownikiem złożonym w odpowiedniej formie. Pierwsze litery zostały podane. Zapisz odpowiedzi w zeszyście.

- 1 My sister was furious when she saw me wearing her dress, but she quickly calmed down (become less angry).
- 2 The little boy couldn't k? u? w? (stay at the same speed as) his older friends.
- 3 Matthew sometimes f? o? (have an argument) with his girlfriend, but they make up very quickly.
- 4 We brought our grandmother some flowers to c? her u? (make her feel happier).
- 5 Emma finally g? o? (recover) the cold that she had had for almost two weeks.
- 6 It would be great if you could d? us o? (leave us) just in front of the train station.

4 Zastąp wyrazy w nawiasach czasownikiem złożonym w odpowiedniej formie. Dodaj inne słowa, jeśli jest to potrzebne. Zapisz odpowiedzi w zeszyście.

R

- 1 I ran into (meet by chance) an old friend of mine yesterday and we managed to catch up on all our news.
- 2 We had a lot of options to choose from, but we finally ? (reduce the number of possibilities) to three.
- 3 It seems to me that a lot of customers are willing to ? (get rid of) cash altogether.
- 4 The new TV series didn't ? (become popular) at first, but it soon became an absolute sensation.
- 5 My car has been ? (cause difficulties) again, I'll need to have it checked by a mechanic.
- 6 How much money do you think you could ? (manage to survive) on?
- 7 She ? (say something without thinking) her real name without realising she was supposed to keep it a secret.

5 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Zapisz odpowiedzi w zeszyście.

- 1 You can stay with me if you decide to come to Warsaw next weekend. PUT
I can put you up if you decide to come to Warsaw next weekend.
- 2 John persuaded me to sign up for a half marathon to raise money for charity. INTO
John ? for a half marathon to raise money for charity.
- 3 As it was the man's first speeding offence, the police officer only gave him a warning. OFF
As it was the man's first speeding offence, he ? by the police officer with a warning.
- 4 On the way to the airport, I suddenly realised that I had left my passport at home. DAWNED
On the way to the airport, it ? that I had left my passport at home.
- 5 My father has always been my role model. LOOKED
I ? my father.
- 6 Sam couldn't come to your party because he caught the flu. DOWN
Sam ?, which meant he couldn't come to your party.

ask sb out	zaprosić kogoś na randkę	dress up as sb/sth	przebierać się za kogoś/coś
be fed up with sth	mieć czegoś dosyć	drop in	wpaść (do kogoś), odwiedzić (kogoś)
be off school	być nieobecny w szkole	drop sb off	wysadzić kogoś
be off sick	być na zwolnieniu lekarskim	drop out of school	porzucić szkołę
beat sb up	pobić kogoś	eat out	jeść poza domem
blurt sth out	wygadać coś, wypaplać coś	end up (doing sth)	ostatecznie coś zrobić (wbrew wcześniejszym uczuciom/planom)
boss sb around	rządzić kimś, rozkazywać komuś	face up to sth	stawiać czemuś czoło
break down	popsuć się	fall apart	rozpaść się, rozlecieć
break into sth	włamać się gdzieś	fall behind with sth	mieć zaległości w czymś
break up with sb	rozstać się z kimś	fall down	spadać
bring sth about	spowodować coś, doprowadzić do czegoś	fall out with sb	pokłócić się z kimś
bring sb up	wychowywać kogoś (dzieci)	fall over	przewrócić się
burn down	spłonąć, spalić się	fight sth off	zwalczyć coś, odeprzeć coś
buy sth up	wykupować coś	figure sth out	wymyślić coś
call sth off	odwoływać coś	fill sth in	wypełnić coś (np. formularz)
calm down	uspokoić się	fill up	zatankować
carry on (sth / doing sth)	kontynuować (coś / robienie czegoś)	find out	dowiedzieć się
carry out sth	przeprowadzać coś, wykonywać coś (np. badania)	fit in (the suitcase)	zmieścić się (w walizce)
catch on	chwycić, stać się popularnym	fork out on sth	wydać dużą kwotę na coś, wybulić na coś
catch up on sth	nadrobić coś	get sth across	zakomunikować coś, przekazać (informację)
check in	przejechać odprawę bagażową	get away with sth	uniknąć kary/odpowiedzialności za coś
check in (at the hotel)	zameldować się (w hotelu)	get by	radzić sobie finansowo
check out (from the hotel)	wymeldować się (z hotelu)	get down to sth	zabrać się za coś
check up on sb	sprawdzać kogoś	get on/off	wsiadać/wysiadać (np. do/z pociągu)
cheer up	rozweselić się, rozchmurzyć się	get on with sb	dobrze się z kimś dogadywać
chicken out	stchórzyć	get on with sth	zająć się czymś
clear up	minąć (np. o chorobie)	get over sth	dochodzić do siebie po czymś (o chorobie)
come across as	wydawać się, sprawiać wrażenie	get together	spotkać się, zgromadzić się
come across sth	natknąć się na coś	get up	wstać
come down with sth	zachorować na coś	give sth away	rozdawać coś; zdradzić coś, wydać sekret
come off a drug	odstawić lek	give in	poddać się
come off the wall	odchodzić od ściany (o farbie/tapecie)	give sth up	zrezygnować z czegoś
come out of sth	wyjść z czegoś (np. trudnej sytuacji, recesji)	go on	dziać się
come out in a rash	dostać wysypki	go out	wychodzić z domu; gasnąć (o świetle)
come up	pojawić się	go out with sb	spotykać się z kimś
come up with sth	wymyślić coś, wpaść na pomysł czegoś	go over sth	przeanalizować coś, przerabiać coś
cover for sb	kryć kogoś	go through	przejechać (o transakcji kartą)
cover sth up	zatuszować coś	grow out of sth	wyrosnąć z czegoś
cut sth down	ograniczać coś, redukować coś	grow up	dorastać
cut down on sth	ograniczać coś, redukować coś	hand sth in	wręczać coś
cut sth out	wyeliminować coś, usunąć coś	hang out with sb	spędzać czas z kimś
dawn on sb	ośnić kogoś, zaświtać komuś w głowie	hang up	rozłączyć się (podczas rozmowy telefonicznej)
do sth up	odnowić coś, wyremontować coś	hold up sth	dokonać napadu na coś
do away with sb/sth	pozbywać się kogoś/czegoś	join in	dołączyć
do with sth	przydać się	keep up with sb/sth	nadążyć za kimś/czymś
dress down	ubrać się mniej formalnie niż zwykle	knock sb down	potrącić kogoś, przejechać kogoś
dress up	wystroić się, ubrać się elegancko		

leave sb/sth out	<i>pominąć kogoś/coś</i>	set out	<i>wyruszać</i>
let sb down	<i>zawieść kogoś</i>	set sth up	<i>założyć coś, uruchomić coś (np. firmę); skonfigurować coś</i>
let sb off	<i>darować coś komuś (o karze)</i>	settle down	<i>zamieszkać, osiedlić się</i>
let sth out (to sb)	<i>wynająć coś (komuś)</i>	settle in	<i>zaklimatyzować się, zaadaptować się</i>
let sth out	<i>poszerzyć coś (np. sukienkę)</i>	show off	<i>przechwalać się, popisywać się</i>
lie in	<i>wylegiwać się</i>	sign up for sth	<i>zapisać się na coś / do czegoś</i>
live it up	<i>korzystać z życia</i>	slip sth on	<i>narzucić coś (na siebie)</i>
look after sb	<i>troszczyć się o kogoś, opiekować się kimś</i>	sort sth out	<i>rozwiązać coś (np. problem)</i>
look (a)round	<i>rozwglądać się</i>	speak up for sth	<i>wypowiadać się w (jakiejś sprawie)</i>
look back	<i>ogłądać się za siebie, patrzeć wstecz</i>	spell sth out	<i>wyjaśniać coś</i>
look down on sb/sth	<i>patrzeć na kogoś/coś z pogardą</i>	splash out	<i>szastać pieniędzmi</i>
look for sth	<i>szukać czegoś</i>	split up	<i>rozstać się, zakończyć związek</i>
look into sth	<i>zajmować się czymś, badać coś</i>	stand in for sb	<i>zastępować kogoś</i>
look up to sb	<i>patrzeć na kogoś z podziwem</i>	stand out	<i>wyróżniać się</i>
make off	<i>uciekać</i>	stay in	<i>zostać w domu</i>
make sth out	<i>dostrzec coś, usłyszeć coś</i>	stay up	<i>późno kłaść się spać</i>
make sth up	<i>zmyślić coś, wymyślić coś</i>	stock up on sth	<i>zrobić zapasy (np. jedzenia)</i>
make up with sb	<i>pogodzić się z kimś</i>	sum up	<i>podsumować</i>
narrow sth down	<i>zawęźać coś</i>	switch sth off	<i>wyłączyć coś</i>
pass away	<i>umrzeć</i>	switch sth on	<i>włączyć coś</i>
pass by sb/sth	<i>przechodzić obok kogoś/czegoś</i>	take sth back	<i>zwrócić coś</i>
pass out	<i>zemdleć</i>	take sth in	<i>zwęzić coś (np. spodnie)</i>
pay off	<i>opłacać się</i>	take off	<i>wystartować (o samolocie); odnieść nagły sukces</i>
pay off debts	<i>spłacać długi</i>	take sth off	<i>zdyć coś (np. płaszcz)</i>
pick sb up	<i>odebrać kogoś</i>	take out (a loan)	<i>wziąć (pożyczkę)</i>
pick sth up	<i>nauczyć się czegoś, podłapać coś</i>	take out money	<i>wypłacić pieniądze</i>
pick up an infection	<i>złapać infekcję</i>	take sth over	<i>przejąć coś (np. obowiązki)</i>
play up	<i>sprawiać kłopoty</i>	talk sb into (doing) sth	<i>namawiać kogoś do (zrobienia) czegoś</i>
point sth out	<i>zaznaczać coś, zwracać na coś uwagę</i>	talk sth through	<i>omówić coś</i>
pull out	<i>wyjechać na drogę, ruszyć z miejsca postoju</i>	take to sb	<i>polubić kogoś</i>
put sth aside	<i>odkładać coś (np. pieniądze)</i>	take sth up	<i>zainteresować się czymś, zacząć się czymś zajmować</i>
put sth away	<i>odłożyć coś</i>	tell sb off	<i>zganić kogoś, upomnieć kogoś</i>
put sth forward	<i>zapropionować coś, wystąpić z czymś</i>	throw sth away	<i>wyrzucać coś (do śmieci)</i>
put sth in	<i>składać coś (np. wniosek, skargę)</i>	throw sb out	<i>wyrzucić kogoś (np. z pracy)</i>
put sb off	<i>zniechęcać kogoś</i>	throw up	<i>wymiotować</i>
put sb up	<i>przenocować kogoś (u siebie w domu)</i>	try sth on	<i>przymierzać coś</i>
put sth off	<i>odkładać coś na później</i>	turn sth down/up	<i>ściszyć coś / pogłościć coś</i>
put sth on	<i>wystawiać (np. sztukę); zakładać coś (np. ubranie)</i>	turn sth on/off	<i>włączać coś / wyłączać coś</i>
put sth up	<i>zawiesić coś (np. półki, obraz)</i>	turn into sth	<i>zmieniać się w coś</i>
put sth up (for sale)	<i>wystawić coś (na sprzedaż)</i>	turn out	<i>okazać się</i>
put up a tent	<i>rozbić namiot</i>	turn up	<i>pojawiać się</i>
put up with sth	<i>znosić coś, tolerować coś</i>	use sth up	<i>zużywać coś</i>
roll up	<i>podwinąć</i>	warm up	<i>rozgrzewać się</i>
run out of sth	<i>nie mieć już czegoś</i>	work out	<i>udać się, powieść się</i>
see sb off	<i>odprowadzać kogoś</i>	work sth out	<i>zrozumieć coś, rozgryźć coś</i>
sell out	<i>wyprzedać się</i>	wrap up	<i>owinąć się, otulić</i>
set sb apart (from)	<i>odróżniać kogoś (od)</i>		
set off	<i>wyruszać</i>		

PRESENT SIMPLE

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi		
I You	sleep.	do not / don't sleep.	Do I you sleep?	Yes, you I do.	No, you I do not / don't.	
He She It	sleeps.	does not / doesn't sleep.	Does he she it sleep?	Yes, he she it does.	No, he she it does not / doesn't.	
We You They	sleep.	do not / don't sleep.	Do we you they sleep?	Yes, you we they do.	No, you we they do not / don't.	

PRESENT CONTINUOUS

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi		
I	am/'m	am not / 'm not	Am I	Yes, you are.	No, you are not / aren't / 're not.	
You	are/'re	are not / aren't / 're not	Are you	Yes, I am.	No, I am not / 'm not.	
He She It	is/'s	is not / isn't / 's not	Is he she it sleeping?	Yes, he she it is.	No, he she it is not / isn't / 's not.	
We You They	are/'re	are not / aren't / 're not	Are we you they	Yes, you we they are.	No, you we they are not / aren't / 're not.	

PAST SIMPLE

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi		
I You He She It We You They	slept.	did not / didn't sleep.	Did I you he she it we you they sleep?	Yes, you I he she it you we they did.	No, you I he she it you we they did not / didn't.	

PRESENT PERFECT

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi		
I You	have/'ve	have not / haven't	Have I you	Yes, you I have.	No, you I have not / haven't.	
He She It	has/'s	has not / hasn't	Has he she it slept?	Yes, he she it has.	No, he she it has not / hasn't.	
We You They	have/'ve	have not / haven't	Have we you they	Yes, you we they have.	No, you we they have not / haven't.	

PRESENT PERFECT CONTINUOUS

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi		
I You	have/'ve	have not / haven't	Have I you	Yes, you I have.	No, you I have not / haven't.	
He She It	has/'s	has not / hasn't	Has he she it been sleeping?	Yes, he she it has.	No, he she it has not / hasn't.	
We You They	have/'ve	have not / haven't	Have we you they	Yes, you we they have.	No, you we they have not / haven't.	

PAST CONTINUOUS

	Zdania twierdzące		Zdania przeczące		Pytania		Krótkie odpowiedzi		
I	was	sleeping.	was not / wasn't	sleeping.	Was I	sleeping?	Yes, you were.	No, you were not / weren't.	
You	were		were not / weren't		Were you		Yes, I was.	No, I was not / wasn't.	
He She It	was		was not / wasn't		Was he she it		Yes, he she it was.	No, he she it was not / wasn't.	
We You They	were		were not / weren't		Were we you they		Yes, you we they were.	No, you we they were not / weren't.	

PAST PERFECT

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi	
I You He She It We You They	had/'d slept.	had not / hadn't slept.	Had I you he she it we you they slept?	Yes, you I he she it you we they had.	No, you I he she it you we they had not / hadn't.

WILL

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi	
I You He She It We You They	will/'ll sleep.	will not / won't sleep.	Will I you he she it we you they sleep?	Yes, you I he she it you we they will.	No, you I he she it you we they will not / won't.

FUTURE CONTINUOUS

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi	
I You He She It We You They	will/'ll be sleeping.	will not / won't be sleeping.	Will I you he she it we you they be sleeping?	Yes, you I he she it you we they will.	No, you I he she it you we they will not / won't.

KONSTRUKCJA BE GOING TO

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi	
I	am/'m	am not / 'm not	Am I	Yes, you are.	No, you are not / aren't / 're not.
You	are/'re	are not / aren't / 're not	Are you	Yes, I am.	No, I am not / 'm not.
He She It	is/'s	is not / isn't / 's not	Is he she it	Yes, he she it is.	No, he she it is not / isn't / 's not.
We You They	are/'re	are not / aren't / 're not	Are we you they	Yes, you we they are.	No, you we they are not / aren't / 're not.

STRONA BIERNĄ

	Strona czynna	Strona bierna
Present Simple	They write a letter.	A letter is written .
Present Continuous	They are writing a letter.	A letter is being written .
Present Perfect	They have written a letter.	A letter has been written .
Past Simple	They wrote a letter.	A letter was written .
Past Continuous	They were writing a letter.	A letter was being written .
Past Perfect	They had written a letter.	A letter had been written .
<i>will</i>	They will write a letter.	A letter will be written .
<i>be going to</i>	They are going to write a letter.	A letter is going to be written .

KONSTRUKCJA HAVE SOMETHING DONE

	Strona czynna	Konstrukcja <i>have something done</i>
Present Simple	They build my house.	I have my house built .
Present Continuous	They are building my house.	I am having my house built .
Present Perfect	They have built my house.	I have had my house built .
Present Perfect Continuous	They have been building my house.	I have been having my house built .
Past Simple	They built my house.	I had my house built .
Past Continuous	They were building my house.	I was having my house built .
Past Perfect	They had built my house.	I had had my house built .
<i>will</i>	They will build my house.	I will have my house built .
Future Continuous	They will be building my house.	I will be having my house built .
<i>be going to</i>	They are going to build my house.	I am going to have my house built .

MOWA ZALEŻNA

Mowa niezależna		Mowa zależna	
Present Simple	'He lives in London.'	Past Simple	She said (that) he lived in London.
Present Continuous	'He is living in London.'	Past Continuous	She said (that) he was living in London.
Present Perfect	'He has lived in London.'	Past Perfect	She said (that) he had lived in London.
Present Continuous	'He has been living in London.'	Present Continuous	She said (that) he had been living in London.
Past Simple	'He lived in London.'	Past Perfect	She said (that) he had lived in London.
Past Continuous	'He was living in London.'	Past Perfect Continuous	She said (that) he had been living in London.
<i>will</i>	'He will live in London.'	<i>would</i>	She said (that) he would live in London.
Future Continuous	'He will be living in London.'	<i>would be + czasownik + -ing</i>	She said (that) he would be living in London.
<i>be going to</i>	'He is going to live in London.'	<i>was/were going to</i>	She said (that) he was going to live in London.
<i>can</i>	'I can help you.'	<i>could</i>	She said (that) she could help me.
Prośby	'Could you help me?'	She asked me to help her. She asked if/whether I could help her.	
Pytania	'Do you like milk?' 'Where is he going?' 'Have you finished?' 'Did you buy any bread?' 'What will they do?' 'Are you going to come?'	She asked me if/whether I liked milk. She asked me where he was going . She asked me if/whether I had finished . She asked me if/whether I had bought any bread. She asked me what they would do. She asked me if/whether I was going to come.	
Polecenia	'Sit down!' 'Don't shout!'	She told me to sit down. She told me not to shout.	

ZAIMKI OSOBOWE, PRZYMOTNIKI I ZAIMKI DZIERŻAWCZE, ZAIMKI ZWROTNE

Zaimek osobowy podmiotu	Zaimek osobowy dopełnienia	Przymiotnik dzierżawczy (z rzeczownikiem)	Zaimek dzierżawczy (bez rzeczownika)	Zaimek zwrotny
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

ZAIMKI WSKAZUJĄCE, PYTAJĄCE, WZGLĘDNE I WZAJEMNE

Wskazujące		Pytające	Względne	Wzajemne
Liczba pojedyncza	Liczba mnoga	What? Who? Whose? Which? Where? When? Why? How? (How often? How long? How far? How much? How many?)	who which that whose when where	each other one another
this that	these those			

LICZEBNIKI**Liczebniki: 1–100**

Liczebnik główny	Liczebnik porządkowy	Liczebnik główny	Liczebnik porządkowy
1 – one	1 st – first	20 – twenty	20 th – twentieth
2 – two	2 nd – second	21 – twenty-one	21 st – twenty-first
3 – three	3 rd – third	22 – twenty-two	22 nd – twenty-second
4 – four	4 th – fourth	23 – twenty-three	23 rd – twenty-third
5 – five	5 th – fifth	24 – twenty-four	24 th – twenty-fourth
6 – six	6 th – sixth	25 – twenty-five	25 th – twenty-fifth
7 – seven	7 th – seventh	26 – twenty-six	26 th – twenty-sixth
8 – eight	8 th – eighth	27 – twenty-seven	27 th – twenty-seventh
9 – nine	9 th – ninth	28 – twenty-eight	28 th – twenty-eighth
10 – ten	10 th – tenth	29 – twenty-nine	29 th – twenty-ninth
11 – eleven	11 th – eleventh	30 – thirty	30 th – thirtieth
12 – twelve	12 th – twelfth	40 – forty	40 th – fortieth
13 – thirteen	13 th – thirteenth	50 – fifty	50 th – fiftieth
14 – fourteen	14 th – fourteenth	60 – sixty	60 th – sixtieth
15 – fifteen	15 th – fifteenth	70 – seventy	70 th – seventieth
16 – sixteen	16 th – sixteenth	80 – eighty	80 th – eightieth
17 – seventeen	17 th – seventeenth	90 – ninety	90 th – ninetieth
18 – eighteen	18 th – eighteenth	100 – one/a hundred	100 th – hundredth
19 – nineteen	19 th – nineteenth	101 – one/a hundred and one	101 st – hundred and first

Przykładowe liczebniki główne powyżej 100

1,000 – one/a thousand
3,555 – three thousand, five hundred and fifty-five
56,223 – fifty-six thousand, two hundred and twenty-three
725,000 – seven hundred and twenty-five thousand
1,000,000 – one/a million
1,000,000,000 – one/a billion

PRZEDROSTKI

Często używane przedrostki			Przedrostki zmieniające znaczenie wyrazów na przeciwne	
Przedrostek	Znaczenie	Przykłady	Przedrostek	Przykłady
anti-	against	anti-nuclear	dis-	disabled, disagree
bi-	two	bilingual	il-	illegal
co-	with, together	coexist, co-pilot	im-	immature, impractical
ex-	former, before	ex-wife	in-	insecure, inseparable
inter-	between	international	ir-	irregular, irresponsible
mis-	badly, wrongly	misbehave, mispronounce	mis-	misjudged, misbehave
multi-	many	multitasking	non-	nonexistent, nonsense
over	too much	overcook, overpopulation	un-	unacceptable, uncover
post-	after	postmodern, post-war		
pro-	in favour	pro-American, pro-democracy		
re-	again	reuse		
self-	me	self-employed, self-motivation		
semi-	half	semi-circle, semi-circle		
under-	not enough	undercook, underestimate		

PRZYROSTKI

Przyrostki tworzące rzeczowniki		Przyrostki tworzące przymiotniki	
Przyrostek	Przykłady	Przyrostek	Przykłady
-age	marriage, package	-able/-ible	habitable, possible
-al	proposal	-al	informal, social
-ant/-ent	assistant, president	-ant/-ent	prominent
-ation/-ition	communication, definition	-ary	dietary, voluntary
-cy	privacy, accuracy	-ed	exhausted, relaxed
-ence/-ance	appearance, influence	-ful	helpful, successful
-dom	freedom, kingdom	-ic	artistic, scientific
-er/-or	gardener, author	-ing	interesting, matching
-hood	neighbourhood	-ive	active, attractive
-ian	musician, historian	-less	harmless, useless
-ing	meaning	-ly	friendly, daily
-ism	mechanism	-ous	generous, serious
-ist	artist, dentist	-y	chatty, temporary
-ment	government, equipment		
-ness	fitness, goodness		
-ship	relationship, championship		
-tion/-sion	preparation, discussion		
-ty/-ity	activity, reality		
-ure	pressure, procedure		

Przyrostki tworzące przysłówki	
Przyrostek	Przykłady
-ly	probably, easily
-ally	basically, dramatically
-wards	backwards, downwards

Przyrostki tworzące czasowniki	
Przyrostek	Przykłady
-ate	create, calculate
-en	shorten
-ify	identify
-ise	realise, victimise

Infinitive	Past Simple	Past Participle		Infinitive	Past Simple	Past Participle	
be /bi:/	was /wɒz/ were /wɜ:/	been /bi:n/	być	leave /li:v/	left /left/	left /left/	opuścić
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/	stać się	lend /lend/	lent /lent/	lent /lent/	pożyczyć komuś
begin /bɪ'ɡɪn/	began /bɪ'ɡæn/	begun /bɪ'ɡʌn/	zacząć	let /let/	let /let/	let /let/	pozwolić
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	złamać	lie /laɪ/	lay /leɪ/	lain /leɪn/	leżeć
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	przynieść	light /laɪt/	lit /lɪt/	lit /lɪt/	zapalać
build /bɪld/	built /bɪlt/	built /bɪlt/	budować	lose /lu:z/	lost /lɒst/	lost /lɒst/	zgubić
burn /bɜ:n/	burned /bɜ:nd/ burnt /bɜ:nt/	burned /bɜ:nd/ burnt /bɜ:nt/	spalić	make /meɪk/	made /meɪd/	made /meɪd/	zrobić
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	kupować	mean /mi:n/	meant /ment/	meant /ment/	znaczyć
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	złapać	meet /mi:t/	met /met/	met /met/	spotkać
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/	wybrać	pay /peɪ/	paid /peɪd/	paid /peɪd/	płacić
come /kʌm/	came /keɪm/	come /kʌm/	przyjść	put /pʊt/	put /pʊt/	put /pʊt/	położyć
cost /kɒst/	cost /kɒst/	cost /kɒst/	kosztować	read /ri:d/	read /red/	read /red/	czytać
cut /kʌt/	cut /kʌt/	cut /kʌt/	ciąć	ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/	jeździć na
dig /dɪg/	dug /dʌg/	dug /dʌg/	kopać	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	dzwonić
do /du:/	did /dɪd/	done /dʌn/	zrobić	run /rʌn/	ran /ræn/	run /rʌn/	biegać
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	rysować	say /seɪ/	said /sed/	said /sed/	powiedzieć
dream /dri:m/	dreamed /dremt/ dreamt /dremt/	dreamed /dremt/ dreamt /dremt/	śnić, marzyć	see /si:/	saw /sɔ:/	seen /si:n/	zobaczyć
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	pić	sell /sel/	sold /səʊld/	sold /səʊld/	sprzedać
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/	prowadzić samochód	send /send/	sent /sent/	sent /sent/	wysłać
eat /i:t/	ate /et/	eaten /'i:tn/	jeść	set /set/	set /set/	set /set/	ustawić
fall /fɔ:l/	fell /fel/	fallen /'fɔ:ln/	upaść	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/	świecić
feed /fi:d/	fed /fed/	fed /fed/	karmić	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/	pokazać
feel /fi:l/	felt /felt/	felt /felt/	czuć	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	zamknąć
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	walczyć	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	śpiewać
find /faɪnd/	found /faʊnd/	found /faʊnd/	znaleźć	sit /sɪt/	sat /sæt/	sat /sæt/	siedzieć
fly /flaɪ/	flew /flu:/	flown /fləʊn/	lecieć	sleep /sli:p/	slept /slept/	slept /slept/	spać
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	zapomnieć	smell /smel/	smelled /smeld/ smelt /smelt/	smelled /smeld/ smelt /smelt/	pachnieć, wąchać
forgive /fə'ɡɪv/	forgave /fə'geɪv/	forgiven /fə'ɡɪvn/	wybaczyć	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/	mówić
get /get/	got /gɒt/	got /gɒt/	dostać	spend /spend/	spent /spent/	spent /spent/	spędzać
give /ɡɪv/	gave /geɪv/	given /'ɡɪvn/	dać	spill /spɪl/	spilled /spɪld/ spilt /spɪlt/	spilled /spɪld/ spilt /spɪlt/	rozlać
go /ɡəʊ/	went /went/	gone /ɡɒn/	iść	stand /stænd/	stood /stʊd/	stood /stʊd/	stać
grow /ɡrəʊ/	grew /ɡru:/	grown /ɡrəʊn/	rosnąć	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/	ukraść
have /hæv/	had /hæd/	had /hæd/	mieć	swim /swɪm/	swam /swæm/	swum /swʌm/	płynąć
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	słyszeć	take /teɪk/	took /tʊk/	taken /'teɪkən/	wziąć
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	chować	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/	uczyć
hit /hɪt/	hit /hɪt/	hit /hɪt/	uderzyć	tear /teə/	tore /tɔ:/	torn /tɔ:n/	podrzeć
hold /həʊld/	held /held/	held /held/	trzymać	tell /tel/	told /təʊld/	told /təʊld/	powiedzieć
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	zranić	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/	myśleć
keep /ki:p/	kept /kept/	kept /kept/	trzymać	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/	rzucić
know /nəʊ/	knew /nju:/	known /nəʊn/	wiedzieć	understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/	rozumieć
lead /li:d/	led /led/	led /led/	prowadzić	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/	obudzić się
learn /lɜ:n/	learned /lɜ:nd/ learnt /lɜ:nt/	learned /lɜ:nd/ learnt /lɜ:nt/	uczyć się	wear /weə/	wore /wɔ:/	worn /wɔ:n/	nosić
				win /wɪn/	won /wʌn/	won /wʌn/	wygrać
				write /raɪt/	wrote /rəʊt/	written /'rɪtn/	pisać

PROŚBA O POWTÓRZENIE

Excuse me / Sorry, could you repeat that, please?
Przepraszam, czy mógłbyś/mogłabyś / mógłby pan / mogłaby pani powtórzyć?

Could you say that again, please? *Czy mógłbyś/mogłabyś / mógłby pan / mogłaby pani powtórzyć?*

I'm sorry, I didn't hear/catch that. *Przepraszam, nie usłyszałem/usłyszałam.*

Pardon? *Słucham?*

PROŚBA O WYJAŚNIENIE

Could you explain this word to me? *Czy mógłbyś/mogłabyś / mógłby pan / mogłaby pani wytłumaczyć mi, co to słowo znaczy?*

Sorry, what does 'scrumptious' mean? *Przepraszam, co znaczy „scrumptious”?*

Could you tell me what that means? *Czy mógłbyś/mogłabyś / mógłby pan / mogłaby pani powiedzieć, co to znaczy?*

I don't know what that means. *Nie wiem, co to znaczy.*

I'm not sure I understand. *Nie jestem pewien/pewna, czy rozumiem.*

I'm sorry, I don't quite see / I'm not sure what you mean. *Przepraszam, chyba nie do końca rozumiem, co masz / ma pan/pani na myśli.*

What (exactly) do you mean? *Co (dokładnie) masz / ma pan/pani na myśli?*

Do you mean ...? *Czy masz / ma pan/pani na myśli...?*

ZASTANAWIANIE SIĘ I GRANIE NA CZAS

That's a good / an interesting question. *Dobre/Interesujące pytanie.*

That's quite a tough question. *To trudne pytanie.*

Let me see ... *Niech pomyślę...*

I suppose ... *Przypuszczam, że...*

Let me think (about that for a moment). *Niech się zastanowię (nad tym przez chwilę).*

It's hard to say, really. *Trudno powiedzieć.*

ROZMOWA Z ODGRYWANIEM ROLI

ROZPOCZYNANIE ROZMOWY

Have you got a minute? *Masz chwilę?*

I wanted to talk to you about ... *Chciałbym/Chciałabym z tobą porozmawiać o...*

We've got to talk about ... *Musimy porozmawiać o...*

We need/have to discuss ... *Musimy omówić...*

Can we talk about ...? *Czy możemy porozmawiać o...?*

Shall we talk about ...? *Porozmawiamy o...?*

OBJAŚNIANIE

I mean ... *Mam na myśli, że...*

What I mean is ... *Chodzi mi o to, że...*

What I meant was ... *Chodziło mi o to, że...*

What I'm trying to say is ... *Chcę powiedzieć, że...*

Well, the thing is ... *Chodzi o to, że...*

Let me put it another way. *Ujmę to w inny sposób.*

In other words, ... *Innymi słowy...*

WYMIENIANIE ARGUMENTÓW

For a start, / To begin with, ... *Na początek...*

First of all, ... *Przede wszystkim...*

What's more, ... *Ponadto / Co więcej...*

PYTANIE O RADĘ

Could you give me some advice? *Możesz mi coś doradzić?*

What's your advice? *Co mi radzisz?*

What do you think I should / ought to do? *Co twoim zdaniem powinienem/powinnam zrobić?*

Should I ...? *Czy powinienem/powinnam...?*

Do you think it's a good idea to ...? *Myślisz, że... to dobry pomysł?*

UDZIELANIE RAD

If I were you, I'd / I wouldn't ... *Na twoim miejscu...*

I (don't) think you should ... *Myślę, że (nie) powinienieś/powinnaś...*

I think it's a good idea to ... *Sądzę, że dobrym pomysłem jest...*

The best thing to do is ... *Najlepiej będzie, jeśli...*

Why don't you ...? *A może byś...?*

PROPONOWANIE

Why don't we ...? *A może byśmy...?*

How about ...? *A gdyby tak...?*

(Perhaps) we could ...? *(A może) moglibyśmy/mogłybyśmy...*

I thought / was thinking we could ... *Pomyślałem / Pomyślałam, że moglibyśmy/mogłybyśmy...*

Here's an idea ... *Mam pomysł...*

PRZYJMOWANIE RAD I PROPOZYCJI

Good thinking. *Słusznie.*

That's a good idea. *Dobry pomysł.*

That sounds like a good plan. *To dobry pomysł.*

OK/Yes, why not? *Dobrze, czemu nie?*

OK, let's do that. *Dobrze, tak zrobimy.*

That sounds great. *Podoba mi się ten pomysł.*

OK, that suits me. *Dobrze, to mi odpowiada.*

That's fine by me. *Nie mam nic przeciwko temu.*

Perfect! *Świetnie!*

WĄTPLIWOŚCI I OBIĘCJE

I'm not sure. *Nie jestem pewny/pewna.*

I don't know. *Sam/Sama nie wiem.*

I'm not convinced. *Nie jestem przekonany/przekonana.*

I don't think that's a good idea. *Nie wydaje mi się, że to jest dobry pomysł.*

That might not be the best idea. *To chyba nie jest najlepszy pomysł.*

Really? I'm not (at all) sure that ... *Naprawdę? Nie jestem (wcale) pewny/pewna, czy...*

I don't think that will work. *Nie sądzę, żeby to się udało/zadziało.*

But what if ...? *Ale co, jeśli...?*

I think it's (highly) unlikely that ... *Myślę, że jest (bardzo) mało prawdopodobne, że/żeby...*

That's not very realistic/practical/sensible, is it? *To nie jest zbyt realistyczne/praktyczne/rozsądne, prawda?*

ALTERNATYWNE PROPOZYCJE I ROZWIĄZANIA

Why don't you/we ... instead? *A może zamiast tego...*

Let's ... instead. *Zamiast tego...*

And how about this: ... *A może zrobimy tak...*

Here's a better idea ... *Mam lepszy pomysł...*

Or alternatively you/we could ... *Albo mógłbyś/mogłabyś/moglibyśmy/mogłybyśmy...*

Another thing you/we can do is ... *Mógłbyś/Mogłabyś/Moglibyśmy/Mogłybyśmy też...*

You could/should consider ... *Mógłbyś/Mogłabyś/Powinieniał/Powinnaś wziąć pod uwagę...*

ZGADZANIE SIĘ Z ROZMÓWCĄ

You're (absolutely) right. *Masz (całkowitą) rację.*

That's right. *To prawda.*

Yes, I agree. *Tak, zgadzam się.*

I couldn't agree (with you) more! *Całkowicie się (z tobą) zgadzam.*

I think so, too. *Też tak myślę.*

Exactly. *Właśnie.*

NIEZGADZANIE SIĘ Z ROZMÓWCĄ

(I'm sorry, but) I disagree. *(Przykro mi, ale) nie zgadzam się.*

I'm afraid I don't agree (at all). *Przykro mi, ale (zupełnie) się nie zgadzam.*

I don't think so. *Nie sądzę.*

You might be right, but ... *Może masz rację, ale...*

You've got a point, but ... *Masz rację, ale...*

I see what you mean, but ... *Rozumiem, co masz na myśli, ale...*

I take your point, but ... *Rozumiem twój punkt widzenia, ale...*

Yes, but don't you think that ...? *Tak, ale czy nie uważasz, że...?*

That's true, but ... *To prawda, ale...*

Well, that may be so, but ... *Cóż, może to prawda, ale...*

UZYSKIWANIE INFORMACJI

Can you tell me (where the ticket office is)? *Czy możesz / może mi pan/pani powiedzieć, (gdzie jest kasa)?*

Do you know (how much it is)? *Czy wiesz / wie pan/pani, (ile to kosztuje)?*

I'd like to know (what time the train leaves). *Chciałbym/Chciałabym się dowiedzieć, (o której odjeżdża pociąg).*

PYTANIE O POZWOLENIE I UDZIELANIE ODPOWIEDZI

Could I ...? *Czy mógłbym/mogłabym...?*

May I ...? *Czy mogę...?*

Is it all right if I ...? *Czy nie będzie problemem, jeśli...?*

Do you mind if I ...? *Czy będzie ci/panu/pani przeszkadzało, jeśli...?*

Yes, of course. *Tak, oczywiście.*

Sure, go ahead. *Oczywiście, proszę.*

No, I don't mind. *Nie, nie mam nic przeciwko temu.*

Sorry, you can't / may not. *Przykro mi, ale nie.*

I'm afraid not. *Obawiam się, że nie.*

OFERTY POMOCY

Do you need any help? *Czy potrzebujesz pomocy?*

Shall I help you? *Czy mogę ci jakoś pomóc?*

Let me help you. *Pozwól, że ci pomogę.*

Thank you, that's very kind. *Dziękuję, to bardzo miłe z twojej strony.*

Yes, please. Thank you. *Tak, poproszę. Dziękuję.*

Thank you, I can manage / I'm fine. *Dziękuję, poradzę sobie.*

PROŚBY

Could you do me a favour? *Czy mógłbyś/mogłabyś wyświadczyć mi przysługę?*

Would you do something for me? *Czy zrobiłbyś/zrobiłabyś coś dla mnie?*

Sure. *Jasne.*

Of course. *Oczywiście.*

With pleasure. *Z przyjemnością.*

No problem. *Nie ma sprawy.*

I'd love to, but ... *Chciałbym/Chciałabym, ale...*

I'm afraid I can't. *Obawiam się, że nie mogę.*

PODZIĘKOWANIA

Thanks a lot. / Many thanks. *Wielkie dzięki.*

Thank you very much (for your help). *Bardzo dziękuję (za pomoc).*

You're welcome. / Not at all. *Nie ma za co.*

Don't mention it. *Nie ma o czym mówić.*

It's my pleasure. *Cała przyjemność po mojej stronie.*

PRZEPROSINY

I'm so/really sorry. *Tak mi przykro.*

I'm sorry. It's all my fault. *Przepraszam. To moja wina.*

I apologise. *Przepraszam.*

Never mind. *Nic nie szkodzi.*

That's OK / all right. *W porządku. / Nic nie szkodzi.*

Don't worry about it. *Nie przejmuj się tym.*

OPIS ILUSTRACJI I ODPOWIEDZI NA PYTANIA

OPISYWANIE ILUSTRACJI

In the photo, I can see / there is/are ... *Na zdjęciu widzę/ jest/są...*

The image shows/depicts ... *Zdjęcie przedstawia...*

On the right/left, ... *Po prawej/lewej stronie...*

On the right-hand/left-hand side, ... *Po prawej/lewej stronie...*

At the bottom/top, ... *Na górze/dole...*

In the bottom left-hand corner, ... *W lewym górnym rogu...*

In the foreground/background, ... *Na pierwszym planie / W tle...*

In the middle, ... *W środku...*

In front of ... / Behind ... / Next to ... *Przed... / Za... / Obok...*

In the distance, ... / On the horizon, ... *W oddali... / Na horyzoncie...*

WYRAŻANIE PRZYPUSZCZENIA

I (don't) think ... *(Nie) sądzę...*
 It's probably ... *To jest prawdopodobnie...*
 It's likely to be ... *To prawdopodobnie...*
 I imagine ... *Przypuszczam, że...*
 Maybe/Perhaps it's ... *Być może to...*
 Judging by ..., I'd say ... *Sądząc po..., powiedziałbym/ powiedziałałabym, że...*
 My guess is that ... *Domyślam się, że...*
 The ... suggests that ... *... sugeruje, że...*
 I'm pretty/almost sure ... *Jestem całkiem/prawie pewny/ pewna...*
 It may/might/could be / have been ... *To może/mogło być...*
 It must be / have been ... *To musi/musiło być...*
 It can't be / have been ... *To nie może/mogło być...*
 I'm not / I can't be sure ..., but ... *Nie jestem pewny/pewna..., ale...*
 They look as if/though ... *Wyglądają, jakby...*
 It's difficult/impossible to say (exactly) what/who/if ... *Trudno / Nie sposób powiedzieć (dokładnie), co/kto/czy...*
 It's not clear whether ... or whether ... *Nie jest jasne, czy..., czy...*

WYRAŻANIE I UZASADNIANIE OPINII

In my opinion, ... *Moim zdaniem...*
 I think ... because ... *Myślę, że..., ponieważ...*
 Personally, I ... because ... *Osobiście..., ponieważ...*
 It seems to me ... *Wydaje mi się, że...*
 My feeling is that ... because ... *Uważam, że..., ponieważ...*
 If you ask me ... *Jeśli mnie pytasz o zdanie...*
 On the one hand, ... On the other hand, ... *Z jednej strony... Z drugiej strony...*

WYRAŻANIE UPODOBAŃ I PLANÓW

I (really) enjoy ... because ... *(Bardzo) lubię..., ponieważ...*
 My favourite (type of) ... *Mój ulubiony (rodzaj)...*
 I prefer to ... *Wolę...*
 I don't really like ... *Nie bardzo lubię...*
 I can't stand ... *Nie znoszę...*
 My dream is to ... *Moim marzeniem jest...*
 I'd love to ... *Bardzo bym chciał/chciała...*
 I've always/never wanted to ... *Zawsze chciałem/ chciałam... / Nigdy nie chciałem/chciałam...*

RELACJONOWANIE WYDARZEŃ

The first/last time I ... was ... *Pierwszy/Ostatni raz, kiedy...*
 It was/happened (last weekend / a long time ago / about a year ago / very recently). *To było / się wydarzyło (w zeszły weekend / dawno temu / około roku temu / bardzo niedawno).*
 At first, / At the beginning, / Initially, ... *Najpierw / Na początku...*
 Then / After that, / Afterwards, ... *Później...*
 After a while, / an hour, ... *Po jakimś czasie / godzinie...*
 As/While (we were chatting) ... *Kiedy (rozmawialiśmy/ rozmawiałyśmy)...*

As soon as ... *Kiedy tylko...*
 Just then, / Suddenly, ... *I wtedy / Nagle...*
 In the end, / Finally, ... *W końcu...*
 Fortunately/Unfortunately, ... *Na szczęście / Niestety...*
 Actually/Bizarrely/Predictably, ... *Właściwie / Co dziwne / Jak można się było spodziewać, ...*
 I couldn't believe it. *Nie mogłem/mogłam w to uwierzyć.*
 I felt like (crying). *Miałem/Miałam ochotę (się rozplakać).*
 We were so (relieved). *Poculiśmy/Poczułyśmy wielką (ulgę).*
 When I look back, ... *Kiedy spoglądam wstecz...*
 Without a doubt, it was ... *Bez wątpienia to było...*

WYPOWIEDŹ NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO I ODPOWIEDZI NA PYTANIA

OMÓWIENIE ZAPROPONOWANYCH OPCJI

The (three) photos show/depict ... *Na tych (trzech) zdjęciach pokazane są...*
 I can see (three different) ... *Widzę (trzy różne)...*
 We've got (two posters) to choose from. *Mamy do wyboru (dwa plakaty).*
 So, the (three) options here are ... *(Trzy) propozycje, które mamy, to...*

WYBÓR I JEGO UZASADNIENIE

I think I'd choose ... because ... *Myślę, że wybrałbym/ wybrałabym..., ponieważ...*
 (Picture one) seems to be the best option because ... *(Pierwsze zdjęcie) wydaje się najlepszą propozycją, ponieważ...*
 If I had to choose one of these options for ..., I'd go for ... because ... *Gdybym musiał/musiła wybrać jedną z tych propozycji na/jako..., zdecydowałbym/zdecydowałabym się na..., ponieważ...*
 I think option (three) would be best because ... *Myślę, że (trzecia) propozycja byłaby najlepsza, ponieważ...*
 Of these options, I'd choose ... for two reasons. Firstly, ... Secondly, ... *Z tych propozycji wybrałbym/wybrałabym... z dwóch powodów. Po pierwsze... Po drugie...*
 I like (photo two) best because (it has a bigger impact than) ... *Najbardziej podoba mi się (zdjęcie numer dwa), ponieważ (jest bardziej efektowne / robi większe wrażenie niż)...*
 I think (the third poster) is most likely to (attract students' attention). *Myślę, że (trzeci plakat) ma największą szansę, aby (przyciągnąć uwagę uczniów).*
 I think (the first leaflet) best expresses ... *Myślę, że (pierwsza ulotka) najlepiej wyraża...*
 I say this because the image of ... is (eye-catching and thought-provoking). *Mówię tak, ponieważ zdjęcie... (przyciąga uwagę i skłania do refleksji).*
 I (definitely) wouldn't choose (poster one) because ... *(Zdecydowanie) nie wybrałbym/wybrałabym (plakatu numer jeden), ponieważ...*

I don't find (the second photo) very attractive. *(Drugie zdjęcie) nie wydaje mi się zbyt atrakcyjne.*
 In my view, (picture two), which shows ..., is less (effective) because ... *Moim zdaniem (zdjęcie numer dwa), które przedstawia..., jest mniej (skuteczne), ponieważ...*
 The obvious disadvantage of (the third leaflet) is ... *Oczywistą wadą (trzeciej ulotki) jest...*
 It looks quite interesting, but it wouldn't be my first choice. *Wygląda interesująco, ale nie byłby to mój pierwszy wybór.*

PRZEDSTAWIANIE ARGUMENTÓW ZA I PRZECIW / WAD I ZALET

I can see both advantages and disadvantages / pros and cons of ... *Widzę zarówno zalety, jak i wady...*
 One advantage/benefit is that ... *Jedna z zalet/korzyści polega na tym, że...*
 The main disadvantage/drawback/problem is that ... *Główna wada / Główny minus/problem polega na tym, że...*
 There is a strong argument for/against ... *Istnieje silny argument za/przeciw...*
 I think there are several reasons ... *Myślę, że jest kilka powodów...*
 One / Another / The main reason is that ... *Jednym z powodów / Innym/Głównym powodem jest...*
 On the one hand, ... On the other hand, ... *Z jednej strony... Z drugiej strony...*
 I think it's important / more important because ... *Myślę, że jest to ważne/ważniejsze, ponieważ...*
 I think both are equally important. *Myślę, że oba/obie są tak samo ważne.*

WYMIENIANIE ARGUMENTÓW

Firstly, ... / First of all, ... *Po pierwsze... / Przede wszystkim...*
 Secondly, ... *Po drugie...*
 What is more, ... / In addition to that, ... / Furthermore, ... *Poza tym...*
 Not only that, but ... *Nie tylko to, lecz także...*
 Not to mention the fact that ... *Nie mówiąc o tym, że...*
 In conclusion, ... / To sum up, ... / On balance, ... / All in all, ... *Podsumowując... / W sumie... / Ogólnie rzecz biorąc...*

PODAWANIE PRZYKŁADÓW

For example/instance, ... *Na przykład...*
 ... such as ... *... taki jak... / ... jak na przykład...*

PODZIĘKOWANIA

I'm writing to thank you for ... *Piszę, aby Ci/Panu/Pani podziękować za...*
 I just wanted to say thank you for ... *Chciałem/Chciałam Ci/Panu/Pani tylko podziękować za...*
 It's very nice/kind/good of you to ... *To bardzo uprzejme z Twojej/Pana/Pani strony, że...*
 It was so/really/very kind of you to ... *To było bardzo uprzejme z Twojej/Pana/Pani strony, że...*
 I'm very grateful (to you) for ... *Jestem (Ci/Panu/Pani) bardzo wdzięczny/wdzięczna za...*
 I really appreciate ... *Naprawdę doceniam...*
 Thanks again for ... *Jeszcze raz dzięki za...*
 Many thanks for ... *Wielkie dzięki za...*

PROŚBY

I have a favour to ask. *Chciałbym/Chciałabym prosić o przystępę.*
 I've got a request. *Mam prośbę.*
 Do you think I/we could ...? *Myślisz, że mógłbym/mogłabym/moglibyśmy/mogłybyście...?*
 Would it be all right if I (borrowed) ...? *Czy nie byłoby problemem, gdybym (pożyczył/pożyczyła)...?*
 Would you mind (lending me) ...? *Czy nie miałbyś/miałabyś nic przeciwko temu, żeby (pożyczyć mi)...?*
 I wonder if you could ... *Zastanawiam się, czy mógłbyś/mogłabyś...*
 I'd really appreciate it / I'd be grateful if you could ... *Byłbym/Byłabym bardzo wdzięczny/wdzięczna, gdybyś mógł/mogła...*
 Of course, I can do that for you. *Oczywiście, mogę to dla Ciebie zrobić.*
 I'd be delighted/happy to help you out. *Bardzo chętnie Ci pomogę.*
 Sure, no problem. *Jasne, nie ma sprawy.*
 I'm (really) sorry, but I can't / won't be able to ... *(Bardzo) mi przykro, ale nie mogę / nie będę w stanie...*
 I'd rather not ... *Wolałbym/Wolałabym nie...*
 I'd love to, but ... *Bardzo bym chciał/chciała, ale...*

PRZEPROSINY

I apologise / Apologies for ... *Przepraszam za...*
 I'm very sorry about ... *Bardzo mi przykro z powodu...*
 I'm really sorry that ... *Bardzo mi przykro, że...*
 Please accept my apologies ... *Proszę przyjąć moje przeprosiny...*
 Sorry I didn't write earlier, but I ... *Przepraszam, że nie pisałem/pisałam wcześniej, ale...*
 Sorry I haven't written for so long. / Sorry for not writing for so long. *Przepraszam, że tak długo nie pisałem/pisałam.*

GRATULACJE I ŻYCZENIA

Congratulations on ... *Gratulacje z okazji...*
 I'd like to congratulate you on ... *Chciałbym/Chciałabym Ci pogratulować...*
 Best of luck / Good luck with ... *Powodzenia w...*
 All the best / Warmest wishes *Najlepsze życzenia*

PROPONOWANIE

Maybe I could ... *A może mógłbym/mogłabym...*
 Perhaps we could ... *A może moglibyśmy/mogłybyśmy...*
 What/How about ...? *A gdyby tak...?*
 Why don't we ...? *A może byśmy...?*
 Shall we ...? *Może...?*

ZAPROSZENIA

Are you free on ...? *Masz czas w...?*
 Are you doing anything on ...? *Masz plany na...?*
 Would you like to ...? *Chciałbyś/Chciałabyś...?*
 Do you fancy ...? *Masz ochotę...?*
 I'd like to invite you to ... *Chciałbym/Chciałabym Cię zaprosić na/do...*
 Would you like to come? *Chciałbyś/Chciałabyś przyjść?*
 Do you think you'll be able to come? *Myślisz, że będziesz mógł/mogła przyjść?*
 I'd love it / I'd be delighted / It would be great if you could ...
Bardzo bym się cieszył/cieszyła / Byłoby wspaniale, gdybyś mógł/mogła...
 I (really) hope you can make it. *(Naprawdę) mam nadzieję, że uda Ci się przyjść.*
 (Of course,) I'll (definitely) come to ... *(Oczywiście), (na pewno) przyjdę na...*
 I'm delighted to accept your invitation. *Z przyjemnością przyjmę zaproszenie.*
 I'm (really) looking forward to it. *Bardzo się na to cieszę.*
 I'd really love to come, but ... *Bardzo bym chciał/chciała przyjść, ale...*
 It's really nice of you, but ... *To bardzo miło z Twojej strony, ale...*
 I'm really sorry, but I'm afraid I can't make it. *Bardzo mi przykro, ale niestety nie dam rady.*
 Unfortunately, I won't be able to ... *Niestety nie będę w stanie...*

PYTANIE O RADĘ I UDZIELANIE RAD

What do you think I should do? *Co Twoim/Waszym zdaniem powinienem/powinnam zrobić?*
 What would you do if you were me? *Co byś zrobił/zrobiła / byście zrobili/zrobiły na moim miejscu?*
 What advice would you give me? *Co byś mi radził/radziła / byście mi radzili/radziły?*
 Have you any tips on ...? *Czy masz/macie jakieś wskazówki dotyczące...?*
 You (definitely) should/shouldn't ... *(Zdecydowanie) powinienieś/powinnaś / nie powinienieś/powinnaś...*
 One thing you could do is ... *Jedno, co mógłbyś/mogłabyś zrobić, to...*
 Another thing to do is ... *Możesz też...*
 A useful tip / good idea is to ... *Dobrym pomysłem jest...*
 I'd suggest/recommend ... *Sugerowałbym/ Sugerowałabym...*
 If I were you, I'd ... *Na Twoim miejscu...*
 Why don't you ...? *A może byś...?*

INSTRUKCJE I WSKAZÓWKI

First, ... Then ... Next, ... After that, ... Now ... Finally, ...
Najpierw... Potem... Następnie... Później... Teraz... Na koniec...
 Try to ... *Spróbuj...*
 Check / Make sure that ... *Sprawdź, czy... / Upewnij się, że...*
 Remember (not) to ... *Pamiętaj, żeby (nie)...*
 Be careful (not) to ... *Uważaj, żeby (nie)...*
 It's important (not) to ... *Ważne, żeby (nie)...*
 It's not/never a good idea to ... *Nie jest dobrym pomysłem..., żeby...*
 It's better to ... *Lepiej jest...*
 If that doesn't work, try ... *Jeśli to nie zadziała, spróbuj...*

OPISYWANIE PLANÓW, NADZIEI I MARZEŃ

I'm going to ... / I'm about to ... / I've decided to ...
Zamierzam... / Właśnie mam... / Postanowiłem/ Postanowiłam...
 I'm planning to ... / I'm thinking of ... *Zamierzam... / Myślę o...*
 I think I'll ... / I might ... *Myślę, że... / Być może...*
 I'm not (totally) sure, but ... *Nie jestem (całkiem) pewny/ pewna, ale...*
 As long as / Provided that ..., I'll ... *Jeśli / Pod warunkiem, że..., to...*
 At first, I was thinking about ..., but ... *Początkowo myślałem/myślałam o/, żeby..., ale...*
 My initial plan was to ..., but ... *Pierwotnie zamierzałem/ zamierzałam..., ale...*
 I couldn't decide between ... and ... *Nie mogłem/mogłam się zdecydować na wybór między... a...*
 I'm hoping to ... *Mam nadzieję...*
 I'd (really) like/love to ... *Bardzo bym chciał/chciała...*
 I'm (so/really) looking forward to ... *(Bardzo) cieszę się na...*
 My heart is set on ... / I've always dreamt of ... *Zawsze marzyłem/marzyłam o...*

RELACJONOWANIE WYDARZEŃ

One day, ... *Pewnego dnia...*
 It was/happened (some time ago / a long time ago / about a month ago / last year). *To było / się wydarzyło (jakiś czas temu / dawno temu / mniej więcej miesiąc temu / w zeszłym roku).*
 As/While (I was waiting for) ... *Kiedy (czekałem/czekałam na)...*
 First, ... and then ... *Najpierw..., a potem...*
 Finally, ... *W końcu...*
 As soon as ... *Kiedy tylko...*
 After a little while, ... *Po krótkiej chwili...*
 At that moment, ... *W tym właśnie momencie...*
 Just then, ... *Dokładnie wtedy...*
 Suddenly, / All of a sudden, ... *Nagle...*
 Fortunately/Unfortunately, ... *Na szczęście / Niestety...*
 It was a (pleasant/tiring) experience. *To było (przyjemne/ męczące) doświadczenie.*
 I'll never forget ... *Nigdy nie zapomnę...*

PRZEDSTAWIANIE ZALET I WAD

One point in favour of ... is ... *Jednym argumentem na korzyść... jest...*
Another argument in (its) favour is ... *Innym argumentem na (jego) korzyść jest...*
The main benefit/advantage of ... is ... *Główną zaletą... jest...*
On the plus side, ... *Na korzyść można zaliczyć to, że...*
The main drawback/disadvantage of ... is ... *Główną wadą... jest...*
The downside of ... is ... *Minusem... jest...*
Another thing I don't like about it is ... *Kolejną rzeczą, która mi się w tym nie podoba, jest...*
Another negative aspect is ... *Inny negatywny aspekt to...*

PREFERENCJE

I prefer ... *Wolę...*
I'd (much) rather go for ... *(Zdecydowanie) wybrałbym/wybrałabym...*
The reason I prefer this is ... *Powodem, dla którego wolę to, jest...*
I think it's better because ... *Myślę, że to jest lepsze, ponieważ...*
I can see advantages and disadvantages to both options, but ... *Dostrzegam zalety i wady obu opcji, ale...*
Which one do you prefer / like better? *Który/Którą/Które Ty wolisz?*
Would you rather ... or ...? *Wolałbyś/Wolałabyś... czy...?*
Do you have any preference? *Masz jakieś preferencje?*

ELEMENTY RECENZJI

It's well worth seeing/reading. *Naprawdę warto go/ją/to obejrzeć/przeczytać.*
I recommend it to anyone who likes ... *Polecam go/ją/to każdemu, kto lubi...*
I was impressed by ... *Byłem/Byłam pod wrażeniem...*
Don't miss it. *Nie przegap go/jej/tego.*
I have mixed feelings about ... *Mam mieszane uczucia, jeśli chodzi o...*
I wouldn't recommend it because ... *Nie poleciłbym/poleciłabym go/jej/tego, ponieważ...*
Don't waste your time or money on ... *Nie trać czasu ani pieniędzy na...*

LISTY FORMALNE

ZWROTY GRZECZNOŚCIOWE OTWIERAJĄCE I ZAMYKAJĄCE LIST

Dear Sir or Madam, *Szanowni Państwo!*
Dear Editor/Mayor, *Szanowny Panie Redaktorze/Burmistrzu / Szanowna Pani Redaktor/Burmistrz!*
Dear Mr/Mrs/Miss/Ms Campbell, *Szanowny Panie Campbell / Szanowna Pani Campbell!*
(Dla wyrażenia Dear Sir or Madam / Editor/Mayor) Yours faithfully, *Z wyrazami szacunku / Z poważaniem*
(Dla wyrażenia Mr/Mrs/Miss/Ms Campbell) Yours sincerely, *Z poważaniem*
Best wishes, *Pozdrawiam serdecznie*
Kindest/Best regards, *Pozdrawiam*

CEL LISTU

I am writing in connection with / with reference to ... *Piszę w związku z...*
I am writing to enquire about ... *Piszę, aby uzyskać informacje na temat...*
I would like to express my ... *Chciałbym/Chciałabym wyrazić mój/moją/moje...*
I am writing (in order) to ... *Piszę, aby...*

ZAKOŃCZENIE LISTU

I hope to hear from you soon. *Mam nadzieję na szybką odpowiedź z Pana/Pani/Państwa strony.*
I look forward to hearing from you. *Czekam na informacje od Pana/Pani/Państwa.*
I look forward to your prompt response/reply. *Mam nadzieję na szybką odpowiedź z Pana/Pani/Państwa strony.*
Thank you (very much) for your help. *(Bardzo) dziękuję za Pana/Pani/Państwa pomoc.*

ODNOSZENIE SIĘ DO PROPOZYCJI I PROPONOWANIE ROZWIĄZAŃ

I would like to suggest an alternative plan. *Chciałbym/Chciałabym zaproponować inny plan.*
I propose a different solution. *Proponuję inne rozwiązanie.*
Have you considered ...? *Czy rozważał Pan / rozważała Pani / rozważali Państwo...?*
Might I suggest that you consider ...? *Czy mogę zasugerować, aby rozważył Pan / rozważyła Pani / rozważyli Państwo...?*
I agree completely with the plan. *Całkowicie się zgadzam z tym planem.*
The proposal seems (both sensible and affordable). *Ta propozycja wydaje się (zarówno rozsądna, jak i przystępna).*
I strongly object/oppose to this proposal/plan. *Zdecydowanie sprzeciwiam się tej propozycji / temu planowi.*
I strongly urge you to reconsider your proposal. *Nalegam, aby ponownie rozważył Pan / rozważyła Pani / rozważyli Państwo swoją propozycję.*
I encourage you to change/reverse your plans. *Zachęcam Pana/Panią/Państwa do zmiany planów.*
I advise you to find a better solution to this problem. *Radzę, aby znalazł Pan / znalazła Pani / znaleźli Państwo lepsze rozwiązanie tego problemu.*

FORMALNE GRATULACJE I POCHWAŁY

I am writing to congratulate you on/for ... *Piszę, aby pogratulować Panu/Pani/Państwu...*
I would like to take this opportunity to ... *Chciałbym/Chciałabym skorzystać z tej okazji, aby...*
I would like to offer you my most sincere / warmest congratulations. *Chciałbym/Chciałabym wyrazić moje najszczerze/gorące gratulacje.*
Please accept my congratulations on ... *Proszę przyjąć moje gratulacje z okazji...*
I am extremely/most impressed with the work you have done. *Jestem pod ogromnym wrażeniem Pana/Pani/Państwa pracy.*

You showed / have shown (great determination/ imagination). Wykazał się Pan / Wykazała się Pani / Wykazali się Państwo (ogromną determinacją/ wyobraźnią).

I must compliment you on the success of ... Chciałbym/ Chciałabym pogratulować Panu/Pani/Państwu sukcesu...

I wish you more success in the future. Życzę Panu/Pani/ Państwu kolejnych sukcesów w przyszłości.

FORMALNE ZAPROSZENIA

On behalf of ..., I would like to invite you to ... W imieniu... chciałbym/chciałabym zaprosić Pana/Panią/Państwa na...

We would be delighted if you could ... Byłoby nam bardzo miło, gdyby mógł Pan / mogła Pani / mogli Państwo...

We invite you to join us ... Zapraszamy, aby dołączył Pan / dołączyła Pani / dołączyli Państwo do nas...

I hope you will be able to attend. Mam nadzieję, że będzie Pan mógł / będzie Pani mogła / będą Państwo mogli przybyć / wziąć udział w wydarzeniu.

ZGŁASZANIE ZAŻALEŃ

I am writing to complain about / express my dissatisfaction with ... Zwracam się do Państwa, aby złożyć skargę/ zażalenie na / wyrazić moje niezadowolenie z...

I would like to make a formal complaint about ... Chciałbym/ Chciałabym złożyć oficjalną skargę na / oficjalne zażalenie z powodu...

Unfortunately/Sadly, ... Niestety...

This is unacceptable. To jest nie do przyjęcia.

This was most inconvenient / a big problem. To była duża niedogodność. / To był duży kłopot.

I feel that you should improve / change / make sure ... Sądzę, że powinni Państwo poprawić/zmienić/ dopilnować...

I believe you should give me a refund / an apology. Sądzę, że powinni Państwo zaoferować mi zwrot pieniędzy / przeprosiny.

I hope the problem can be resolved soon. Mam nadzieję, że problem zostanie wkrótce rozwiązany.

LIST MOTYWACYJNY

I saw your advert (on social media) and would like to apply for the position of ... Przeczytałem/Przeczytałam Państwa ogłoszenie (w mediach społecznościowych) i chciałbym/chciałabym zgłosić swoją kandydaturę na stanowisko...

I am writing to apply for the position of ... currently advertised (on your website). W odpowiedzi na ogłoszenie zamieszczone (na Państwa stronie) chciałbym/chciałabym zgłosić swoją kandydaturę na stanowisko...

I am passionate about ... jest moją pasją.

I am very keen to pursue a career (in this field). Bardzo chciałbym/chciałabym podjąć pracę (w tej dziedzinie).

I am highly motivated to (gain hands-on experience). Mam silną motywację, aby (zdobyć praktyczne doświadczenie).

I have just completed a course in ... Właśnie ukończyłem/ ukończyłam kurs...

(Last year) I volunteered at ... (W zeszłym roku) pracowałem/ pracowałam jako wolontariusz/wolontariuszka w...

I am confident that I have the necessary personal qualities to succeed as ... Jestem pewny/pewna, że posiadam cechy osobowości niezbędne, aby odnieść sukces jako...

I believe that I possess the relevant experience and skills for (the job). Sądzę, że mam odpowiednie doświadczenie i umiejętności potrzebne do (wykonywania tej pracy).

I feel confident that I am a suitable candidate for (the position). Jestem pewny/pewna, że jestem odpowiednim kandydatem / odpowiednią kandydatką na (to stanowisko).

I can provide excellent references from (my teachers). Mogę dostarczyć doskonałe referencje od (moich nauczycieli).

I have attached a copy of my CV for your consideration. Załączam CV pod Państwa rozagę.

I look forward to hearing from you / attending an interview. Będę czekać na Państwa odpowiedź. / Chętnie wezmę udział w rozmowie kwalifikacyjnej.

I am available for interview at any time convenient to you. Chętnie zgłoszę się na rozmowę kwalifikacyjną w dogodnym dla Państwa terminie.

ROZPRAWKA ZA I PRZECIW / WYRAŻAJĄCA OPINIĘ

WSTĘP - ZA I PRZECIW

What are the benefits and drawbacks / pros and cons of ...? Jakie są zalety i wady...?

There are both pros and cons / upsides and downsides of ... Istnieją zarówno zalety, jak i wady...

There is an assumption that ... However, ... Zakłada się, że... Jednak...

Here I discuss/consider the advantages and disadvantages of ... Przedstawię zalety i wady...

WYRAŻANIE OPINII

Personally, / For me, ... Osobiście / Dla mnie...

I believe/think that ... Sądzę/Myślę, że...

I don't believe that ... Nie sądzę, żeby...

In my opinion/view, ... Moim zdaniem...

To my mind, ... Według mnie...

As far as I am concerned, ... Jeśli o mnie chodzi...

It is my firm belief that... Jestem przekonany/przekonana, że...

It seems to me ... Wydaje mi się...

PODAWANIE ARGUMENTÓW

First of all, / Firstly, ... Przede wszystkim / Po pierwsze...

To begin/start with, / For a start, ... Na początek...

From (the shopper's) point of view, ... Z punktu widzenia (klienta)...

One advantage/disadvantage of ... is that ... Jedną z zalet/ wad... jest fakt, że...

One thing to consider / take into account is ... Jedną z rzeczy, które należy rozważyć, / wziąć pod uwagę, jest...

Secondly, ... Po drugie...

What is more, / In addition to this, / Furthermore, / Moreover, ... Ponadto...

Not only that, but ... *Nie tylko to, lecz także...*
 It is also worth considering ... *Warto także rozważyć...*
 Another important consideration is that ... *Ważne jest także, aby wziąć pod uwagę, że...*
 It is (definitely) worth noting/rememembering ... *(Z pewnością) warto zauważyć / pamiętać o...*
 We shouldn't forget / lose sight of the fact that ... *Nie powinniśmy/powinnyśmy zapominać, że...*
 We shouldn't ignore the fact that ... *Nie powinniśmy/powinnyśmy lekceważyć faktu, że...*
 Finally, ... *Na koniec...*
 Last but not least, ... *Na koniec...*

WPROWADZANIE KONTRARGUMENTÓW

There are also, however, downsides ... *Jednak istnieją też minusy...*
 On the one hand, ... On the other hand, ... *Z jednej strony... Z drugiej strony...*
 However, ... *Jednak...*
 Nevertheless, ... *Niemniej jednak...*
 ... whereas ... *... podczas gdy...*
 That may well be true, but ... *Być może to prawda, jednak...*
 To a certain extent that is true, but ... *To do pewnego stopnia prawda, jednak...*
 Admittedly, ... *Wprawdzie...*

PODSUMOWANIE

In conclusion, / To conclude, / To sum up, ... *Podsumowując...*
 All in all, / On balance, / On the whole, ... *Ogólnie rzecz biorąc...*
 All things considered, / Taking all this into account/ consideration, ... *Biorąc to wszystko pod uwagę...*

OPISYWANIE PRZYCZYN I SKUTKÓW

For this reason, ... *Z tego powodu...*
 For the reasons above, ... *Z powodów opisanych powyżej...*
 As a consequence, / Consequently ... *W konsekwencji...*
 Therefore, ... *Dlatego...*

WYRAŻANIE PEWNOŚCI

I feel confident that ... *Jestem pewny/pewna, że...*
 I am (absolutely) sure/certain that ... *Jestem (całkowicie) pewny/pewna, że...*
 There is no doubt (in my mind) that ... *Nie ma wątpliwości, że...*
 It is/seems obvious that ... *Jest / Wydaje się oczywiste, że...*

WYRAŻANIE PRZYPUSZCZENIA

I am not sure about ... *Nie jestem pewny/pewna co do...*
 I am not convinced that ... *Nie jestem przekonany/przekonana, czy...*
 I have some/many serious doubts about ... *Mam pewne/poważne wątpliwości co do...*
 It seems likely that ... *Wydaje się prawdopodobne, że...*
 I wouldn't take that for granted. *Nie brałbym/brałabym tego za pewnik.*
 It may well be that ... *Bardzo możliwe, że...*
 I would guess that ... *Domyślam się, że...*

ARTYKUŁ

WSTĘP

Have you ever wondered why ...? *Czy zastanawiałeś/zastanawiałaś/zastanawialiście/zastanawiałyście się kiedyś, dlaczego...?*
 Did you know that ...? *Czy wiedziałeś/wiedziałaś/wiedzieliście/wiedziałyście, że...?*
 What would you do if ...? *Co byś zrobił/zrobiła / byście zrobili/zrobiły, gdyby...?*
 As ... once said: '...' *Jak powiedział/powiedziała kiedyś...*

OSTROŻNE PODAWANIE INFORMACJI I BEZOSOBOWE WYRAŻANIE OPINII

It appears/seems that ... *Wydaje się, że...*
 It would appear/seem that ... *Wydawałoby się, że...*
 There is some doubt ... *Są pewne wątpliwości...*
 There is little/no doubt that ... *Nie ma wątpliwości, że...*
 It is said/thought/believed that ... *Mówi/Uważa się, że...*
 (Optimism) is said/thought/believed to ... *Mówi/Uważa się, że (optymizm)...*
 Some/Many people believe that ... *Niektórzy uważają / Wiele osób uważa, że...*
 People/Scientists claim/argue that ... *Ludzie/Naukowcy twierdzą, że...*
 It seems clear/obvious/evident that ... *Wydaje się jasne/oczywiste/ewidentne, że...*

PODAWANIE PRZYKŁADÓW

For example/instance, ... *Na przykład...*
 Especially/Particularly, ... *Szczególnie...*

UNIT 01 CZŁOWIEK



- A: Oh, no. I hate it when this happens.
B: What's that?
A: Well, I'm on this website and I want to download instructions for a game, but they're asking for my personal details, like my first name, surname, email address and ...
B: But that's normal these days. They're giving you something for free in exchange for your personal information so that they can then send you emails about their other products and they think maybe you'll buy them.
A: Yeah, I get that, but they're also asking for my postal address and date of birth. They don't need that to email me a file with instructions or other promotional materials.
B: Yeah, that sounds suspicious. Do you remember when I wanted to buy those programming books once? They asked me for a copy of my ID or passport. Now that was really weird.
A: You didn't give it to them, did you?
B: No, of course not. When someone asks you for too much personal information, you have to be careful so that they don't use this information for something illegal.
A: Yeah, that's true. Other things that you should never give away when shopping online or just downloading files are place of birth or marital status.
B: And nationality. Nobody needs to know that.
A: I think I'm going to try to find a different place where I can download these instructions.



- S = Shelly B1 = Boy 1 G = Girl B2 = Boy 2 W = Woman
1
B1: Hi, Shelly. Have you still got that checked shirt that you posted on your profile?
S: Yeah, I have. It's my brother's, but he only wore it once, so it's in good condition.
B1: OK, can I try it on anywhere?
S: Sure, just go inside the house and see if it fits you ...
2
G: Hi, Shelley. I've come here for the patterned dress.
S: Oh, yes, it's stunning – you're going to love it! It's made of cotton and has quite long sleeves, so you can get them shortened if needed.
G: Have you got any accessories to go with it?
S: Yes! I have a leather handbag and a belt that match. I got them second-hand, though.
G: OK, I'll take the dress, but I need to think about the ...
3
B2: Hi, are the trousers still available?
S: You mean the denim jeans? Sorry, I sold them earlier today, but I might have some khaki trousers if you're interested. I can go and check.
B2: No, thanks, that's not necessary. I only came for the jeans.
S: Oh, OK.
4
W: Hi, have you still got the sweatshirt from the post?
S: Yes, I have. That style is so trendy now. It's sold out in most stores.
W: Has it got pockets?
S: Yes, it has, and it's really comfortable. I also have a baseball cap that goes with it.



- 1 Can you please keep your dog inside?! It's been barking in your garden all day and night for weeks now. What if you just took it for longer walks in the park instead of keeping it in the garden twenty-four seven?
2 No, I can't go. I want to, but I can't. Just looking at the roller coaster is making me tremble. If only it was a bit smaller ... OK, I'll go. Wait, no ... I can't.

- 3 OK ... I'm just going to upload this photo. It's uploading, uploading ... Oh, no, it's just stopped! Now my phone's frozen and it's unresponsive. OK, let me restart and try again. Uploading, uploading. Argh, no! It's all frozen again!!!
4 Oh, I just love this film. I could watch it over and over again. This is my favourite part. Oh, look! Oh, no! This is so tragic.
5 Where is he? He's over an hour late! This is so out of character for him. He normally calls when he's late. And now he's not answering the phone. He always has his phone with him. Maybe I should call the police?



J = Joe E = Emma

- J: Are you having a bad day, Emma? You look really miserable.
E: Oh, it's nothing, Joe. I've just had an argument with my sister, that's all.
J: Oh dear, has she been wearing your new jacket again?
E: No, I hope not! But I'm really fed up with sharing a room with her. She's the untidiest person I know. You should see her side of the room – it's a mess. She never puts anything away.
J: Hmm, you and your sister are very different, aren't you? I think you're probably the most organised and disciplined person I know.
E: I just like things to be in the right place and it drives me mad having a sister who's so untidy. I've tried to set a good example, but she doesn't care. Everybody thinks she's so easy-going and funny, but actually she's just lazy and selfish.
J: Is she like anybody else in your family?
E: Yes, my dad's exactly the same. He's terrible at keeping his things tidy and he drives Mum mad.



J = Jane R = Rita

- R: Rita! Your home is so tidy. Where is everything?
J: In the cupboards ... but I got rid of lots of stuff when I became a minimalist.
R: A minimalist?
J: Yes, my apartment is small and I had too much stuff. I was fed up with tidying up all the time. Then I read about the minimalists. They live a simple life with fewer things.
R: So you threw everything away?
J: Not everything! I gave away the clothes that I hardly ever wore, and I asked myself, 'How many pairs of black trousers do I need?'
R: Ha ha, yes, I see what you mean. You didn't get rid of that lovely blue coat, did you?
J: No, of course not. I don't often wear it, but I love it and it's special. But I gave away the matching hat and scarf. Really, I had so many things that I never used – clothes, books, gadgets. Now I have more space!
R: Hmm, do you think I could be a minimalist? I suppose you have to be very careful about not buying new things at all. But I love buying new clothes. Do you think two or three times a year would be OK?
J: Sure, or even once every two or three months would be fine to start with. But you need to simplify other things in your life, too. You need to decide what's important, and so now I only do the things that matter to me or that I enjoy. For example, what are you doing for the rest of today?
R: Well, I want to go to the gym, but first I have to meet Roger at that new café.
J: But Roger's so dull and boring. And he doesn't care about you – he just wants to tell you his problems.
R: I know, but I promised. I couldn't say no.
J: One thing about minimalists is that because they like to keep life simple, they say no more often.
R: Sounds great. Do you want to come and have coffee with Roger and me?
J: No, thanks!



- A: Now we've got this magnificent new Youth Centre, we need to think about who we invite to do the opening ceremony.
B: I thought a TV celebrity would be good – someone our young people aspire to be. Someone like that Zainab who won the baking competition.
A: OK, I agree that the person needs to be accomplished in some way, and someone that young people regard as a good role model. But I just think we should encourage our young people to admire someone for their achievements. We don't want to put some celebrity on a pedestal just because they've won a TV competition and made loads of money.
B: No, of course not. But having said that, being rich doesn't have to be a disadvantage. For example, how about the mayor? He's a charismatic local character as well as an extremely generous philanthropist.
A: Local is good, but I just don't think the mayor is someone that young people relate to. I think they're more likely to identify with someone who's a true visionary – someone like Greta Thunberg.
B: Greta Thunberg!! Hmm ... I know – how about that local woman who set up a food bank in her garage? She's also in a rap band and so I think she'll appeal to young people on different levels.
A: Perfect – now what's her name ...?



Text 1 T = Tim R = Riz

- T: Hi. Nice to meet you. I'm Tim.
R: Hi, Tim. I'm Riz. I'm your camp mentor. Have you done one of these tennis summer camps before?
T: Well, I was going to come last year, but something came up at home and I had to postpone until now.
R: Oh, well, better late than never! So, what's your main motivation for coming here? What do you want to achieve?
T: I really want to improve my game, but I think my main motivation is to make some good tennis contacts and find out more about tennis tournaments and how to get involved.
R: OK, that sounds like a good plan and I can help you with both those things. I think we'll start with a quick game before dinner. Let's meet here in half an hour. That way I can assess how your game needs improving.
T: Great. See you in half an hour.

Text 2

- A: So, we've got three candidates for the scholarship funded by Vic B. He's a music producer, and he's funding a place for a black British student to come to the university.
B: Sounds good. Tell me more.
A: So Vic B is committed to tackling social injustice. It seems to me that he feels that black students have been discriminated against and he wants to give them opportunities they haven't had up to now. Apparently, he was a brilliant student at school, but no doubt he thought that he had few chances of going to a top university, so he never applied. He went into music instead and has had a very successful career.
B: And now that he has the means, I suppose he wants to give back to his community. I think that's brilliant – we really need to improve diversity in this university. So, does one of the candidates stand out for you?
A: Well, all three have ...

Text 3

- Good morning, everyone! I'd like to begin by thanking Blewbury County School for inviting me to speak to at this important anniversary event, and to join them in celebrating one hundred years of excellence. For those of you who don't know me, I'm proud to be an ex-pupil of Blewbury County School. I don't quite go back to the beginning and, of course, there have been many changes over the years, but one thing that hasn't changed is the reputation that Blewbury County School has for producing well-rounded human beings,

and for that we must thank the teachers. My teachers were great role models – they didn't just teach to high standards, but they always had time to talk to us and treat us as individuals. I'm a great believer in finding someone to look up to and taking inspiration from them, and I would like to tell you about the person who was an important role model for me. I would quite simply not be where I am today without the influence of this person. Very often, we choose a role model because we relate to them or because we can see ourselves reflected in that person. In my case, it was quite the opposite. Firstly, he was a man, and very different from anybody I knew. In my family, I'd say we were quiet and serious people, bordering on shy. Mr Levy was my drama teacher and he couldn't have been more different from the people I lived with. He was loud and funny and so charismatic. These are qualities you'd expect from a drama teacher, but there was also another side to him, a genuinely caring side. He had an incredible ability to notice any small signs that things weren't OK and do whatever he could to help, but in a really subtle way. I wasn't the only student who loved Mr Levy's classes. They were fun and brought out the actor in the shiest of students, me included. But what I now realise is that we weren't just acting – Mr Levy had a brilliant way of setting up activities that built up our confidence and dealt with all kinds of issues that come our way when we're at school: bullying, low self-esteem, anxiety and so on. Without a doubt, Mr Levy had a positive influence on our lives. In my particular case, he was instrumental in me becoming a journalist and ending up reading the news on TV. He saw something in me that I didn't know myself, and instilled in me a sense of self-belief. After spending my last year at school thinking that I should go to medical school like both my parents, it was Mr Levy who challenged me and asked me if it was what I really wanted to do. The rest, as they say, is history. Please find yourself a role model – they may change the course of your life in a very positive way.



A = Student A B = Student B

- A: Have you got a minute? I wanted to talk to you about Grandma.
 B: Sure, is she OK?
 A: Yes, don't worry, she's fine. You know Grandma, she's always on good form. But I wanted to talk about what to get her for her special birthday.
 B: Oh, good. Do you have any ideas?
 A: Not really. That's why I wanted to talk to you. She's not interested in new things, is she?
 B: What do you mean?
 A: Well, she's really generous with other people, but she doesn't buy much for herself. She's always saying she's got everything she needs.
 B: OK, let's think about her interests. Does she still play golf?
 A: I think so, and tennis. She's a very active person. She used to do a lot of walking, but since her old dog Maisy died, she hasn't done so much. Anyway, she's energetic and active, so we could get her some sports equipment.
 B: What sort of thing?
 A: Let me think about that for a moment. A new cap? Or a water bottle?
 B: They're not very special, are they? What else could we get her?
 A: If we can't think of an object, maybe we should do something nice with her instead.
 B: Sorry, I don't quite follow. What sort of thing did you have in mind?
 A: Let me see. We need to think of an activity Grandma would enjoy. She's very sociable, so maybe tea in a nice hotel with the family?
 B: What if she's on a diet? She always seems to be.
 A: Oh, yes, you're right. Maybe we should get her a day in a spa. That could be a relaxing thing for her to do.
 B: Maybe, but I think Grandma prefers activities that you do outside.
 A: Oh, yes, that's true. Oh dear, this isn't easy. Hey,

I've got an idea – we could get her a dog to replace Maisy!

B: Really? It's a big responsibility.

A: I know, but I think a dog would suit her perfectly. She's a real animal lover. I think she's been a bit lonely since Maisy died and a dog would keep her company. We could get a rescue dog. I think she'd love the idea of getting a dog that needs a home.

B: I like the idea, but I think we need to discuss it with Grandma first. Getting a dog is a serious decision.

UNIT 02 MIEJSCE ZAMIESZKANIA



- When I finished secondary school, I took a gap year and travelled to Argentina. I got a job building and renovating cottages for local families. During my time there, I rented a tiny room which was a living room, bedroom and kitchen in one. I had to share a bathroom with five other people, which wasn't a problem, but we always had arguments about whose turn it was to clean it.
- As it was my parents' wedding anniversary last week, we spent the weekend in the expansive English countryside. We stayed in this enormous house that once belonged to an aristocratic family. Part of the building was extended and is now being used as a hotel and restaurant and the other, original part is a museum where you can learn about the history of the place.
- Have a look at this brochure that's just come in the post. This house looks amazing, really modern. It's on that new estate that's being built in our town. They have a number of houses that are partially subsidised by the government to make them more affordable. Low-income families or single parents can apply for them.
- I've just moved out of my parents' house and I'm renting my first place. It's nothing luxurious, just a tiny apartment at the bottom of a four-storey residential building and below street level. There are a few steps down to the front door, so it's a bit dark, but the rent is low, so I can't complain.



- A: Why is it so dark in here?
 B: Looks like the light bulb has gone.
 A: I'll go get a new one.
 B: I don't think we have any. I'll buy some when I'm out tomorrow.
- A: The sun is so strong. I can't see anything on the TV!
 B: Let me draw the curtains for you. Ugh, they're so dusty, maybe let's put them in the washing machine at the weekend.
- A: Did you hear that? Is someone knocking at the door?
 B: Why are they knocking? Is our doorbell broken?
- A: Would you like some tea?
 B: Sure, thanks.
 A: OK, I'll make a big pot.
 B: Oh, sorry, the teapot is in the sink – I wanted to wash it.
- A: It's so cold in here. Mum, could you please pass me a blanket?
 B: Here you are. I'll also turn up the heat on the heater.



A = Architect B = Mrs Miller C = Mr Miller

A: So, I now know what you want for the front of the house. Shall we go around the back and go over what you'd like there?

B/C: Sure. Yeah.

A: Wow! This is an amazing plot of land!

B: Yes, we love it, too.

A: When we talked on the phone, you mentioned splitting it into three distinct areas. Is that still the case?

C: Hmm ... yes, so we'd like to have an entertainment area, a vegetable patch, and ...

B: ... a play area for the kids.

A: OK, so in terms of the entertainment area, here's how I see it. You can add a beautiful conservatory with huge French windows that would open up into a nice cedar wood patio. A conservatory is great because you can use it in both summer and winter weather. And when you're not entertaining, it can just serve as extra indoor space – maybe a playroom for the kids?

B: Yes, that sounds like a good idea. And we can use the patio for barbecues in the summer.

A: Of course! We could get you some comfortable patio furniture and an outdoor heater for those chilly summer evenings.

C: Where would you suggest putting the vegetable area?

A: Well, we can build a gravel path from the patio to a vegetable plot right there in the left-hand corner. The kids' play area could be right opposite, in the right-hand corner, separated by a hedge. So this would make the children's area a bit more private. What do you think?

C: Yes, that sounds great.

A: There's a beautiful tree there, so we could use it to build a treehouse. We could also install a climbing frame, a swing and a sandpit.

B: And a bench for us.

C: Of course!

B: All of this sounds wonderful. So, what are the next steps?

A: I'll send you my notes and draw up the plans for you to ...



- A: Is it possible to book a viewing for this Saturday?
 B: I'm sorry, but the landlord doesn't allow visitors at the weekend.

- A: Is council tax included in the rent?
 B: No, it isn't, but all the utility bills are.

- A: What's your notice period?
 B: It's one month, but I'm sure we can negotiate the terms.

- A: Do you need a deposit?
 B: Yes, you will also need to pay one month's rent in advance and your estate agent's commission.

- A: Is the rent negotiable?
 B: Sorry, but my mortgage payments are fixed, so I can't negotiate.

- A: What do your movers do with fragile items?
 B: We always wrap them in bubble wrap and then place them in thick cardboard boxes.



The robots that will do the housework for you. Let's face it – not many people enjoy doing household chores. Actually, a recent survey claims that seven in ten people would be fine with a robot doing the work for them and seventy-three percent think their place would be cleaner if they had a robot. There already are robots that can mow the lawn or vacuum the carpet. Forty-three percent of the people surveyed said that they hate folding the washing after it comes out of the dryer, but ... you've guessed it ... there's a robot for that! All you have to do is put the clothes away.

Now, wouldn't it be great if there was a robot that would make the dinner, and clear the table and load the dishwasher afterwards? All we'd need to do is switch it on and relax.



Text 1

City dwellers! You too can have a vegetable garden with the minimum amount of space. All you need is a windowsill in a room, a balcony or a roof terrace that gets six or more hours of sunlight, and a few containers. At City Garden Designs, we can help you to create the garden that suits your lifestyle and makes use of the space you have available. All you have to do is make sure the vegetables have enough sunlight and remember to water them regularly. So why not take the opportunity to produce your own vegetables without the need for a large garden?

Text 2

Hi. James here. Just to say it's your turn to water the allotment, so please don't forget. It hasn't rained all this week, so the flowerbeds are really dry. And don't forget the tomatoes! Last time you didn't water them and I had to cut off a lot of brown leaves. Um, you know we're supposed to share the allotment but quite honestly, I haven't seen you planting anything new for a very long time. You can't just enjoy the fruit and vegetables without doing any work. This is such an important time of year in the allotment and if you haven't got time, you need to tell me and I'll find someone else to share it. OK, let me know, but please go and water the allotment today.



- Garden centres have reported an increase in sales of houseplants and, according to our research, it is people in the twenties to thirties age group who are buying the plants. This is largely down to the lack of garden space due to young people living in apartments in urban areas. You may think that the purchase of houseplants has risen because, in this digital age, they provide an attractive background for online meetings. But our research has shown that the main motivation is the pleasure people get from seeing them grow.
- Hello. This is Andrew MacDonald, chair of the Urban Allotments Association. Thank you for asking about renting an allotment. They are in high demand – no surprise there because they are the best-kept allotments in the area. I've added you to the waiting list. Meanwhile, you can check out our website for photos of flowerbeds, fruit trees and a variety of vegetable gardens. We have running water and thanks to the location in our beautiful suburb, you can enjoy a wonderful view of the city while you garden. I'll be in touch when an allotment becomes available.
- Blenheim Palace, home to the Spencer-Churchill family, is located in Woodstock, ten miles from the university city of Oxford. Blenheim is famous for its beautiful park, originally designed by Capability Brown, and the formal gardens surrounding the Palace. Come and experience the magnificent Palace and its gardens, now open to the public. With a family ticket costing just seventy-five pounds, this is the perfect day trip from London.
- Today I'm reporting from the centre of Manchester, not usually known for its green areas. But the Urban Garden Project has been transforming our outdoor spaces and helping to make our cities healthy, attractive places to live. Over eighty percent of the UK population live in urban areas and the Urban Garden Project wants to provide spaces for the public to enjoy and explore urban nature. A community garden can bring a wide range of benefits – from connecting people with each other to growing fresh food. I asked ...
- We've finally moved into a house with a tiny garden, and I can't wait to sit in the sun. But when did garden furniture get so expensive? All I wanted to buy was a table and two chairs. Of course, I wanted them to be comfortable, nice to look at and rainproof. Is that too much to ask for? When I saw the prices, I couldn't believe my eyes. I do not understand how garden furniture

can be twice the price of a set of table and chairs for a dining room.



P = Presenter B = Bridgit

- P: Moving house is known to be one of life's most stressful events, so why on earth would anybody put themselves through it more than sixty times? That's exactly what today's guest, Bridgit Daly, has done and she's here today to share her experiences and offer advice to those of you who are on the move. Bridgit, my first question is why? Sixty times??
- B: Ha ha, yes, it's a bit crazy, isn't it? It's to do with my job. I love my work, but it does mean moving around a lot.
- P: Well, you're certainly a removals expert. What have you learnt that you can tell our listeners to make moving house less stressful?
- B: Well, I have to say that moving house is always chaotic – for at least a week, you won't be able to find anything. You just need to accept that. Want a cup of tea? The kettle will be in a box underneath several other boxes. Your favourite necklace? Who knows, but it will probably turn up eventually. No, my best advice is to get a recommendation for a good removal company. Not all removal companies are reliable – in my experience, they don't always turn up when they say they're going to, and on a few occasions, they haven't turned up at all.
- P: Oh, that's shocking!
- B: I know. But when you find a good one, you know that they'll deliver your stuff on time, in one piece and without anything disappearing. And when that happens, I put positive reviews all over social media so that other people can have a good experience like me.
- P: Right, well that's a tip. We can't mention names on the radio, but make sure you look on social media and hire the company with the best reviews. So Bridgit, can you give us any tips on packing ...



P = Presenter M = Mike

- P: Welcome to *Job Talk*. Today we're pleased to have Mike McDonald in the studio – Mike will never be out of a job so long as people want to move house. The tools of his trade are muscles and wheels – would you agree with that Mike?
- M: Oh, yes, muscles and wheels! Those are the absolute basics you need to work for a removal company. But there's rather more to the job than being strong and knowing how to lift a piece of furniture. If you asked me to write a job description, I'd say that removals people are hard-working, punctual, organised and have excellent communication skills. We come into contact with a lot of people, some of whom are in a heightened emotional state. You do know that moving house is considered by many people to be the one of the most stressful life events, even more than getting divorced or having a baby!
- P: Yes, absolutely. And having moved house recently, I'd go along with that. I have never felt so disorientated in my life, and I couldn't find anything!
- M: That's a very common complaint! From my experience, most things turn up in the end, but the kind of things that get lost are bolts and screws for flat pack furniture and this can be tricky if furniture needs to be dismantled and assembled again on the same day. Other small things that go missing are TV remotes and phone chargers. And you'd be amazed at how many mirrors, wall clocks and photographs are left behind. I think it's because people are so used to seeing them on their wall that they don't even notice them.
- P: Now you mention it, I haven't seen our kitchen clock since we moved! Do you have any other stories?
- M: Well, a funny thing happened to us a few weeks ago actually. We were moving a family from

London to Scotland – a big move. We emptied the house in London and filled two vans and sent the family on their way to their new home. As we were filling the final van with the remainder of their household goods, we found a cat asleep upstairs and thought the family must have forgotten it. I called them to see whether they wanted us to take it with us in the van – thinking that they would be delighted. Turns out it wasn't their cat! Good job we checked!

P: Oh, ha ha! I'm sure that happens a lot.

M: Yes, and it isn't quite as bad as the time we emptied the wrong house. We went to the right street in the wrong town! When we arrived, there were a couple of teenage children there – we explained we'd come to move the contents of the house and they didn't seem to be surprised, so we started loading the vans. By the time we got a call from the client in the right location, we'd cleared the entire first floor.

P: I can't believe the teenagers let you clear the house!

M: I know! They're lucky we weren't burglars.



The photo shows a family in their living room. On the right, there are two young children in a small blue tent. They're both girls and they have long dark hair. They look about three and five years old. The electric light is on, so maybe it's early evening. The children are watching or looking at something on their tablet. On the left, there's a woman, probably their mother. She is looking at her laptop. In the foreground, there's a sofa and a small rug and in the background, there are some long curtains and they're closed.

UNIT 03 EDUKACJA



- A: Please, no running. You might fall and hurt yourself or someone else.

B: Miss, I left my lunch in the classroom.

A: OK, here, I'll open the classroom for you. Go and get it.
- OK, everyone, we need to have football practice in here today as it's raining, and thunder and lightning have been forecast. Can you please take down these volleyball nets and then put up the goals?
- A: I'd like to return this book and then take out these two.

B: OK, let me check. What's your last name?

A: Keats.

B: Right, so you can only take out one of these as you've exceeded your limit. Once you return the books that you have at home, you'll be able to take out more books.
- A: Can I have the chicken curry, please?

B: Do you want rice with that?

A: Sure. And have you got any naan bread?

B: No, this isn't a restaurant!
- A: So, do you understand why you're in here?

B: Yes, it's because I used a cheat sheet during a test.

A: You know that we treat cheating very seriously at our school. I've called your parents and your mother is on her way. Your teacher will join us, too.
- A: Sir, nothing's happening when I press this button. Or when I move my mouse.

B: Let's try and restart the system.

A: I've already done that and it's still the same.

B: OK, why don't you move to another desktop and I'll see what I can do with this one.
- A: Argh ... I've got so much stuff with me today ... I have PE and then gymnastics after school. I hate carrying it all around.



1: Argh ... I've got so much stuff with me today ... I have PE and then gymnastics after school. I hate carrying it all around.

B: Why don't you just leave it all in your [beep]?
2
A: Oh, no! The tip of my pencil has just broken. Have you got a [beep]?
B: Sure, here you go.
3
A: OK, pack your books and see you all tomorrow. Whose turn is it to wipe the [beep] today?
B: Mine, sir.
4
A: I made a mistake. Have you got any [beep] so that I can white it out?
B: No, sorry, I haven't.
5
So, tomorrow is your algebra test. Remember to bring a soft pencil and a rubber. You can also use a [beep], but you need to bring your own.



Thank you for your interest in the Frederick Institute Personal Development course for teens. The course is designed for students aged thirteen to eighteen and is divided into five one-hour workshops, which can be completed online or in person at our centre in London. Our aim is to help our students find their strengths and weaknesses and improve their mental well-being. We begin each workshop by asking them what they have achieved recently and also what they have found difficult. During the workshops, we help students to change their behaviour if necessary. At the end of each workshop, students are given tasks to do at home before the next workshop begins. When they have completed the course, students get a certificate of attendance and we assess their situation and examine possibilities for next steps.



You'll soon be joining the workforce and if I have one piece of advice, it's to keep learning, keep developing your skills and especially stay up-to-date with online tools. Whatever career you choose to go into, part of the job is likely to involve working online. If you haven't started already, you need to develop your knowledge of technologies and learn advanced skills that you can list on your CV. This will show a future employer that you are thinking ahead to your professional life, and that you are a self-motivated learner. I've put a list of suggestions and links to training courses on the school platform. Speak to Mr Jones, head of the IT department, and he will help you to decide which skills you need to improve and suggest new skills you can develop while you still have access to the school's IT room. For those of you who are lacking in motivation to use online tools, Mr Jones will encourage you to set yourself realistic goals.

Text 2

I = Interviewer PJ = Professor Jaworska

I: Today we're very pleased to have Professor Jaworska with us. She's going to talk to us about her research into the role music can play in improving study skills. Professor Jaworska, you think that music and studying go together. Can you tell us more about that, please?

PJ: Well, first of all I have to say that some people find music to be a helpful tool for studying, while others find it impossible to concentrate with any background noise at all. In other words, music affects people in different ways. However, I do believe that some types of music can improve some of the essential skills for studying successfully such as concentration, motivation and memory.

I: So how does music encourage study?

PJ: According to the research we carried out at the university, music acts as a motivator when it's considered to be a reward. Imagine you have a long assignment or you're revising for an exam, and you have hours of study in front of you. It's important to have regular study breaks, and listening to your favourite music during these breaks can motivate you to study harder. Of

course, music can also improve your mood, and if you're feeling positive, you're more likely to have a successful learning experience. Our research found that when students felt worried or stressed, putting on music helped them to relax and work more effectively.

I: What kind of music works best?

PJ: In our research we found there was a place for different kinds of music, depending on the student's needs. For instance, if motivation and lifting mood is the priority, it's no surprise that faster more cheerful music works best, and if the aim is to calm down because you're feeling stressed, then you should choose slower, maybe even classical music. It also depends on the kind of task you're doing. If you're doing artwork, for instance, lively music may help, but if you're writing an English essay, music could be too much of a distraction.



If I said I had good memories of my school prom, I'd be lying. In fact, I'm not sure that anyone enjoyed it really. I spent a fortune on a dress that looked as if I'd borrowed my mother's wedding dress and dyed it pink, and my spray tan turned out much too dark. I thought it was really sweet the way my mum was so proud, though – I think she enjoyed it more than anybody. She took some photos as we were leaving, and I honestly can't believe I went out with my hair like that. The music wasn't bad, but I ended up spending most of the time in the common room chatting with my friends.



- 1 I wanted school prom to be a night I could look back on and remember how great high school was, and I wasn't disappointed. Some of my friends asked a girl to go to prom as their date, but if I'd gone with a girl, she'd have wanted to dance, and I hate dancing, so I didn't want that pressure. It was a great party, but I do regret wearing a red bow tie. I wish I hadn't listened to my mum – it was her idea. Each class had a photo taken for the yearbook and my classmates look cool in their suits, while I stand out with my ridiculous, red bow tie. My mum loves that photo.
- 2 Next on the agenda – school prom. I can hardly believe it's that time of year already, but I've called this staff meeting to set up a prom committee. Before I ask for volunteers, perhaps we can just think about anything we can learn from last year's event. On the whole, I don't think anyone would disagree when I say that it was a great success, but perhaps the pink theme was a bit too sweet for some of us. Oh, and we must make sure that the science lab is locked this year – we don't want any more explosions. I'd like to announce the date in assembly next Monday, so if...
- 3 It's up to me to ensure everyone's safety and also to prevent anything from getting broken on the night so I have to restrict access to the science lab or the language laboratory. I wish we could keep everyone in the gymnasium where the DJ is, and the food, too. But last year, the girls spent most of the time in the changing room and the boys hung around outside by the bike stand. I think it's important to keep everyone together inside because otherwise the party never really gets started. There are usually a few parent volunteers around on the night, and that's a big help.
- 4 As a parent, I must say I'm over the moon to think that my daughter and son get to go to prom. If I'd had the chance to go, I think I'd have loved every minute of it – all the dressing up, and it's such a great way to mark the end of all those years of school. Quite emotional really. My husband and I volunteered to help last year, and we were going to collect tickets on the door as people arrived. But then the canteen couldn't cope with so many people at once, and we ended up serving food all

evening. I don't envy the people who had to clean up afterwards – what a mess.



The photos show three different classroom layouts. Of these options, I'd choose option three, for example for my English classroom because the desks grouped together look as if they're easy to move. For some lessons you need to face the board, but for others, such as role play or discussion, it's better to be sitting around a table in groups. So the biggest advantage of number three is the flexible layout. In addition to that, when the tables are grouped together, four students can have easy access to a dictionary which can be placed in the centre. I wouldn't choose number one because it's OK for some lessons, but not others. The disadvantage of these chairs with writing tablets attached is that the tablets are small, and I don't think they could hold more than one book at a time. Another big problem is that these types of chairs usually have the tablets on the right and this isn't appropriate for left-handed students. I think the layout of number two is quite boring. I say this because it looks like the kind of traditional classroom that my parents had. In this layout, everyone is facing the board, but nowadays we don't need to face the board all the time. Another reason why it isn't my preferred option is that students at the back have trouble seeing the board and hearing the teacher. So, to sum up, although all the options have advantages, I would go for option three because it's the most adaptable arrangement.

UNIT 04 PRACA



- 1 I'm pretty new to this job, but I'm not sure how long I'll last. I'm constantly on my feet – I take orders and serve tables, but people can be really mean sometimes and they complain about everything. My salary is pretty low and the tips aren't great either, but I have a contract of employment, and I get holiday and sick pay!
- 2 I've taken on this job to help pay for uni – I'm studying to become a doctor, so fees are really high. I've always been quite fit and have completed a few courses that allow me to teach others. I currently teach boxing and step aerobics. It's just a few hours here and there and hopefully, once I pay all my loans, I'll be able to stop doing this.
- 3 My job is quite physical and requires a lot of strength and stamina. But I really enjoy it as I can create people's dream homes. There's nothing really that I can't do. The only problem is that I can only work when the temperatures are above zero degrees, so if the winter is really cold, I'm usually out of work.
- 4 Everyone these days wants to have an online presence and I can make that happen for them. I work on a freelance basis, so I can choose how much and when I want to work. At the moment, I'm working more than forty hours a week as I get a lot of requests. The pay is good, so I can't really complain.



Did you know that your position in the family's birth order can determine your future occupation? Birth order may affect our personal traits and those usually have an impact on our interests and, consequently, our chosen career path. Studies show that as first-born children are usually quite ambitious, they tend to go for careers that are very demanding, like in scientific fields or the aerospace industry. First-borns also end up having more lucrative jobs than their younger siblings. Middle children, having to compete against their older and younger siblings, often aim for high-powered positions that involve looking after or running an entire business. This includes executive jobs, like a CEO, for example. The youngest kids in the family are often said to be quite sensitive, so tend to

steer towards artistic professions, often related to music, for example. They're also more inclined to take on glamorous jobs, like a performer on the stage. Those who grow up without any siblings are usually regarded as perfectionists, so they pursue technical jobs or positions in publishing which require great attention to detail. They're also the most likely to end up doing freelance work.



P = Presenter JM = Jenna Morris

P: Today in the studio we have Jenna Morris who's a recruitment consultant. Jenna, what are your top tips for people, especially young people, who are looking for their first job?

JM: Well, this goes without saying, but the first thing you need to do is find the job that you want. This means looking through online adverts or registering with a job centre. Don't let the fact that you haven't got much or any experience stop you from applying for the position that you dream of.

P: OK, let's say we've found our dream job, what next?

JM: Carefully read the job description and then write or update your CV so that it covers all the things in the advert. Don't send a generic CV – it has to be tailored to the position you're applying for. You need to show that you're a suitable candidate for that particular job. Apart from including the obvious things like personal details and education, make sure you mention any other qualifications and training courses. List all of your skills, including knowledge of foreign languages and computers. And if you've ever worked as a volunteer then make sure you also include that. Some jobs require references, so make sure you ask someone if they would be your referee.

P: Great advice. And then what?

JM: Then you need to send all of your documents to the recruiter. These days it's all mostly done by email, so include a covering letter and make sure you attach your CV to the email! You won't believe how many times I've seen 'Please find attached my CV,' and ... there's no CV.

P: What about the interview process?

JM: Before attending any interview, research the company as best you can. That's always useful, as you may be asked questions about it by the interviewer. And once you pass the interview, all that's left is to sign the contract.



It's a shame you weren't at school last Wednesday, you missed a really good lecture. A careers advisor came in to talk to us about jobs and gave a load of useful tips. He talked about how to start your own business and said that you need to be good at managing a team. I don't like dealing with people, so I no longer think running my own business is for me. Anyway, Janet Brown asked how she could become a bus driver, and he gave her some good advice. I didn't realise you could earn over 30,000 euros a year as a bus driver! Not a job for me either – I hate traffic. Let's meet up and I can tell you more about it.



A = Amy J = Joe

A: You're lucky you don't have to make decisions about getting a job next year.

J: What do you mean? Of course, I do.

A: I thought you were going to stay and work in your family business.

J: Well, I might do that one day, but I want to have other experiences first. I want to work abroad, improve my languages and see new places.

A: Sounds good. Where do you want to go?

J: I'm not sure – not Latin America or Asia or anywhere too far, but maybe France or Spain, I'd quite like to work in the tourist industry – I think there are more job opportunities.

A: Oh, what sort of thing?

J: Oh, just temporary jobs – serving tables in a restaurant, maybe working for a travel agency, that sort of thing.

A: But what about your parents? Don't you think they expect you to get a decent job? I mean you're studying business – aren't you supposed to start your own business or take over the family business?

J: Yes, I think that's the plan, but for the next few years I think I need to learn some useful skills for my future career – marketing, communication and customer service skills for instance. I want to learn how to deal with people and how to work in a team. I've never had a job and I don't want to go to work in the family business until I've tried other jobs. What about you? Any plans?

A: I don't know. My head and my heart say different things. My head says I should go to teacher training college – I mean I'm studying history. What else can I do? And my heart says I want to follow my dream of creating great works of art.

J: You're so talented – can't you do both?

A: I think I'll have to. It's impossible to earn a living from art. It will have to be a hobby for a while.



I = Ivy S = Sam

I: Are you going to take that call?

S: Not right now, no. I'm in the kitchen having my lunch.

I: Well, at least close the door – that phone's been ringing for the last half hour and I can't concentrate.

S: Look, I know it's not easy working together in such a small space. But everyone deserves a break from their desk, even when the desk is in the living room.

I: I know, but I work to tight deadlines and when I have a job to finish, I don't have time for breaks. You're just lucky you do a nine-to-five job.

S: Aargh! Nine to five? I haven't done a nine-to-five day since I stopped going into the office. More like eight to six. But my job requires a lot of brainpower and my brain needs a break from time to time.

I: What I do isn't exactly menial work either, but I can manage to keep going without a lunch break. Ooh, er ... can I have one of your sandwiches?



Text 1

A: Are you still doing personal training?

B: Yes, I have to fit it in at weekends and evenings because that's the only time people can make it. Why? Do you want to sign up for a few sessions? You could do with toning up.

A: Ha ha, tell me about it! We spend too much time hanging around twiddling our thumbs now that robots have taken over on the shop floor. A day's work used to feel like a workout, but not anymore. I wonder how people would feel if they knew their cars were being constructed by robots.

B: So long as it means they pay less for a new car, I don't think they care. But to go back to personal training, I've got a few hours free this weekend.

A: Oh, I'm doing overtime – a big order's come in. How about this evening?

B: I can't. I'm doing the night shift.

A: Oh dear, this job isn't great for maintaining a healthy work-life balance, is it? Oh, well, next week? Time for tea break!

Text 2

A: You've worked in different places around the world – which country do you think has the work-life balance right?

B: Sweden, no doubt about it. In my experience, the working conditions are excellent, and provided you get the work done, you can pretty much set your own working hours. It's not like that in the United States. Americans usually work really long hours but in a very different way.

A: How do you mean?

B: Well, I found that in Sweden, people often pack up

around three o'clock in the afternoon, especially if they've got children to pick up from school. Where I worked in the US that would be considered taking half a day off, but somehow the Swedes I knew got the work done because they didn't spend time chatting or hanging around having cups of tea and coffee.

Text 3

Hello, everyone, and thank you for listening to my *Life Skills for Teens* podcast. I'm sure all you students out there work hard at school, and no doubt you'll end up with the right qualifications for your chosen career path. But it is my strong belief that whatever career you decide to go into, you're going to need life skills as well as academic qualifications. In this series of podcasts, our aim is to help you to communicate well, think creatively, contribute brilliantly to teams and bounce back from disappointment. I feel employers are increasingly demanding these so-called soft skills or life skills today. What is more, there is a growing amount of evidence that they also increase physical and mental fitness. Each week we take a different skill set and unpack it for you. Today we're looking at organisational skills in the workplace. Being organised doesn't just mean having a tidy desk, although I would say it's a good place to start. You may well find yourself in a job where you combine working from home with working in an office or a laboratory or a warehouse – whatever the location of your workplace, I'm of the opinion you'll be more efficient if you have everything you need to hand. Whether the tools of your trade are physical or virtual, I believe keeping them tidy will save essential time and give a good impression to anyone working with you. An organised workmate has much more to offer than a colleague who wastes time looking for a document, a pen, a hammer or the relevant instructions. If you're on top of things, you'll be more reliable, you'll work well under pressure and you'll work well in a team. An essential element of organisational skills is time management. Some of the cleverest people I know have had low marks for assignments because they can't keep to deadlines. Are you someone who can't even begin a job before it's almost time to finish it? It's time you got real. You need a timetable! Draw up a plan, setting yourself regular but achievable goals, and stick to it. At the end of this podcast, you'll find a list of links to online time-management tools and apps that I've found useful. At this point, I just want to say something to you, creative people out there. It's wonderful to have a creative mind, and the ability to dive into a difficult problem and emerge hours later with a perfect solution. But when I hear people saying they're too creative to be tidy, my response is that you'd be even more brilliant if you got organised. Even a creative mess is a mess, and if you want to make your creativity more productive, the same rules apply to you as everyone else. Next week, we'll be looking at behavioural skills, including how to have a positive response to negative feedback.



A = Student A B = Student B

B: What sort of skills do you think we need?

A: To be organised.

B: Yes ... But I also think it's important to have leadership skills.

A: I agree.

B: OK ... and ... er ... you need to be a good communicator in German.

A: I can sing in German.

B: Right ... um ... I don't really have much experience of doing activities with kids. How about you?

A: I write quizzes.

B: Really ... er ... let's not forget that it's a big responsibility taking kids on excursions.

A: You're right.

B: Yes ... um ... Do you mind working at the weekend?

A: Not really.



A = Student A B = Student B

- B: Have you seen the ad? Do you think we could do this?
- A: Sure. I think we'd be excellent team leaders.
- B: Me too! What sort of skills do you think we need?
- A: Well, for a start, to be a team leader you need to be organised. People tell me I'm an organised person – my teachers always say that's one of my strong points.
- B: In that case, I'm sure you are. But I also think it's important to have leadership skills.
- A: I agree. Don't forget I'm in a band and I organise all the rehearsals and gigs. I think that shows that I've got leadership skills. I also think I'm a good communicator – my music blog has 2,000 followers and I always answer their questions and comments.
- B: But you need to be a good communicator in German.
- A: Don't worry, I can sing in German! What I mean is, at least I'll be able to entertain children!
- B: I don't really have much experience of doing activities with kids. How about you?
- A: Well, I sometimes have to entertain my three cousins. I'm quite good at writing quizzes. Didn't you run an after-school gaming club for a while?
- B: Oh, yes, you're right.
- A: In that case, you do have some experience.
- B: Let's not forget that it's a big responsibility taking kids on excursions.
- A: You're right, but I think the main thing is that we'll be responsible for their safety and that's no problem – when I did my lifeguard course, I did some first-aid classes. I think I could deal with a minor medical situation.
- B: But could you do it in German?
- A: Surely we could speak our own language if there was a medical emergency.
- B: I was joking. What about the hours? Do you mind working at the weekend?
- A: Not really. We'll be on camp, and when you're away from home, weekends can be very boring.
- B: Oh, yes, I see what you mean. OK, *mein Freund*, let's apply.

UNIT 05 ŻYCIE PRYWATNE



This is my favourite photo of my family. I'm the old chap in the middle and the lovely lady sitting next to me is my wife Lucy. We're celebrating our forty-fifth wedding anniversary this year! We have two sons: Jacob, who's on the left side of the picture, and Henry, sitting on the far right. Both of them are married to the women sitting next to them. Jacob's wife is Reiko, and they have twins, Royce and Jemima. Caroline is Henry's wife, and they have a son called Conrad.



- 1
- A: OK, guys, why don't you pick up the toys and then we can do some painting.
- B: No, no cleaning.
- A: Yes, please, clean up because your mummy won't be happy when she sees this mess.
- 2
- A: Didn't I say no screens after 9 p.m.?
- B: But, Daaaad! I'm not a child.
- A: These are my rules and as long as you're living under my roof, you do what I say. And I say no screens after 9 p.m.!
- 3
- A: So, how have you been feeling?
- B: Well, not that great. I've been really tired, and I can't wait for this baby to come out.
- A: Not long now. You have two weeks till your due date, right?
- 4
- Hi, Natalie, here's your shopping – I'll put it away in the kitchen. There was no oregano in the shop, but

I can order it for you online. The nurse is coming soon to give you your shots. Would you like me to change your bedding for you?



- 1
- A: Daddy, I've made this card for you.
- B: And I made this present. We hope you have a great day!
- 2
- I can't believe you're now old enough to vote and drive a car. Here comes the cake! Blow out the candles. On three: one, two, three!
- 3
- A: Now, repeat after me. I Thomas Lees ...
- B: I Thomas Lees ...
- A: take you Abigail Helm ...
- B: take you Abigail Helm ...
- A: to be my wedded wife ...
- B: to be my wedded wife ...
- A: to have and to hold ...
- B: to have and to hold ...
- 4
- We are gathered here today to say our final goodbye to Richard, and to express our love and admiration for him. We are also here to give support to those who have been affected by his sudden death.



Lily Mardi Gras means 'Fat Tuesday' and it marks the end of the carnival season and the start of Lent. In the UK, it's called Shrove Tuesday. It is celebrated on the Tuesday before Ash Wednesday and dates back to the ancient times. During Mardi Gras celebrations, there are festive carnivals in the streets of New Orleans, Rio de Janeiro, Venice and other cities around the world. People also throw parties in their homes to commemorate this event.

Adam In Poland, one of the celebrations before Lent is Fat Thursday. It's observed six days before Ash Wednesday and for some people it's the last day when they eat fatty or sugary foods. Traditionally, after that, many people used to fast for forty days. On Fat Thursday, people eat traditional Polish doughnuts, which are deep-fried, and filled with rosehip jam and have a sugary glaze with some candied orange peel on top, although some people also like a cherry filling and icing sugar instead.

Mia Here in the States, Thanksgiving is quite an important holiday which we observe on the fourth Thursday in November. However, our neighbours in Canada celebrate it on the second Monday in October. Its origins lie with when the Pilgrims celebrated their first harvest. Even though Thanksgiving started out as a religious holiday, it's now also a secular celebration. People from all across the US meet at family gatherings and give thanks for what they have and for what happened throughout the year. Thanksgiving also marks the start of the festive season.



- 1
- I really enjoyed this webinar as it covered a lot of things that I found relevant to me. I recently broke up with my boyfriend because we argued all the time. He was jealous of my friends and me spending time with them. Wendy's webinar confirmed that it was the right thing to do.
- 2
- As the advert for the webinar mentioned the generation gap, I thought it would be useful. I've recently been having some problems with my parents. I feel they are a bit too controlling. I know they mean well, but they check on me all the time. Wendy's webinar showed me that I need to discuss some limits with my parents as they keep crossing personal boundaries.
- 3
- The webinar was so helpful! Just two years after my mum broke up with my dad, she

remarried and I'm not getting along with my stepdad. He fell out with my dad and aunt. He says I push the limits, but that's not true. I learned from Wendy's webinar that you can't get on well with everybody and sometimes it's not worth trying.



Hi Ben, just calling to say I can't come with you tomorrow. My bike still hasn't been fixed and I don't know when I'll get it back. I'm really sorry – I was looking forward to trying out that new cycle route with you. The bike repair shop just said that they've been super busy. I asked them to lend me a bike, but they wanted me to pay a deposit of fifty pounds and I don't have fifty pounds. Anyway, I think it's a bit rude. I wondered whether Martin might be free to go with you instead – message me if you want his number.



- 1
- If you asked me what I like doing in my free time, I'd say anything so long as it's outdoors. I don't care what the weather's like, I have to be outside. If I'm on my own, I go cycling or jogging, but if a friend is free to join me for a walk, then that's absolutely fine. I enjoy spending time with people and walking at the same time. I'm not like some people who have to do a certain number of steps or go faster than last time. I think they miss the point.
- 2
- Do you feel as if all you do is work and sleep? Well, we're here to help you to free up your time so that you can have a life outside of work. Everyone needs to switch off from the office, spend time with friends and family, and refresh their mind. In one two-hour online course, we'll give you the tools to be more productive at work so that you can use the extra free hours for relaxation, learning and socialising.
- 3
- Welcome to *Life's too short!* In today's podcast, I'm reporting on the best courses you can do in your free time. I call myself a life-long student – I like to be learning something and at the moment, I'm learning to play the ukulele. I recommend it! Other good courses I've done are Spanish conversation, creative writing, dancing the tango and beginners badminton. The best thing about doing courses? You meet fantastic people and learn so much more than the subject you're studying. Life's too short not to be learning.
- 4
- Hi, Rani, just calling to say that I'll pick you up at eight o'clock. I'm really excited about the next few days. I love the idea of spending the day on the river and the nights playing the guitar around a camp fire. Don't forget to bring your sleeping bag. I've got everything else we need for camping and I'm really looking forward to the kayaking and swimming. Ooh, I hope the other people are nice and friendly and not too super-fit! Anyway, see you tomorrow.
- 5
- Do you know what I hate? I hate it when people try to organise my free time. My free time is just that – free. I don't find it relaxing to have to fill every spare moment of my life with activity. My ideal day off is reading, sleeping and cooking a nice meal that I can share with my friends. I find people who do exercise because they think they're out of shape, or run around sightseeing or having cultural experiences all the time, absolutely ridiculous.
- 05 08
- 1
- Do you remember Bill and Emma? They're going to celebrate their twenty-fifth wedding anniversary with a big party next weekend. I wonder what the secret to their success is.
- 2
- I'm not really sure why Tim and Tina have separated. I know they went through a rough patch after they fell out over football, but that was months ago. Maybe they've just drifted apart.
- 3
- I've always looked up to Sally, and she used to look up to me. But these days I get the impression

that she just takes me for granted and doesn't value anything I do or say. It's ruining our friendship.

- 4 My mother's amazing. Not only does she have a very demanding full-time job, but she also looks after her elderly mother who is completely dependent on her. I hope I can do the same for her when the time comes.



M = Maggie White A = Angela P = Dr Mary Pitt

M: Good afternoon. I'm Maggie White, and this is Saturday Q&A Live. We're very excited to be teaming up with relationship expert Dr Mary Pitt for this week's theme, *How to end a relationship*. Dr Pitt is the author of *Be Kind When You Say Goodbye*, which has been top of the non-fiction bestsellers since its publication one year ago. As usual, we have a panel of young people who have prepared questions. Let's start right away with this one from Angela.

A: Hello, Dr Pitt. My friend wants to end a relationship, but she's afraid of the hurt and anger it will cause to her boyfriend. My question is this: Is it possible to have a good break-up?

P: That's a good question. You know, sometimes, two people come to a mutual agreement that the relationship has come to a natural end. Maybe your friend's boyfriend has come to the same conclusion, which makes the breakup easier. However, that doesn't happen very often. The majority of break-ups are instigated by one partner and are not welcomed by the other. So it's up to the person who is driving the split to make it as painless as it possibly can be for the other person.

M: That can't be easy.

P: No, it isn't. If someone has a broken heart, there's nothing you can do to mend it. Only time will do that. But if you're the person who's leaving, there are some guidelines you can follow to soften the blow and minimise pain and heartache. In other words, you can either crash out of a relationship and cause maximum emotional distress and damage, or you can remember what you liked about the person, and the reasons why you were together in the first place and put an end to it respectfully. Relationships come to an end for a wide variety of reasons, among which are personality differences, cheating or simply the day-to-day stresses of dealing with your studies and exams. But whatever the reason, it is one of the most difficult things we have to do. Once you acknowledge that it will be painful, you can prepare yourself for the after-effect. There's no right or wrong time to break up, but once you've decided, do it as soon as you can, and do it in person. Your friend seems to have made the decision, so she should get on with it so that they can both move on. She should think about what she's going to say – it's important to be honest but not to be unkind. In general, people want to know why they're being left, but that doesn't mean you need to go into hurtful detail about all their faults. She should make a clean break – it's best not to see one another for a while. Your friend needs to set clear boundaries even if they make up with each other and become friends again further down the line. Well, I hope I've answered the question and shown you that whereas it may not be possible to have a good break-up, there are ways your friend can make it less traumatic for everyone involved, including herself.



A = Student A B = Student B

A: The picture shows a man asleep on a sofa. There are two children drawing a moustache on his face. I can't be sure, but they look as if they are six or seven years old. It looks as if they're in a living room. The curtains are drawn, but it can't be late at night because the two children are young,

and they don't look as if they're ready for bed. I'd say the man is having an afternoon nap. The girl is drawing on the man's face, and the boy is watching and smiling.

1

B: How do you think the people are related to one another?

A: I'd say the children are brother and sister. They must know the man well. For instance, he could be their father or uncle or stepfather.

2

B: Why do you think the children decided to paint the man's face?

A: Maybe the children were bored and looking for something to do. Maybe the man was looking after them when he fell asleep, or else the man could be pretending to be asleep.

3

B: What do you think the man is going to do when he wakes up?

A: I'd say he knows what the children are doing and when they've finished, he's probably going to look in the mirror and pretend to be shocked. It's difficult to say if the pen is a permanent marker or not.

4

B: How do you think the children are feeling?

A: The girl is concentrating on drawing the moustache while the boy looks like he's amused. I imagine they're having a fun time and they're probably looking forward to seeing the man's reaction.

UNIT 06 ŻYWIENIE



1 We haven't got any sparkling. I'm afraid, but I can get you some still or tap.

2 Mmm ... My favourite is this Belgian one and the Swiss one. But the dark one is too bitter for me.

3 The recipe says that we should use orange or yellow ones for the salad, not green ones.

4 Sorry, we've run out of wholemeal, we only have this kind from France, but it tastes great with butter.

5 Do you want the natural variety or the one with fruit? Or maybe one of these drinkable ones?

6 Our chef can make an omelette or make them scrambled for you. So, what would you like?



1 A: So, how's your steak?

B: Mmm, well, don't get me wrong, it's tasty, but I can't bite it. I'm not sure if it's the best piece of beef.

2

A: Excuse me, waiter?

B: Yes, what can I do for you?

A: Well, I've just cut into this chicken and it's all pink inside. I don't think it's been cooked enough.

B: I'm so sorry, I'll ask the chef to make you a new one.

3

A: Oh, no! My mouth is burning. Pass me some water, please.

B: Here you are. Looks like I've added too many of those chilli peppers to this curry. Sorry ...

4

A: How much is the mackerel?

B: It's twelve pounds ninety-nine per kilo. We've just caught it – it's come straight off the boat.

A: OK, I'll take half a kilo, please.

B: It's really oily – so healthy for you!



Hi, everyone, welcome back to the second part of your training. So, you've already learned about all our policies, how to handle food and hygiene. Now, I'll talk you through how we set a table. So, we always start with a clean and ironed tablecloth. In our restaurant,

we always use white tablecloths. Then you put the dinner plate in the middle and arrange everything else around it. The soup bowl goes on top of the dinner plate. Then place the fork on the left of the plate and the knife on the right, with the spoon next to it. The dessert spoon and fork go horizontally above the dinner plate and facing opposite directions. Don't forget the bread plate, which should be placed above and to the left of the dinner plate. The butter knife goes diagonally across the bread plate. We always serve coffee after dinner, so don't forget the cup and saucer and a teaspoon. The water glass goes in the upper right corner. Last, but not least, don't forget the napkin, which we always place on the outer left-hand side. Would anyone like me to repeat anything? No, OK, it's time for you to set your own table ...



1

A: Hi, there. I've come to collect my order.

B: What's the name?

A: Natalie Saunders.

B: Natalie Saunders, hmm ... I haven't got that here. Did you order over the phone or online?

A: Online.

B: Ah, OK, here it is. Sweet and sour chicken with fried rice?

A: Yes, that's correct.

B: Would you like a bag for that?

2

A: Next, please!

B: Have you got any of the spaghetti and meatballs left?

A: No, just the fish. You have to come earlier.

B: I had to go to the library today. OK, I'll just have the pudding then.

A: Are you sure?

B: Yes, there isn't much time left anyway and I can't be late for my next lesson.

3

A: I'll have the fish and chips and a diet cola, please. Table twenty-seven. Are you showing the Liverpool–Chelsea game today?

B: Yes, it starts in fifteen minutes. Is there anything else?

A: Maybe some chicken wings as a starter.

B: OK, that's sixteen pounds ninety-nine. I'll bring you your food shortly.

4

A: Let's order here. I've never had food from one of these and I've read they're only here at the weekend.

B: But we've been sightseeing for hours. I want to sit down.

A: We can sit on these benches, like everyone else.

B: But it's cold!

A: Stop complaining. What do you fancy?

5

A: Good afternoon, have you got a menu?

B: No, just what's on the board behind me. We do teas, coffees, hot chocolate, cakes and sandwiches.

A: Hmm, what would you recommend?

B: The ham and brie sandwich is our speciality.

A: OK, I'll have that and a black coffee, please.

B: Here's your coffee and I'll bring the food to your table.

6

A: We have an hour until the film starts. I don't want to buy food at the cinema as it's so expensive.

B: Well, let's get something here. They have great burgers and chips.

A: Sounds good. I'll also have a milkshake. Can you just sit at the table next to the window so nobody else takes it and I'll get our food?



1

A: Did you manage to eat lunch?

B: No, I just rushed here from the office.

A: OK, well, let's order something when the train departs.

- B: The chicken salad looks good, but it's so expensive. It's much cheaper at the train station.
- A: Yeah, I know what you mean. The pasta salad is also very expensive. Next time we should just get some food before we board the train.
- 2
- A: Look at all this food. Doesn't it look amazing? And you can just take what you want.
- B: I know, the food looks great, but look at the cutlery and the plates. They're all dirty. And nobody has come and asked us what drinks we want.
- A: You're right. The service isn't great.
- B: I'm definitely not leaving a tip.
- 3
- A: Hmm ... I'm not sure what to get.
- B: All of the flavours taste great, but we now have this charcoal coconut one which comes from the Philippines. It's very rare here.
- A: OK, I'll try a scoop of that and a scoop of the chocolate one.
- B: Any sprinkles on top?
- A: No, thank you. But can I have a coffee, please?
- 4
- A: Hello, welcome to our restaurant. Have you been here before?
- B: No, we haven't.
- A: That's OK. I just wanted to let you know that all the dishes are meat-free. At midday, we have a starter, main course and dessert for nineteen pounds ninety-nine. Here's the menu for that.
- B: OK, thank you. What are your specials?
- A: Well, we have a few pasta dishes tonight. We have a spinach lasagne and vegetarian spaghetti.



Good morning, everyone. OK, sit down please. Today we're going to look at why it's important to eat a variety of different fruits and vegetables. You may have heard that a healthy plate of food is one that has food of many colours on it, but is that just a way of making it look better? Not at all. It's not only more interesting to see a balance of different colours on your plate, but this variety will ensure you get all the multivitamins and minerals your body needs. So where do these vitamins and minerals come from? Let's start with so-called white fruit and vegetables: I'm talking about bananas, cauliflower and ginger. These help to boost your immune system – if you eat these, you can fight viruses and other illnesses more effectively. Are you with me so far? Good. So, red fruit and vegetables like tomatoes, strawberries, cherries and red peppers are good for your heart. Here's an easy way to remember that – you just need to think of a red heart. Orange and yellow food is good for your bones and your eyesight, and are also high in vitamin C. OK, can anybody tell me why vitamin C is so important?



Text 1

- A: Next on the agenda is the question of cookery classes. What are your thoughts?
- B: My feeling is that there is no room for cookery lessons on the timetable and it doesn't need to be part of the curriculum. We can offer cookery classes in after-school club. I've already spoken to a local cookery school who can make a teacher available twice a week. I'd suggest having a beginners' class and a more advanced class.
- C: Personally, I feel quite strongly that cookery classes should be part of the school curriculum. As both a parent and a teacher, I feel it is essential for children to learn about nutrition and how to recognise a healthy diet. Most of the children in my classes have no idea that popcorn starts off as a plant, or that chocolate comes from cocoa beans. They can't tell the difference between cauliflower and spinach, and they would be very surprised to learn that apple pie starts off as flour, butter, sugar and apples. They've only ever seen a pie come out of a packet.

A: OK, well, I think we should take a vote. All those in favour of ...

Text 2

Recipe of the day is ratatouille, a typical Mediterranean dish. So, you're going to need the following ingredients: two large courgettes, one aubergine, an onion, two red peppers, some garlic, two tins of tomatoes and a handful of grated cheese. First, slice the vegetables finely and put them in a baking dish. Next, add garlic, salt and pepper and two large spoons of olive oil. Finally, spread the tomatoes over the vegetables and put the dish into the oven. After thirty minutes, take it out and sprinkle the cheese on top and put it back in the oven for the same time again. Take it out and let it cool for fifteen minutes, then eat with plenty of fresh crusty bread. All you need now is a lovely sunny day to complete the Mediterranean vibe. Join us next week for meatballs in tomato sauce!

Text 3

When I was a schoolboy, we didn't use to eat the kind of ready meals I see my grandchildren eating now. Of course, when both parents work outside the home in full-time jobs, you don't always have time to cook from scratch. That takes time. But I think we've gone too far the other way now – children think food comes from the freezer or the supermarket shelf, and they don't know how to make the most basic dishes. I'm grateful to have had cookery lessons at school – it gave me a passion for cooking that I've taken through my adult life. Being able to cook means that you have more control over what you put into your body and I became more adventurous about trying new things. When I first left home and lived in a house with other people, I put my cooking skills to good use – people loved my meals, and that encouraged me to experiment and since then I've always had a passion for cooking. I've had a great career as a lawyer, but I can thank my cooking skills for making me so popular with my friends.



My new podcast is all about comfort eating.

Interviews with a different famous person each week will uncover their deepest food secrets and reveal the snacks they find tempting and those that get them through tough times. You'll find out which celebrity finds doughnuts hard to resist, and can't stop at one, because they remind him of the treats he was given as a little boy. Or the top photographer who snacks on cream cheese and biscuits while she's working and says they help her cope with mood swings. One news presenter says chicken broth is her comfort food because it takes her back to her grandmother's house and says that this link with the past makes the present feel less frightening. Join me every Friday morning for some very personal comfort eating stories.



- 1 It is well documented that meditation and mindfulness increase happiness and reduce stress. For me, baking has the same effect. Baking requires your full attention – you have to measure, mix, roll out pastry or dough, calculate timing and temperature. The act of following step by step instructions is bound to keep you in the moment. But it isn't just the process that has psychological benefits, it's the altruistic nature of baking. At the heart of baking for others is the act of giving. It's a gesture that can communicate feelings, whether the situation requires thanks, sympathy, appreciation or simply love.
- 2 I live in New York and many of my American friends are from Chinese backgrounds. Their dumplings, noodles and spring rolls have become familiar to me over the years and I never refuse second helpings of those delicious pork ribs. Other friends from Italian backgrounds serve up generous portions of macaroni and spaghetti, equally delicious. My own identity is closely connected with my traditional family meal of

rice and beans. When I eat that simple dish, I feel proud of my Hispanic heritage, and when I haven't tasted it for a while, I feel the need to see my grandparents – that dish feeds my soul and reminds me of home.

- 3 Here are a few tips for how to regulate your emotions and avoid mood swings by eating the right thing at the right time. Tip one is to avoid skipping meals – unless you eat regularly, your blood sugar levels may drop too low. Tip two, avoid sweet snacks. Biscuits and sugary drinks will trigger a sugar rush, followed by a rapid fall in blood sugar levels. Opt for slow-release energy foods, such as pasta, rice, cereals, nuts and seeds. Tip three, vary your fruit and vegetable intake otherwise you won't get the minerals and vitamins you need. And a final tip – try to avoid caffeine and stay hydrated. Drinking sufficient fluid will keep your powers of concentration high.
- 4 I admit it – I'm a chocoholic. I have plenty of self-control – I can skip meals if necessary; I can resist doughnuts, ice cream, custard tarts, even waffles with whipped cream (although that is challenging), but chocolate defeats me every time. I began to wonder why I suffered such a lack of willpower over chocolate, and decided to do some research. I was aware of the origin of chocolate being the beans of the cacao tree, and I find that thought reassuring because it's a natural product. What I learnt was that chocolate also contains naturally occurring feel-good chemicals which can produce the kind of feeling of excitement you get when you're in love. The quantities of these substances in chocolate are very small, though.



I can see three different posters for advertising *Stop Food Waste Day*. Of these three options, I like number three best because it has a bigger impact than pictures one and two. The first reason I say this is that the poster shows somebody throwing four doughnuts away, even though there's nothing wrong with them. In other words, poster three shows food being wasted for no reason, and that's the point of *Stop Food Waste Day* – to remind people to stop buying more food than they need. Secondly, poster three shows an image of a kitchen that people can easily relate to. In my view, poster two is less effective because it shows two lorries emptying rubbish onto a rubbish tip, but the message isn't very clear. The disadvantage of poster two is that it doesn't show food waste very obviously. In addition to this, I believe that people will find this image difficult to relate to their everyday lives. The main reason I definitely wouldn't choose poster one is that the dustbin is full, but mostly with containers. For instance, you can see plastic bottles and cans, but not much food. Furthermore, the containers are mostly empty and so this image illustrates plastic waste rather than food waste. To sum up, although all of the posters are attractive, poster three is the one that makes you think.

UNIT 01 CZŁOWIEK

MÓWIENIE ► STRONA 15, ĆWICZENIE 8

Jesteś kolegą/koleżanką ucznia A. Rozmawiacie na temat zmiany wokalistki w jego/jej zespole. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Chcesz się dowiedzieć czegoś więcej na temat nowej wokalistki.
- Wyraż wątpliwość, czy kandydatka ma właściwe doświadczenie niezbędne do bycia wokalistką w zespole ucznia A.
- Masz wątpliwości, czy nowa wokalistka dogada się z pozostałymi członkami zespołu.

MÓWIENIE | ZESTAW ZADAŃ NATURALNYCH ► STRONA 21, ZADANIE 1

Jesteś kolegą/koleżanką ucznia A. Rozmawiacie na temat idealnego kandydata na przewodniczącego rady samorządu uczniowskiego (*the president of the student council*). W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Twoim zdaniem uczeń osiąający słabe wyniki w nauce nie byłby odpowiednim kandydatem.
- Uważasz, że idealny kandydat musi bezwzględnie przestrzegać regulaminu szkoły.
- Zapytaj ucznia A, czy chciałby zgłosić swoją kandydaturę.

UNIT 02 MIEJSCE ZAMIESZKANIA

MÓWIENIE | ZESTAW ZADAŃ NATURALNYCH ► STRONA 39, ZADANIE 1

Jesteś studentem/studentką z Danii. Rozmawiasz z osobą, która poszukuje współlokatora/współlokatorki do dwupokojowego mieszkania. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Zapytaj, jakie opłaty nie są wliczone w czynsz.
- Uprzedź ucznia A, że depozyt możesz zapłacić dopiero w przyszłym miesiącu.
- Poinformuj ucznia A, że chcesz mieć kota, i upewnij się, że współlokator to akceptuje.

UNIT 03 EDUKACJA

MÓWIENIE | ZESTAW ZADAŃ NATURALNYCH ► STRONA 57, ZADANIE 1

Jesteś uczniem/uczennicą szkoły w Nottingham. Gościsz u siebie ucznia/uczennicę z Polski. Rozmawiacie o jego/jej polskiej szkole i o polskim systemie szkolnym. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Zapytaj, jakich języków obcych można się uczyć w jego/jej szkole.
- Wyraż zaniepokojenie liczbą sprawdzianów / zadań domowych.
- Zapytaj ucznia A, czy uczestniczy w jakichś zajęciach pozalekcyjnych.

UNIT 04 PRACA

MÓWIENIE ► STRONA 69, ĆWICZENIE 8

Wraz z uczniem A chcesz podjąć się pracy wakacyjnej przy obsłudze kelnerskiej dużych imprez i wesel. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Nie masz doświadczenia w pracy kelnerskiej.
- Wyraż wątpliwość, czy macie wystarczające umiejętności do podjęcia tej pracy.
- Nie masz pewności, czy w pracy obowiązuje określony strój.

MÓWIENIE | ZESTAW ZADAŃ NATURALNYCH ► STRONA 75, ZADANIE 1

Wraz z uczniem A rozważasz podjęcie pracy wakacyjnej w księgarni internetowej obsługującej klientów w języku angielskim. Rozmawiasz o tych planach z uczniem A. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Poinformuj ucznia A, że chcesz pracować z domu.
- Wyraż wątpliwość, czy posługujecie się językiem angielskim w wystarczającym stopniu, aby podjąć tę pracę.
- Zapytaj, czy pracodawca oferuje szkolenie.

UNIT 05 ŻYCIE PRYWATNE

MÓWIENIE | ZESTAW ZADAŃ NATURALNYCH ► STRONA 93, ZADANIE 1

Twój kolega / Twoja koleżanka poznał/poznała niedawno interesującą osobę, z którą był/była na pierwszej randce. Rozmawiasz z nim/nią na ten temat. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
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- Wyraż zdziwienie, że uczeń A dopiero teraz poinformował cię o tym zdarzeniu.
- Zapytaj, jakie zainteresowania ma nowo poznana osoba.
- Zaproponuj wspólne spotkanie waszej trójki w najbliższy weekend.

UNIT 06 ŻYWIENIE

MÓWIENIE | ZESTAW ZADAŃ NATURALNYCH ► STRONA 111, ZADANIE 1

Jesteś kolegą/koleżanką z Walii ucznia A i przebywasz u niego/niej z wizytą. Rozmawiasz z nim/nią o potrawie, która szczególnie przypadła ci do gustu w trakcie powitalnej kolacji. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze informacje o jednym ze składników.
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- Poproś, aby uczeń A nauczył cię przygotowania tej potrawy.
- Zapytaj ucznia A, skąd czerpie inspiracje kulinarne.
- Zaproponuj, że ty przygotujesz jutrzejszą kolację.

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Repetytorium z języka angielskiego dla liceów i techników.

Poziom podstawowy z materiałem rozszerzonym. Tom 1

by Sue Kay, Vaughan Jones, Robert Hastings, Atena Juszko, Dominika Chandler, Joanna Sosnowska, Angela Bandis and Arek Tkacz.

Konsultacja: Małgorzata Wieruszewska

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