Damian Williams | Robert Górniak | Zbigniew Pokrzewiński | Izabela Michalak

MY MATURA
PERSPECTIVES

Repetytorium z języka angielskiego do szkół ponadpodstawowych

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Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

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Wstęp

Repetytorium składa się dwóch części.

Część I – tematyczna, w skład której wchodzą:

- **Moduły 1–14** zgodne z tematami leksykalnymi z podstawy programowej.

Część II – w skład której wchodzą:

- *Gramatyka*,
- *Pisanie – przewodnik*,
- *Mówienie – przewodnik*,
- *Bank zwrotów*.

Struktura modułu

Każdy moduł składa się z lekcji:

- *Vocabulary*,
- *Listening*,
- *Reading*,
- *Use of English*,
- *Speaking*,
- *Writing*,
- *Review*.

Wszystkie lekcje zawierają ćwiczenia na poziomie podstawowym i rozszerzonym i są odpowiednio oznaczone.

Po każdym module znajduje się słowniczek.

Część II

Gramatyka

- wyjaśnienia gramatyki w języku polskim oraz ćwiczenia praktyczne, w tym ćwiczenia na środki językowe
- tabele gramatyczne
- lista czasowników nieregularnych

Pisanie – przewodnik

- modelowe wypowiedzi
- wskazówki „krok po kroku", jak pisać poszczególne formy
- przydatne zwroty

Mówienie – przewodnik

- zestawy ze wszystkimi typami zadań do każdego z 14 modułów tematycznych
- zestawy przekrojowe zawierające słownictwo z różnych modułów tematycznych

Bank zwrotów

- przydatne zwroty do wypowiedzi ustnej i pisemnej

Moduł 1

Człowiek

Vocabulary

Personal details

BASIC

1 Complete the profile with the words in the box.

date • family • first • gender • job • male • place • single

Personal profile

(1) ... / middle name:	Ellie Margaret
Surname / (2) ... name:	Bowman
Sex / (3) ... :	(4) ... / Female
Age:	17
(5) ... of birth:	14/6/2006
(6) ... of birth:	Manchester
Nationality:	British
Marital status:	Married / (7) ...
(8) ... :	Student
Current address:	28 Dewsbury Road, Manchester

EXTENDED

2 Match words and phrases 1–6 with definitions a–f.

1 country of origin
2 citizen
3 occupation/profession
4 divorced
5 widow(er)
6 ethnicity

a no longer married to your wife or husband
b someone who legally belongs to a particular country and has rights and responsibilities there
c belonging to a social group that has a common national or cultural tradition
d the place where someone was born, usually used if someone lives in a different country
e another word for job
f someone whose wife or husband has died and who hasn't married again

3 Choose the correct options.

1 Although I was born in Latvia, I'm actually a Polish *citizen / ethnicity*.
2 I work in a café, but it's not my *interests / profession*. I'm just working part-time while I study to be a doctor.
3 When my grandma died, my grandad became a *widow / widower*.
4 Knowing that her parents were both from Spain, Carla wanted to research her Hispanic *ethnicity / occupation*.
5 My parents are *single / divorced* and I live with my mum.
6 Mark was born in Dublin so Ireland is his *ethnicity / country of origin*.

General appearance

BASIC

4 Complete the chart with the words in the box. Some words can be used more than once.

attractive • bald • beard • blond • brown
complexion • dark • fair • fat • good-looking
gorgeous • long • medium build/height
moustache • muscular arms • overweight
pale • pretty • red • short • shoulder-length
straight • tall • tanned • thin • ugly

Height/ Build	Hair	Face	Adjectives describing appearance
...	...	...	...

5 Work in pairs and look at the photo. Choose one person and describe him/her for your partner to guess.



EXTENDED

6 What is the difference in meaning between the following pairs of words?

1 fat / overweight
2 skinny / slim
3 curly hair / wavy hair
4 ponytail / tied in a bun
5 fringe / parting
6 dimples / freckles
7 birthmark / scar
8 piercing / tattoo
9 plump / stocky
10 beautiful / handsome
11 scruffy / well-dressed
12 dyed hair / spiky hair
13 mole / wrinkles
14 obese / well-built

7 Complete the conversation with words from exercise 6.

Sonya: So is that your family in the photo, Becky?
Becky: Yes, that's right. That's me at the bottom, when I was ten.
Sonya: Wow, you were a (1) ... child, so pretty! And who's that, with her hair tied up in a (2) ... ?
Becky: That's my sister. She was a really (3) ... kid, she never used to eat anything. And can you see that (4) ... on her neck? She was born with it. It looks like the shape of a bird.
Sonya: Oh yes, it really does. And who's that guy with the brown (5) ... on his cheek?
Becky: That's my cousin, Ricky. He's always had that hairstyle, with the side-(6) ... .

Clothes

BASIC

8 Discuss the questions in pairs.

1 What are you wearing today? Is this what you usually wear?
2 How would you describe your style?
3 Do you have a favourite item of clothing? What is it? Where did you get it? Why do you like it?
4 What kinds of things do you usually wear in these situations?
   - at home relaxing
   - on special occasions
   - going out with friends
   - at school

9 Match words 1–8 with photos A–H.

1 cardigan
2 hoodie
3 slippers
4 tracksuit
5 high heels
6 socks
7 trainers
8 wellies

A 

B 

C 

D 

E 

F 

G 

H 

EXTENDED

10 Read the definitions and guess the items of clothing. The first letters are given.

1 a jacket made of artificial material (similar to wool) to keep you warm – f...
2 a short, waterproof coat with a hood which keeps out the wind and the rain – a...
3 a piece of clothing without sleeves that has buttons down the front and is worn over a shirt and under a jacket – w...
4 a set of clothes made of the same material, usually including a jacket with trousers or a skirt – s...
5 open summer shoes/sandals, usually made of rubber, with a V-shaped band across the front to hold your feet – f... f...

11 Complete the sentences with the words in the box.

dress • fit • matches • suits • wear

1 I've definitely put on weight recently. Now my belt doesn't ... and I have to make a new hole in it!
2 Can you wear trainers at school or do you have to ... smartly?
3 That necklace really ... you. It brings out the colour of your eyes.
4 Make sure you ... a hat when you go out, it's really sunny today.
5 Nice bracelet! It ... your top.

Adjectives to describe clothes

BASIC

12 What adjectives can you think of to describe clothes? Think about these things:

1 shape/fit e.g. *loose*
2 pattern e.g. *striped*
3 material e.g. *cotton*
4 other e.g. *trendy*

EXTENDED

13 Form adjectives from the words in the box. Then add them to the categories in exercise 12.

check • comfort • denim • flower • long/short-sleeve
plain • silk • wool

Personality

BASIC

14 Decide if these adjectives to describe personality are positive (+), negative (–) or neutral (N).

ambitious • argumentative • arrogant • bossy • brave
bright • broad-minded • calm • careful • careless
caring • cheerful • childish • clever • confident • cruel
cynical • easy-going • generous • gentle • hard-working
helpful • honest • intelligent • lazy • lively • loyal • mean
messy • modest • narrow-minded • noisy • obstinate
open-minded • outgoing • quiet • rebellious • relaxed
rude • self-centred • self-confident • selfish • sensible
shy • sociable • stubborn • stupid • suspicious
sympathetic • talkative • vain

15 Choose the correct options to complete the text.

My older brother and I are very different.
When something goes wrong, he's always very (1) *calm / vain*, but I'm not, I worry or get angry. He can be a bit (2) *stubborn / bossy* at times though, he likes telling me what to do. I don't like that, and I sometimes become (3) *obstinate / arrogant* and refuse to do it. He's very (4) *intelligent / sociable* though, and always gets good grades at school. Mine aren't bad, I mean I'm not (5) *ambitious / stupid*, but I'm not as (6) *gentle / clever* as he is, that's for sure.

EXTENDED

16 Write the opposite of these adjectives of personality using the prefixes *un-*, *in-*, *im-*, *dis-* or *ir-*.

1 mature
2 tolerant
3 patient
4 polite
5 friendly
6 reliable
7 kind
8 imaginative
9 responsible
10 loyal
11 sensitive
12 honest

17 Complete the sentences with the positive or negative form of adjectives from exercise 16.

1 I thought it was quite ... of Helen not to thank you for helping her carry those books.
2 Tom's such a ... friend. He always sticks up for me and supports me when other people don't.
3 I'm so ..., I just can't think of any ideas for the project.
4 That was really ... of you to spend all your savings so quickly.
5 That's not funny, it's childish. Don't be so ... .

Abilities and interests

BASIC

18 Complete the sentences with the missing prepositions.

1 My sister is interested ... photography.
2 Me and my brother are both mad ... sport.
3 My dad thinks he's good ... telling jokes, but he's not. They're never funny.
4 I can't live ... my phone, not even for a day!
5 I've never been very keen ... watching TV. I much prefer reading a good book.

EXTENDED

19 Choose the correct prepositions to complete the sentences.

1 I really look *up / down* to my uncle. He's always been generous and sympathetic.
2 My friend always looks *up / down* on people who are vain.
3 I'm pretty indifferent *about / to* chocolate. I can take it or leave it.
4 Having a pet doesn't really appeal *for / to* me. It sounds like too much work!
5 I'm very fond *about / of* my little sister. She's adorable in so many ways.

Feelings and emotions

BASIC

20 Complete the sentences with the adjectives in the box.

angry • disappointed • excited • happy • nervous
scared • stressed out • surprised

1 I can't watch horror films. I get too ... !
2 My dad always gets ... in traffic jams, shouting at other drivers.
3 Well done for passing the test. I'm really ... for you.
4 I put a lot of work into that essay, so I felt ... when I didn't get a very good mark for it.
5 Are you ... about the party on Saturday? It's going to be great.
6 Daryl's feeling really ... at the moment, he's got a lot of exams on at school.
7 I couldn't sleep the night before my driving test, I was too ... .
8 Everyone was ... when Jamie won the race. Nobody knew he was such a fast runner.

21 Choose the correct options to complete the sentences.

1 My little sister always borrows my clothes without asking. It's so *annoyed / annoying*.
2 Amber was really *surprised / surprising* to find out she hadn't passed the exam.
3 The news that the school trip might be cancelled next month is really *worried / worrying*.
4 Mum and dad will be really *pleased / pleasing* when they hear what grade I got in science.
5 It was really *embarrassed / embarrassing* when my mum called out, 'I love you!' at the school gates.
6 I just can't get past this level in this game. It's so *frustrated / frustrating*!

EXTENDED

22 Work in pairs. Choose the odd one out in each group and say why it's different.

1	annoyed	angry	nervous	cross
2	heartbroken	depressed	devastated	moved
3	astonished	terrified	anxious	afraid
4	envious	jealous	confused	resentful

23 Complete the idioms to describe feelings with the words in the box.

beside • butterflies • dumps • moon
nine • temper • tears • world

1 I was really anxious and had ... in my stomach all day.
2 I thought my teacher was going to lose his ... with me.
3 I felt on top of the ... !
4 I was ... myself with worry and cried.
5 We were so in love, I was on cloud ... .
6 It turns out she was bored to ... with our relationship.
7 I remember feeling depressed and down in the ... for a long time after that.
8 I was over the ... that day.

Listening

BASIC

1 Work in pairs. How do you usually feel in these situations? Give examples from your own experience.

- going on a first date
- waking up after you've accidentally overslept
- getting in trouble with your parents/at school
- passing a test or exam
- playing a game/sport and winning

2 2 Listen to five people describing the first time they did something. What is each person's 'first'?

E DOBIERANIE

3 2 Listen again. Match Speakers 1–5 with sentences A–F. There is one extra sentence.

This Speaker

A says it had a very negative effect on them.

B says they want to try it again in the future.

C made a lot of mistakes at first.

D was really surprised by what happened.

E did want it to start at first, but didn't want it to finish at the end.

F says it made them understand more about him/herself.

1	2	3	4	5
...	...	...	...	...

4 2 Match the adjectives in the box with definitions and synonyms 1–8. Then listen again and check.

anxious • astonished • heartbroken • kind
pleased • proud • serious • terrified

1 happy
2 not silly/funny
3 very frightened
4 desperately sad
5 nice
6 very happy because of an achievement/success
7 very surprised
8 worried, nervous

5 3 Listen to a phone conversation between Jack and Lily and answer the questions.

1 Who is coming from Poland?
2 Why can't Jack collect him?
3 What information does Lily ask Jack for?

E UZUPEŁNIANIE LUK

6 3 Listen to the conversation again. Complete gaps 1–5 with the information from the conversation.

Piotr
Arrival: 4.20 p.m. at Terminal (1) ...
Appearance:
- *quite tall and medium- (2)* ...
- *short, (3)* ... *brown hair and brown eyes*
- *quite sporty, T-shirt and shorts or (4)* ...

Phone number: 0048 22 (5) ... *321 964*

7 3 Choose the correct options. Then listen again and check.

1 *What / How* does he look like?
2 *He's / He's got* quite tall and medium build.
3 *He's / He's got* short, straight, dark hair.
4 *He's / He's got* a beard.
5 *He's / He wears* quite sporty.

EXTENDED

8 Discuss the questions in pairs.

1 When do you feel least motivated to work or study?

2 What things do you do to motivate yourself?

9 4 Listen about focusing on work. Answer the questions.

Which Speaker

A talks about one practical technique?

B gives advice about how to get started on something?

C describes how they were helped by someone else?

E WYBÓR WIELOKROTNY

10 4 Listen again. Choose the correct option a, b or c in 1–2 and a, b, c or d in 3–6.

Recording 1

1 Mr Reynolds is
- **a** ambitious.
- **b** unkind.
- **c** helpful.

Recording 2

2 How does Eva explain the effectiveness of the technique she describes?
- **a** It avoids having to repeat certain tasks.
- **b** It breaks it down into small tasks with a reward at the end.
- **c** It helps you prioritise the order in which you do tasks.

Recording 3

3 How does the speaker describe procrastination?
- **a** something only hard-working people do
- **b** doing things to postpone starting work
- **c** an important part of the work process
- **d** as a way of looking for inspiration

4 Before starting work, the speaker suggests you
- **a** do some planning.
- **b** decide if now is the best time to work.
- **c** tidy up your work space.
- **d** put on some background music.

5 What point does the speaker make about the *quality* of your work?
- **a** It's more important than how long it takes.
- **b** It's not as important as the quantity you produce.
- **c** You should always aim for perfection.
- **d** Sometimes it's not as important as finishing it.

6 Why does the speaker make a comparison to a race at the end?
- **a** to show how easy it is to finish your work
- **b** to help you focus on the reward you give yourself
- **c** to provide you with an image you can use next time you work
- **d** to encourage you to take breaks when working

11 4 Listen again and write the antonyms of these words.

Recording 1

1 easy going

2 uncaring

3 neat, well-planned

Recording 2

4 laid-back

5 lazy

Recording 3

6 casual

7 always late

8 good at making decisions

12 Discuss the questions in pairs.

1 What do you think causes our emotions?

2 Why is it important to understand our emotions?

3 What do you think is the best way to deal with something which scares us?

E UZUPEŁNIANIE LUK

13 5 Listen to the interview. Complete sentences 1–4 with the missing information.

1 According to the psychologist, we can have ... in the same situations because we have different thoughts.

2 She says it's important to recognise ... and know what causes them.

3 She gives the example of ... as strong emotions which we can't explain.

4 We can reduce our fears by ... them.

14 5 Listen again and complete the sentences with the missing words.

1 You feel embarrassed or even upset, and you might feel a bit down in the ... after that.

2 Sometimes we don't know why we feel certain emotions, they seem to arise out of the ... in certain situations.

3 They might even have butterflies in their ... just thinking about the situation.

4 But it's important to ... your fears in order to make them smaller.

Reading

BASIC

1 Put the stages of life in order from youngest to oldest.

baby • child • elderly • in his/her early/mid/late thirties
middle-aged • teenager • toddler



2 Discuss the questions in pairs.

1 What do you think are the advantages and disadvantages of each stage of life?

2 Which stage of life is the best to do these things? Why?

- learn a language
- get married
- play in a rock band
- take up a new sport
- travel the world

3 Read the text about teenagers. Does the writer describe teenagers in a positive or negative way?

Four common stereotypes about teenagers

by Maisie Westcroft, 17

1 ...

It's a well-known fact that teenagers need more than the average eight hours' sleep that an adult needs. In fact, because they're growing so fast, they need up to ten hours. Also, the hormone that makes them sleepy – melatonin – is released later at night in a teenager's brain. So they might sleep in until at least 10 a.m. on a Sunday. And that's fine. In fact, if a teenager gets a good night's sleep you'll find they're actually hard-working and cheerful the rest of the week.



2 ...

During the teenage years, the main thing they're doing is learning about themselves, and how to be independent from their families. So yes, they're going to be thinking a lot about themselves, how they look and how they act in different situations. Teenagers need to try different things to find out what they're really interested in, what they can't stand and what they value. They're also learning about their own strengths and weaknesses. It's not vain or selfish, they're just discovering who they really are.



3 ...

During our teenage years, the nerve connections in our brains change in order to lose any unnecessary connections. The areas of the brain connected with planning and decision-making are the ones which develop last. This means that teenagers may be more spontaneous and take more risks than normal. This doesn't mean they're being irresponsible, it's just a sign that they're developing.



4 ...

Parents often say that when they were teenagers, they'd read books or meet friends, not spend time staring at a screen. But the funny thing is, they often spend hours on their own phone or tablet! Yes, teenagers like technology, but technology is the future. The only reason parents didn't spend so much time in front of a screen when they were teens is because smartphones and tablets didn't exist. And as for more technology making teenagers unsociable, well tell that to their hundreds of friends on social media!



E DOBIERANIE

4 Read the text again. Match each heading A–F with the correct part of the text 1–4. There are two extra headings.

A Teens are obsessed with technology.
B Teens are impatient.
C Teens don't think before they act.
D Teens sleep a lot.
E Teens are self-centred.
F Teens are cruel.

5 Complete the sentences with the highlighted words from the text.

1 Alice's so ..., you never know what she's going to do next!
2 I like to think I'm ... at school. I always do my homework on time and concentrate in class.
3 Don't be ..., share those chocolates with your sister.
4 My brother always takes an hour to get ready to go out, he's very ...!
5 I like working with Carla, she's always ... and makes me smile.
6 Come and join the party, don't be so ....
7 It was ... of me not to think about how what I did would affect you. I'm sorry.

6 Use the collocations to make sentences.

1 well-known fact
2 good night sleep
3 growing fast
4 independent from their families
5 can't stand
6 strengths and weaknesses
7 take risks
8 spend hours on
9 spend time
10 social media
11 in front of a screen

7 Discuss the questions in pairs.

1 Do you agree with what the writer says about each stereotype? Why/Why not?
2 What are some other stereotypes about teenagers that you've heard? Do you agree with them? Why/Why not?

EXTENDED

8 Read the online advert then discuss in pairs what type of stories you think you might read about.

Title: **The search for Today's Teenage Heroes has begun!**

Each year Channel 9 holds its *Today's Teenage Heroes* competition. We're looking for nominations for teenagers who have done something exceptional. This could be someone who has shown bravery, done something incredibly selfless, or made a real difference to other people's lives.

Please send your nominations to TTH@channel9.com and include information on:

- who they are,
- their background,
- a description of what they've done,
- why you think they're a hero.

We will read your entry carefully and then choose the best descriptions to appear in our awards ceremony and be listed on our website.

comment ● share ●



9 Read four stories which appeared on the website and check your predictions from exercise 8.

Harvey, 15

After being involved in a car crash at the age of 14, Harvey was left with a spinal injury which makes it difficult for him to walk. It would have been simple for him to take the easy way out and rely on a wheelchair, but not Harvey. (1) ... This year, he decided he wanted to raise money for a charity which helps support young people with spinal injuries, so every day he walked laps of the school field as part of a sponsored walk. His hard-working, resilient character meant that he was able to raise over £10,000 for charity.

Alexis, 18

Alexis's mother suffered from severe mental health issues when Alexis was a younger teenager and was often mean to her and her younger sister. Despite this, Alexis showed bravery and selflessness in the way she cared for both her mother and her little sister, especially as they all came from an underprivileged background. (2) ... Since then her mother has received professional help and their home situation has vastly improved. This wouldn't have been possible without Alexis's hard work, and she has grown up to become someone to admire and look up to.

Suzanne, 17

Suzanne experienced cyberbullying on social media, receiving cruel messages which made her desperately unhappy and beside herself with worry every day she went to school. Over time the cyberbullying got so bad that she withdrew from her social life, choosing to stay at home all the time rather than meeting her friends. (3) ... Then one day she decided that she wanted to help others in the same situation, so she set up a group on social media where victims of cyberbullying could meet and share their experiences freely. Today that group has over 20,000 members and has helped countless others like her.

Ryan, 17

During the COVID-19 pandemic in 2020, Ryan was worried about vulnerable people who had to stay at home and were unable to go shopping or get essential supplies. He organised a group of twenty students from his school to set up a small army of volunteers to help. (4) ... Over the months of lockdown 'Ryan's Army' (as it became known) were able to improve the lives of hundreds of people in his local area with their selfless work and made their lives a bit more sociable during that difficult time.

E UZUPEŁNIANIE LUK

10 Read the text again. Complete gaps 1–4 with sentences A–E. There is one extra sentence.

A Eventually she got professional help and learnt how to become less sensitive and more confident.

B It was a life-changing experience that came with many challenges.

C Instead, he obstinately refuses to give up and walks everywhere.

D They ran errands, delivered food and medical supplies and talked to people on the phone to check how they were doing.

E She took care of their day-to-day needs, cooking family meals and taking care of the housework.

11 Complete the phrases in bold in the sentences with one missing word. Then check your answers with the text.

1 You can either **take the easy ... out** and quit, or keep going.

2 Despite **coming from an underprivileged ...**, she worked hard to become successful.

3 It's good to have someone to help **take ... of our day-to-day** needs.

4 Where have you been? I've been **... myself with worry**!

5 After being bullied, I **... from my social life** for a while.

Use of English

BASIC

E TRANSFORMACJE

Celem tego zadania jest dopasowanie najlepszej parafrazy zdania lub jego fragmentu.

Najważniejsze kroki:

✓ upewnij się, że rozumiesz sens wyróżnionego zdania lub jego fragmentu,

✓ sprawdź w słowniku znaczenie trzech podanych propozycji do wyboru,

✓ wybierz tę, której sens jest najbliższy zaznaczonemu fragmentowi,

✓ jeśli nie jesteś pewny/pewna swojej odpowiedzi, znajdź propozycje, które na pewno możesz wykluczyć,

✓ przeczytaj całe zdanie i sprawdź, czy jest logiczne i ma znaczenie podobne do zdania wyjściowego.

Przykład:

I have **got on well with** my brother recently.
a had good relations with
b quarrelled with
c taken care of

Odpowiedź: a

Analiza i uzasadnienie:

Czasownik frazowy *get on well with* znaczy *pozostawać z kimś w dobrych relacjach*.

Zwroty a, b i c również odnoszą się do interakcji z inną osobą, ale mimo że wszystkie trzy tworzyłyby gramatycznie poprawne zdania po podmienieniu wyróżnionego fragmentu, tylko *had good relations with* ma takie samo znaczenie, co zwrot oryginalny.

Pozostałe propozycje pasowałyby do innych zwrotów, np.:

I have **fallen out with** (= quarrelled with) my brother recently.

1 Choose the answer a, b or c which means the same as the highlighted phrase.

1 My father **lost his temper** when he found out about my fight with a friend.
a tried to explain the problem
b got very angry
c offered his help

2 My older brother and I **have quite a lot in common**.
a quarrel very often
b share many interests
c dislike spending time together

3 **Layla has always been keen on playing** exotic musical instruments.
a it has always been difficult for her to play
b she has always found it boring to play
c her hobby has always been playing

4 All I know about my new neighbour is that **he's a widower**.
a his wife died
b his wife left him and married another man
c his wife doesn't live with him

5 George is a handsome man in his early twenties, well-built and **of average height**.
a not very tall but not short either
b taller than typical men
c shorter than typical men

E TŁUMACZENIE

2 Choose answer a, b or c which is the correct translation of the phrase in brackets.

1 I (*nie założyłbym*) ... such an ugly, old-fashioned suit, even if they paid me to do it.
a wouldn't wear
b won't wear
c didn't wear

2 When I make friends with new people, their personal traits (*takie jak*) ... honesty or cheerfulness are the most important for me.
a besides
b such as
c no matter how

3 Short, skinny and with blond hair, Max definitely (*nie jest podobny*) ... his father.
a stays away from
b can't stand by
c doesn't take after

4 Mark's girlfriend (*nie pozwoliła mu założyć*) ... a baggy sweatshirt and worn-out jeans to their friend's wedding reception.
a didn't make him wear
b didn't allow him to wear
c didn't approve of his wearing

5 (*Kiedy leciałem*) ... to Lisbon, I found the girl sitting next to me really attractive, but I was too shy to say a word to her.
a When I was flying
b When I had flown
c When did I fly

EXTENDED

E UZUPEŁNIANIE LUK

3 Complete each sentence with the correct form of the word in the box. There are two extra words.

attraction • creation • depression • difference
passion • shame • surprise

1 Deborah is really ... about ballet. She has classes three times a week and she says she can't live without dance.
2 My sister has never been ... to men from southern Europe. She says most of them don't treat women with enough respect.
3 My brother is quite ... to the social changes happening in the world. He says he doesn't really care about relations or social contacts.
4 When Greta's boyfriend broke up with her, the first few weeks were really ... for her.
5 What a rude person Roy is! He's not even a bit ... of himself for what he said to Sally.

E TRANSFORMACJE

4 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 You are too self-centred; that's why you didn't notice your brother's problems.
LESS
If you were ... noticed your brother's problems.
2 I used to be less tolerant to other religions and cultures, but these days my opinion is completely different.
MIND
I used to be less tolerant to other religions and cultures, but ... in recent years.
3 You've got no-one but yourself to blame for behaving so embarrassingly!
SUCH
You've got no-one but yourself to blame ... !
4 I can't see any reason why we should invite him to go with us; he's too unsociable.
WORTH
It ... him to go with us; he's too unsociable.
5 I don't accept it when my friends lie to me.
BEING
I disapprove ... lies by my friends.

E TŁUMACZENIE

5 Translate the parts of the sentences in brackets into English. Use a maximum of five words in each gap.

1 Mr Thomson's parents have always had a cheerful and open-minded attitude, (*i tak samo ma Pan Thomson*) ... himself.
2 Miss Brown, who had never been invited to such an event before, (*zrobiła ogromne wrażenie*) ... on the audience with her designer dress and elegant jacket.
3 I (*nie jestem przyzwyczajony do noszenia*) ... shirts and suits on a daily basis.
4 If Tim were more ambitious, he (*nie zrezygnowałby z*) ... up the photography course last month.
5 Both of my best friends are loyal and reliable and so far, (*żaden z nich nie zawiódł*) ... me down when I needed them.

E UZUPEŁNIANIE LUK

6 Complete the text. Choose the correct answer a, b, c or d.

What makes a reliable and trustworthy person? There is a saying that actions speak more than words, and experts agree that if you want to be considered to be reliable, you should work on the consistency of what you say and what you do. In other (1) ... , your claims and opinions should be confirmed by the way you behave and your attitude to others. How does this work in detail? Let's take a look at a few examples.
If you want to be regarded (2) ... a responsible person, prove it in your actions: keep your promises no matter how trivial they are. Keep deadlines and (3) ... sure the quality of what you do meets others' expectations. If you are going to fail in your duties, do not pretend that everything's OK; (4) ... than that, admit to having problems and do your best to minimise the negative consequences of your failure.
Being generous or sympathetic also needs to be noticeable in how you treat others. If you don't support or show sympathy to those in need, (5) ... loudly you claim to have such personality traits, your claims will go in vain.

1 **a** terms **b** ways **c** words **d** side
2 **a** for **b** as **c** about **d** in
3 **a** get **b** take **c** go **d** make
4 **a** rather **b** more **c** sooner **d** quite
5 **a** however much **b** in spite of what **c** no matter how **d** unlike that

Speaking

1 Discuss the questions in pairs.

1 In what situations do you think it's OK/not OK to wear these things? Why?

- casual clothes
- smart clothes
- a suit or a formal dress
- a lot of make-up
- expensive jewellery
- trainers

2 Which of these things do you have or wear? When do you wear them?

2 6 Listen to two people discussing a dress code. Which of the situations are they discussing?



a formal occasion (e.g. wedding)
b going out with friends
c at school
d doing sport

3 6 Listen again and tick the phrases they use.

Useful phrases

Agreeing	Disagreeing
That's a great idea.	I disagree.
That sounds like a good idea.	I'm not sure about that.
I completely agree with you.	I see your point, but
Yes, I'd go along with that.	I don't think that would work.
You're right.	Not necessarily.
That's a good point.	I beg to differ.
Absolutely.	

Matura hacks

Pamiętaj, żeby w zadaniu z odgrywaniem roli:
1 odnieść się do czterech kwestii,
2 rozwinąć każdą z nich, podając szczegóły i argumentując swoje stanowisko,
3 reagować na pytania rozmówcy.

E ROZMOWA Z ODGRYWANIEM ROLI

4 Work in pairs. Read the instructions and practise the task. When you have finished, swap roles and practise again.

You and your partner have an English friend who is coming to live in Poland and start at your school. They've asked you for some advice on what to wear in different situations.
There are four situations you need to discuss:

- at school
- at formal occasions
- going out with friends
- doing sport









Writing

BASIC

1 Complete the following sentences so that they are true for you.

1 The last time I quarrelled with my friend it was about ... – he said ... and I didn't agree with that.
2 I think I'm the only person in my class who ... .
3 When I feel depressed, I usually ... .
4 I have always been interested in ... because ... .

2 Describe your friend using the adjectives from the box or your own ideas.

ambitious • boastful • bossy • generous • indecisive
self-confident • sociable • stubborn • sympathetic • tolerant

1 I think my friend is/isn't ... because ... .
2 People say he/she is/isn't ... because ... .
3 He/She often shows that he/she is ... , especially when ... .

3 Read the email. Match questions A–D with paragraphs 1–4.

A What is Justyna like?
B Why have you quarrelled with your friend?
C What is an irritating habit in her?
D How do you want to make it up?

Hi Natasza,

(1) **I'm writing because** I need your advice. I've quarrelled with my best friend Mateusz again. This time he didn't help me in our project and I had to do everything myself.

(2) **I'd like to do something** about it. I thought I could ask him to meet and explain the situation. What do you think? Will it help? **Let me know** if you have any smarter ideas than that.

(3) **By the way**, we've had a newcomer in our class since last month. Her name is Justyna and she seems to be quite nice. She's very cheerful and helpful and we share the same interests.

(4) **I guess** she might be a good friend, although there's something that irritates me a bit in her. She is often late and she forgets about important meetings. It's not a big deal, but still, I don't like it when people act like that.

I'll write again soon,
See you!
Wojtek

4 Translate the Polish parts of the sentences into English using the phrases from exercise 3 in bold.

1 (*Piszę, ponieważ*) ... I'd like to tell you about a girl I met at the camp.
2 (*Daj znać*) ... if you can come and meet me this weekend.
3 (*A przy okazji*) ... , there's an open air concert in our city on Saturday; I thought we could go.
4 (*Chciałabym coś zrobić*) ... to get to know the girl better.
5 (*Napiszę znów*) ... after the party.
6 (*Sądzę, że*) ... you might know him.

Matura hacks

- ✓ Zastosuj formę wypowiedzi wskazaną w poleceniu.
- ✓ Pamiętaj, żeby odnieść się do każdego punktu i go rozwinąć.
- ✓ Zadbaj o spójność i logikę wypowiedzi.
- ✓ Zachowaj styl wypowiedzi dostosowany do formy i odbiorcy.

E E-MAIL

5 Write an email.

Postanowiłeś/Postanowiłaś odnowić kontakt z koleżanką, której dawno nie widziałeś/widziałaś. Napisz do niej e-maila. W swoim e-mailu:

- wspomnij, dlaczego chcesz odnowić kontakt,
- przypomnij, w jakich okolicznościach pierwszy raz się spotkaliście/spotkałyście,
- opisz cechy charakteru koleżanki, które najbardziej w niej lubisz,
- zaproponuj miejsce i czas spotkania.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić ***od 100 do 150 słów****.*

Useful phrases

Zwroty powitalne
Hi/Hello Tim,
Dear Alice,

Początek e-maila
Hope you're OK.
Many thanks for your email
I'm writing because

Zakończenie e-maila
That's all for now,
Please drop me a line.
Write back soon.

Zwroty kończące e-mail
Best wishes,
Take care,
Love,

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 The actress may not be good-looking, but she's definitely ... . **ATTRACT**

2 Richard has got a little ... , and now his clothes are too tight for him. **WEIGHT**

3 Some clothes, like jeans, are always ... . **TREND**

4 Ashley tends to be either really ... or completely silent. **TALK**

5 Judging by his ... , I thought Martin was much older than he really is. **HIGH**

E UZUPEŁNIANIE LUK

2 Complete the sentences. Choose the answer a, b or c.

1 What is your favourite ... of clothing?
a item
b thing
c object

2 I have always been keen ... music.
a at
b on
c with

3 We are basically very ... of Timothy, though he often tends to be annoying.
a fond
b mad
c crazy

4 Did you see what she was wearing ... the party? It looked terrible.
a to
b on
c at

5 My elder brother is in his late ... .
a thirtieth
b thirty
c thirties

E UZUPEŁNIANIE LUK

3 Complete the sentences with one word in each gap.

1 Whenever he gets really stressed ... , red spots appear on his face and neck.

2 It's great that he has won first prize in the spelling bee. We're happy ... him.

3 What is the best age to ... married, in your opinion?

4 Young people are so excited ... getting their driving license.

5 I was very good ... remembering dates when I was at school.

E UZUPEŁNIANIE ZDAŃ

4 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Maria has many interests, but she's absolutely ... (*mad / dance*).

2 Because of his arrogant behaviour, Jack often ... (*get / trouble*) at school.

3 My dad ... (*be / crazy*) car racing.

4 My sister ... (*like / wear*) high heels, although they seem so uncomfortable.

5 Having to sing in public was ... (*embarrass / situation*) I have ever found myself in.

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 What's your date of birth?
BORN
When ... ?

2 Wearing shorts and sleeveless shirts at school is against the dress code.
TO
It is against the dress code ... shorts and sleeveless shirts at school.

3 'What's your marital status?' he asked me.
MY
He wanted to know ... .

4 Mike is the most hard-working boy in my class.
AS
No other boy in my class is ... Mike.

5 It's a pity the Johnsons feel disappointed with their son's behaviour.
NOT
I wish the Johnsons ... disappointed with their son's behaviour.

EXTENDED

E SŁOWOTWÓRSTWO

6 Transform the words in bold to complete the sentences.

1 Brenda looks gorgeous in her new ... dress. **FLOWER**

2 You can't trust Mark with anything. He's a really ... man. **RELY**

3 Some people don't wear ... clothes since wool irritates their skin. **WOOL**

4 Amelia was ... when her parents didn't accept her boyfriend. **HEART**

5 Why do some teenagers seem ... compared to other teenagers their age? **MATURE**

E UZUPEŁNIANIE LUK

7 Complete the sentences. Choose the answer a, b, c or d.

1 Kate was over the ... when her boyfriend proposed to her.
a moon **b** star **c** sun **d** planet

2 It feels like I have ... in my stomach whenever I talk to a large group of people.
a bees **b** butterflies **c** flies **d** beetles

3 How can you be so indifferent ... other people's misfortune?
a for **b** on **c** to **d** with

4 Why are you so ... of your friend's success in the exams?
a excited **b** jealous **c** concerned **d** miserable

5 I advised him to buy another jacket since the one he had chosen didn't ... his trousers.
a match **b** fit **c** go **d** suit

E TRANSFORMACJE

8 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 'Please don't lose your temper,' she said to her son.
NOT
She asked her son ... temper.

2 Which country do you come from?
ORIGIN
What is ... ?

3 I don't like having this ugly birthmark on my shoulder.
WISH
I ... this ugly birthmark on my shoulder.

4 The Greens last saw each other when they got divorced last year.
HAVE
The Greens ... each other since they got divorced last year.

5 Why did you wear formal clothes to the meeting?
It was not necessary.
NEEDN'T
You ... formal clothes to the meeting.

E UZUPEŁNIANIE ZDAŃ

9 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Mr Barret is a man I ... (*look / up*) ever since I met him.

2 I trusted Paul with everything, but unfortunately he turned out to be ... (*such / loyal*) friend.

3 Tying my hair in a bun ... (*not / appeal*) to me. I'd rather wear it loose.

4 It ... (*be / responsible / you*) to let your little sister swim in that deep lake. She might have drowned.

5 David says that he ... (*be / marry*) for five years by March next year.

E TŁUMACZENIE

10 Translate the parts of the sentences in brackets into English. Use a maximum of five words in each gap.

1 Since when (*ona jest zainteresowana*) ... politics?

2 Denim trousers (*stają się*) ... more and more fashionable these days.

3 (*Wolałbym nosić*) ... T-shirts with no patterns on them.

4 If I were you, I (*nie kupowałabym*) ... this blouse. It looks old-fashioned.

5 (*Jaki byłeś jako*) ... a child?

E UZUPEŁNIANIE LUK

11 Complete the sentences with one word in each gap.

1 When my mother comes from the office, she always changes high heels for ... flops.

2 I didn't know you were ... ballet as a young girl.

3 I disapprove ... people asking personal questions.

4 In case you face some problems, turn ... your cousin for help.

5 Classical music is not my ... of tea. I prefer jazz.

Wordlist

PERSONAL DATA

age /eɪdʒ/ wiek
citizen /'sɪtɪzən/ obywatel/obywatelka
country of origin /ˌkʌntri əv 'ɒrɪdʒɪn/ kraj pochodzenia
date of birth /deɪt əv bɜːθ/ data urodzenia
divorced /də'vɔːst/ rozwiedziony/rozwiedziona
female /'fiːmeɪl/ kobieta
first name /'fɜːst neɪm/ imię
job /dʒɒb/ praca; zawód
male /meɪl/ mężczyzna
marital status /ˌmærətl 'steɪtəs/ stan cywilny
married /'mærid/ żonaty/zamężna
middle name /ˌmɪdl 'neɪm/ drugie imię
nationality /ˌnæʃə'næləti/ narodowość
occupation, profession /ˌɒkjə'peɪʃən, prə'feʃən/ zawód
personal details /ˌpɜːsənəl 'diːteɪlz/ dane personalne
place of birth /pleɪs əv bɜːθ/ miejsce urodzenia
sex, gender /seks, 'dʒendə/ płeć
single /'sɪŋgəl/ singiel/singielka; kawaler/panna
surname, family name /'sɜːneɪm, 'fæməli neɪm/ nazwisko
widow/widower /'wɪdəʊ/'wɪdəʊə/ wdowa/wdowiec

PERIODS OF LIFE

child/children /tʃaɪld/'tʃɪldrən/ dziecko/dzieci
elderly (adj; n) /'eldəli/ starszy/starsza; ludzie starsi
in his/her early twenties/thirties/fifties /ɪn hɪz/hə 'ɜːli 'twentiz/'θɜːtiz/'fɪftiz/ w wieku dwudziestu, trzydziestu, pięćdziesięciu paru lat
middle-aged /ˌmɪdl'eɪdʒd/ w średnim wieku
old /əʊld/ stary
teenager, adolescent /'tiːneɪdʒə, ˌædə'lesənt/ nastolatek/nastolatka
young /jʌŋ/ młody

GENERAL APPEARANCE

HEIGHT

of medium/average height /əv ˌmiːdiəm/ ˌævərɪdʒ haɪt/ średniego wzrostu
short /ʃɔːt/ niski
tall /tɔːl/ wysoki

BUILD

fat /fæt/ gruby
fit /fɪt/ wysportowany
muscular arms /ˌmʌskjələ ɑːmz/ umięśnione ramiona
obese /əʊ'biːs/ otyły
of medium build / əv miːdiəm bɪld/ średniej budowy
overweight /ˌəʊvə'weɪt/ z nadwagą
plump /plʌmp/ puszysty
skinny, thin /'skɪni, θɪn/ chudy
slim /slɪm/ szczupły
stocky /'stɒki/ krępy, przysadzisty
well-built /ˌwelb'ɪlt/ dobrze zbudowany

HAIR

bald /bɔːld/ łysy
blond /blɒnd/ blond
curly /'kɜːli/ kręcone
dark /dɑːk/ ciemne
dyed /daɪd/ farbowane
fair /feə/ jasne
fringe; have a fringe /frɪndʒ; həv ə frɪndʒ/ grzywka; mieć grzywkę
ginger/red /'dʒɪndʒə/red/ rude
grey/white /greɪ/waɪt/ siwe
parting /'pɑːtɪŋ/ przedziałek
plait /plæt/ warkocz
ponytail /'pəʊniteɪl/ kucyk
shiny /'ʃaɪni/ lśniące
short /ʃɔːt/ krótkie
shoulder-length /'ʃəʊldəˌleŋθ/ do ramion
spiky /'spaɪki/ sterczące
straight /streɪt/ proste
tied in a bun /taɪ ɪn ə bʌn/ związane w kok
wavy /'weɪvi/ faliste

FACE

beard /bɪəd/ broda (zarost)
complexion /kəm'plekʃən/ cera
dimples /'dɪmpəlz/ dołeczki
freckles /'frekəlz/ piegi
moustache /mə'stɑːʃ/ wąsy
pale /peɪl/ blady
tanned /tænd/ opalony
wrinkles /'rɪŋkəlz/ zmarszczki

OTHER

birthmark /'bɜːθmɑːk/ znak szczególny; znamię
distinguishing features /dɪˌstɪŋgwɪʃɪŋ 'fiːtʃəz/ cechy wyróżniające
mole /məʊl/ pieprzyk
piercing /'pɪəsɪŋ/ przekłuwanie różnych części ciała; kolczykowanie
scar /skɑː/ blizna
tattoo /tə'tuː/ tatuaż

DESCRIBING APPEARANCE

attractive /ə'træktɪv/ atrakcyjny
good-looking /ˌgʊd'lʊkɪŋ/ przystojny; atrakcyjna
gorgeous /'gɔːdʒəs/ zachwycający
handsome /'hænsəm/ przystojny
looks /lʊks/ uroda, aparycja
scruffy /'skrʌfi/ niechlujny
ugly /'ʌgli/ brzydki
well-dressed /ˌwel'drest/ dobrze ubrany

PERSONAL QUALITIES

absent-minded /ˌæbsənt'maɪndɪd/ nieuważny, roztargniony
ambitious /æm'bɪʃəs/ ambitny
argumentative /ˌɑːgjə'mentətɪv/ kłótliwy
arrogant /'ærəgənt/ arogancki
boastful /'bəʊstfəl/ samochwalczy
bossy /'bɒsi/ władczy
brave /breɪv/ dzielny
bright /braɪt/ bystry; inteligentny
broad-minded /ˌbrɔːd'maɪndɪd/ o szerokich horyzontach, tolerancyjny
calm /kɑːm/ spokojny
careful /'keəfəl/ ostrożny
careless /'keələs/ nieostrożny; nieuważny
caring /'keərɪŋ/ opiekuńczy, troskliwy
cheerful /'tʃɪəfəl/ radosny, pogodny
clever /'klevə/ bystry; sprytny; mądry
compassionate /kəm'pæʃənət/ współczujący, pełen współczucia
conceited /kən'siːtɪd/ zarozumiały
confident /'kɒnfɪdənt/ pewny siebie
conscientious /ˌkɒnʃi'enʃəs/ sumienny, skrupulatny
cruel /'kruːəl/ okrutny
cynical /'sɪnɪkəl/ cyniczny
disciplined /'dɪsɪplɪnd/ zdyscyplinowany
dishonest /dɪs'ɒnɪst/ nieuczciwy
disloyal /dɪs'lɔɪəl/ nielojalny
disorganised /dɪs'ɔːgənaɪzd/ zdezorganizowany; chaotyczny
dull /dʌl/ tępy, głupi
easy-going /ˌiːzi'gəʊɪŋ/ wyluzowany, spokojny
frank /fræŋk/ szczery
funny /'fʌni/ zabawny, śmieszny
generous /'dʒenərəs/ hojny, wspaniałomyślny
gentle /'dʒentl/ łagodny, spokojny
hard-working /ˌhɑːd'wɜːkɪŋ/ pracowity
helpful /'helpfəl/ pomocny
honest /'ɒnɪst/ uczciwy
hospitable /'hɒspɪtəbəl/ gościnny
humble /'hʌmbəl/ pokorny, skromny
imaginative /ɪ'mædʒənətɪv/ obdarzony wyobraźnią
immature /ˌɪmə'tʃʊə/ niedojrzały
immodest /ɪ'mɒdɪst/ nieskromny
impatient /ɪm'peɪʃənt/ niecierpliwy
impolite /ˌɪmpə'laɪt/ nieuprzejmy
indecisive /ˌɪndɪ'saɪsɪv/ niezdecydowany, niepewny
insecure /ˌɪnsɪ'kjʊə/ bez wiary w siebie
insensitive /ɪn'sensətɪv/ niewrażliwy, gruboskórny
intelligent /ɪn'telədʒənt/ inteligentny
intolerant /ɪn'tɒlərənt/ nietolerancyjny
irrational /ɪ'ræʃənəl/ irracjonalny
irresponsible /ˌɪrɪ'spɒnsəbəl/ nieodpowiedzialny
kind /kaɪnd/ miły, uprzejmy
kind-hearted /ˌkaɪnd'hɑːtɪd/ życzliwy
lively /'laɪvli/ pełen życia
loyal /'lɔɪəl/ lojalny
mature /mə'tʃʊə/ dojrzały
mean /miːn/ skąpy; złośliwy, wredny
messy /'mesi/ niechlujny
modest /'mɒdɪst/ skromny
narrow-minded /ˌnærəʊ'maɪndɪd/ ograniczony, o wąskich horyzontach
nasty /'nɑːsti/ niemiły, nieuprzejmy
neat /niːt/ porządny, schludny (lubi porządek)
obstinate /'ɒbstənət/ zawzięty, uparty
open-minded /ˌəʊpən'maɪndɪd/ wolny od uprzedzeń, otwarty
organised /'ɔːgənaɪzd/ uporządkowany
outgoing /ˌaʊt'gəʊɪŋ/ towarzyski
patient /'peɪʃənt/ cierpliwy
peaceful /'piːsfəl/ spokojny
perfectionist /pə'fekʃənɪst/ perfekcjonista/perfekcjonistka
polite /pə'laɪt/ uprzejmy
politeness /pə'laɪtnəs/ uprzejmość
punctual /'pʌŋktʃuəl/ punktualny
rational /'ræʃənəl/ racjonalny, rozsądny
rebellious /rɪ'beljəs/ buntowniczy
relaxed /rɪ'lækst/ zrelaksowany
reliable /rɪ'laɪəbəl/ niezawodny, rzetelny
reserved /rɪ'zɜːvd/ powściągliwy, skryty
responsible /rɪ'spɒnsəbəl/ odpowiedzialny
rude /ruːd/ niegrzeczny
self-centred /ˌself'sentəd/ egocentryczny
self-confident /ˌself'kɒnfɪdənt/ pewny siebie
self-conscious /ˌself'kɒnʃəs/ samoświadomy
selfish /'selfɪʃ/ samolubny
selfless /'selfləs/ bezinteresowny
sensible /'sensəbəl/ rozsądny; praktyczny
sensitive /'sensətɪv/ wrażliwy, czuły
shallow /'ʃæləʊ/ płytki, powierzchowny
shy /ʃaɪ/ nieśmiały
sincere /sɪn'sɪə/ szczery
sociable /'səʊʃəbəl/ towarzyski
strict /strɪkt/ surowy
stubborn /'stʌbən/ uparty
suspicious /sə'spɪʃəs/ podejrzliwy
sympathetic /ˌsɪmpə'θetɪk/ pełen współczucia; życzliwy
talkative /'tɔːkətɪv/ rozmowny
tidy /'taɪdi/ schludny, porządny
tolerant /'tɒlərənt/ tolerancyjny
unimaginative /ˌʌnɪ'mædʒənətɪv/ pozbawiony wyobraźni

unkind /ˌʌn'kaɪnd/ niegrzeczny, nieuprzejmy
unreliable /ˌʌnrɪ'laɪəbəl/ niesolidny, zawodny; niesłowny
unscrupulous /ʌn'skru:pjələs/ niemający skrupułów
unselfish /ʌn'selfɪʃ/ bezinteresowny
unsociable /ʌn'səʊʃəbəl/ nietypowy
untidy /ʌn'taɪdi/ niechlujny
vain /veɪn/ próżny, zadufany w sobie
violent /'vaɪələnt/ agresywny
wise /waɪz/ mądry

CLOTHES

anorak /'ænəræk/ kurtka z kapturem
blouse /blaʊz/ bluzka (damska)
boxer shorts /'bɒksə ʃɔ:ts/ bokserki
cap /kæp/ czapka
cardigan /'kɑ:dɪgən/ sweter rozpinany
coat /kəʊt/ płaszcz
dress /dres/ sukienka
dress up /ˌdres 'ʌp/ ubierać się
fleece /fli:s/ polar, kurtka polarowa
football top /'fʊtbɔ:l ˌtɒp/ koszulka piłkarska
hooded sweatshirt, hoodie /'hʊdɪd 'swetʃɜ:t,'hʊdi/ bluza z kapturem
jacket /'dʒækɪt/ kurtka
jumper /'dʒʌmpə/ sweter
pants, underpants /pænts, 'ʌndəpænts/ majtki; slipy
pullover /'pʊlˌəʊvə/ sweter
put on /ˌpʊt 'ɒn/ zakładać
pyjamas /pə'dʒɑ:məz/ piżama
shirt /ʃɜ:t/ koszula
shorts /ʃɔ:ts/ krótkie spodenki
skirt /skɜ:t/ spódniczka
sock /sɒk/ skarpetka
suit /su:t/ garnitur
sweatshirt /'swet-ʃɜ:t/ bluza sportowa
tie /taɪ/ krawat
tights /taɪts/ rajstopy
top /tɒp/ top, koszulka
tracksuit /'træksu:t/ dres
tracksuit bottoms, sweatpants /'træksu:t ˌbɒtəmz, 'swetpænts/ spodnie dresowe
trousers /'traʊzəz/ spodnie
underwear /'ʌndəweə/ bielizna
uniform/school uniform /'ju:nəfɔ:m/'sku:l ˌju:nəfɔ:m/ mundurek szkolny
waistcoat /'weɪskəʊt/ kamizelka
wear /weə/ nosić

SHOES AND ACCESSORIES

belt /belt/ pasek
boots /bu:ts/ buty za kostkę
bracelet /'breɪslɪt/ bransoletka
collar /'kɒlə/ kołnierz
earrings /'ɪərɪŋz/ kolczyki
flat shoes /ˌflæt 'ʃu:z/ buty na płaskim obcasie
flip flops /'flɪp flɒps/ klapki; japonki
glasses /glɑ:sɪz/ okulary
gloves /glʌvz/ rękawiczki
handbag /'hændbæg/ torebka
hat /hæt/ kapelusz
high-heeled shoes/high heels /haɪhi:ld ʃu:z/ haɪ hi:z/ buty na wysokim obcasie
jewellery /'dʒu:əlri/ biżuteria
necklace /'neklɪs/ naszyjnik
ring /rɪŋ/ pierścionek
sandals /'sændlz/ sandały
scarf /skɑ:f/ szal, szalik
sleeve /sli:v/ rękaw
slippers /'slɪpəz/ kapcie
sneakers, trainers /'sni:kəz, 'treɪnəz/ trampki
sunglasses /'sʌnˌglɑ:sɪz/ okulary przeciwsłoneczne
wellies /'weliz/ kalosze

ADJECTIVES TO DESCRIBE CLOTHES

baggy /'bægi/ obszerny, workowaty
checked /tʃekt/ w kratkę
comfortable /'kʌmftəbəl/ wygodny
cotton /'kɒtn/ bawełniany
denim /'denɪm/ dżinsowy
floral /'flɔ:rəl/ w kwiaty
long-sleeved /ˌlɒŋ'sli:vd/ z długim rękawem
loose /lu:s/ luźny
plain /pleɪn/ gładki
short-sleeved /ʃɔ:t'sli:vd/ z krótkim rękawem
silk /sɪlk/ jedwabny
sleeveless /'sli:vləs/ bez rękawów
stretchy /'stretʃi/ elastyczny; rozciągliwy
striped /straɪpt/ w paski
trendy /'trendi/ modny
uncomfortable /ʌn'kʌmftəbəl/ niewygodny
unique /ju:'ni:k/ wyjątkowy, unikalny
vintage /'vɪntɪdʒ/ klasyczny; stylowy
woollen /'wʊlən/ wełniany
worn-out /ˌwɔ:n'aʊt/ znoszony; przetarty

FEELINGS AND EMOTIONS

angry /'æŋgri/ zły, wściekły
annoyed /ə'nɔɪd/ rozdrażniony, poirytowany
annoying /ə'nɔɪɪŋ/ denerwujący, irytujący
anxious /'æŋkʃəs/ zaniepokojony, zatroskany
ashamed /ə'ʃeɪmd/ zawstydzony, zakłopotany
astonished /ə'stɒnɪʃt/ zdziwiony, zaskoczony
be down in the dumps /bi daʊn ɪn ðə dʌmps/ mieć chandrę, być w dołku
be in good/bad mood /bi ɪn gʊd/bæd m'u:d/ być w dobrym/złym nastroju
be over the moon /bi əʊvə ðə 'mu:n/ być w siódmym niebie
concerned /kən'sɜ:nd/ zaangażowany
confused /kən'fju:zd/ zdezorientowany
cross /krɒs/ poirytowany
depressed /dɪ'prest/ przygnębiony
depressing /dɪ'presɪŋ/ przygnębiający
devastated /'devəsteɪtɪd/ załamany
disappointed /ˌdɪsə'pɔɪntɪd/ rozczarowany
disappointing /ˌdɪsə'pɔɪntɪŋ/ rozczarowujący
embarrassed /ɪm'bærəst/ zakłopotany, zawstydzony
embarrassing /ɪm'bærəsɪŋ/ wprawiający w zakłopotanie
envious /'enviəs/ zazdrosny
excited /ɪk'saɪtɪd/ podekscytowany
exciting /ɪk'saɪtɪŋ/ ekscytujący
exhausted /ɪg'zɔ:stɪd/ wyczerpany
frightened /'fraɪtnd/ przerażony
frightening /'fraɪtnɪŋ/ przerażający
frustrated /frʌ'streɪtɪd/ sfrustrowany
frustrating /frʌ'streɪtɪŋ/ irytujący
furious /'fjʊəriəs/ wściekły
gloomy /'glu:mi/ ponury
heart broken /'hɑ:t ˌbrəʊkən/ o złamanym sercu
horrified /'hɒrɪfaɪd/ przerażony
jealous /'dʒeləs/ zazdrosny
lose one's temper /ˌlu:z wʌnz 'tempə/ stracić panowanie nad sobą
miserable /'mɪzərəbəl/ przygnębiony
moved /mu:vd/ wzruszony
moving /'mu:vɪŋ/ wzruszający
nervous /'nɜ:vəs/ nerwowy; zdenerwowany
pleased /pli:zd/ zadowolony
scared /skeəd/ wystraszony
stressed out /ˌstrest 'aʊt/ zestresowany
surprised /sə'praɪzd/ zdziwiony
surprising /sə'praɪzɪŋ/ zadziwiający
terrified /'terɪfaɪd/ przerażony
thrilled /'θrɪləd/ podekscytowany
tired /taɪəd/ zmęczony
upset /ˌʌp'set/ zasmucony; w złym humorze
worried /'wʌrid/ zmartwiony
worrying /'wʌrɪɪŋ/ niepokojący

ABILITIES AND INTERESTS

appeal to sb /ə'pi:l tə sʌmbɒdi/ podobać się komuś
be crazy/mad about sth /bi 'kreɪzi/mæd ə'baʊt sʌmθɪŋ/ być zwariowanym na punkcie
be fond of sth /bi 'fɒnd əv sʌmθɪŋ/ lubić coś
be good at /bi gʊd ət/ być dobrym w
be interested in /bi'ɪntrɪstɪd ɪn/ być czymś zainteresowanym
be into sth /bi ɪntə sʌmθɪŋ/ być czymś zainteresowanym
be keen on sth /bi ki:n ɒn sʌmθɪŋ/ być chętnym na coś, lubić coś
be one's cup of tea /bi wʌnz kʌp əv ti:/ być czymś zainteresowanym („czyjaś bajka")
be passionate about /bi 'pæʃənət ə'baʊt/ pasjonować się czymś
can't live without sth /kɑ:nt lɪv wɪð'aʊt sʌmθɪŋ/ nie móc żyć bez czegoś
can't stand /kɑ:nt stænd/ nie znosić
can't beat sth /kɑ:nt bi:t sʌmθɪŋ/ nie można przed tym uciec
change one's mind /tʃeɪndʒ wʌns maɪnd/ zmienić zdanie
despise /dɪ'spaɪz/ gardzić
detest /dɪ'test/ nienawidzić
dislike /dɪs'laɪk/ nie lubić
don't mind /dəʊnt maɪnd/ nie mieć nic przeciwko
enjoy /ɪn'dʒɔɪ/ lubić
find sth (+ adj) /faɪnd sʌmθɪŋ/ uważać, że coś jest (jakieś)
keep away/stay away from /ki:p ə'weɪ/steɪ ə'weɪ frəm/ trzymać się z dala od
reject /rɪ'dʒekt/ odrzucać; odtrącać

ROLE MODELS

admire /əd'maɪə/ podziwiać
adore /ə'dɔ:/ uwielbiać
be attracted to sb /bi ə'træktɪd tə 'sʌmbɒdi/ czuć pociąg do kogoś
get to know sb /get tə nəʊ 'sʌmbɒdi/ poznać kogoś
look down on sb /lʊk daʊn ɒn 'sʌmbɒdi/ patrzeć na kogoś z góry
look up to sb /lʊk 'ʌp tə 'sʌmbɒdi/ podziwiać kogoś
respect /rɪ'spekt/ szanować

OTHER

adjust to /ə'dʒʌst tə/ dostosować się do
approve of /ə'pru:v əv/ akceptować coś; pochwalać
assume /ə'sju:m/ zakładać
assumption /ə'sʌmpʃən/ założenie
attitude /'ætɪtju:d/ nastawienie; stosunek
belief /bə'li:f/ przekonanie; pogląd; wierzenie
disapprove of /ˌdɪsə'pru:v əv/ nie pochwalać czegoś
grow up /grəʊ 'ʌp/ dorastać
indifferent to /ɪn'dɪfərənt tə/ obojętny wobec
look like /lʊk laɪk/ wyglądać jak
perceive /pə'si:v/ postrzegać
perception /pə'sepʃən/ wyobrażenie
realise /'rɪəlaɪz/ zdawać sobie sprawę
regard sth as /rɪ'gɑ:d sʌmθɪŋ əz/ uważać coś za
sense /sens/ czuć, wyczuwać
similar to /'sɪmələ tə/ podobny do
stand by sb /stænd baɪ 'sʌmbɒdi/ wspierać kogoś
take after sb /teɪk ɑ:ftə 'sʌmbɒdi/ być podobnym do kogoś
turn to sb /tɜ:n tə 'sʌmbɒdi/ zwracać się do kogoś

Moduł 2

Życie prywatne

Vocabulary



Family members, friends and acquaintances

BASIC

1 Discuss the questions in pairs.

1 Do you have a large or small family?
2 Who do you live with?
3 What's more important: family or friends? Why?

2 In pairs, discuss if these people are family members (FM) or friends/acquaintances (FA).

aunt/uncle • boy/girlfriend • brother/sister-in-law
classmate • colleague • cousin • fiancé(e) • flatmate
grandchildren • grandparents • mate
mother/father-in-law • niece/nephew • relative
son/daughter-in-law • teammate

3 Choose the correct options.

1 Has Steve got a new *girlfriend / cousin*? I saw him with someone in town.
2 Andy has always been a really good *grandchild / mate* to me, he always helps me when I have a problem.
3 Carla's my *sister-in-law / fiancée*. She's married to my brother.
4 My sister's just had a baby girl! I've got a new *niece / nephew*!
5 I know John from football practice. He's my *flatmate / teammate*.

EXTENDED

4 Discuss the questions in pairs.

1 What do you think are the advantages and disadvantages of having a big or small family?
2 What do you think are the three most important qualities of a good friend?
3 In what ways are our relationships with friends and family different?

5 What is the difference in meaning between these pairs of words?

1 half-brother / stepbrother
2 ancestor / distant relative
3 nuclear family / extended family
4 housewife/househusband / ex-wife/ex-husband
5 twins / siblings
6 acquaintance / soulmate
7 mutual friend / close friend
8 adoption / fostering

6 Translate the words and phrases in brackets into English.

People often think being (*jedynakiem*) (1) ... must be lonely, but it's not true. In fact, because I don't have any (*rodzeństwa*) (2) ... I think I make more of an effort to be sociable and make friends. I also think that I'm closer to my (*najbliższych krewnych*) (3) ... (i.e. my parents) because I get to spend more time with them. I think it's easier for them to (*wychowywać mnie*) (4) ..., too, because they can give me, their only offspring, more of their attention. I think when I'm older and meet my future (*małżonkę*) (5) ..., I'd just like to have one child, and adopt another, perhaps a/an (*sierotę*) (6) ... who didn't have the same chances as me in life.

Relations

BASIC

7 Complete the sentences with the words in the box. There are two extra words.

common • date • fell • get • look • make • same • see • sight

1 I find it difficult to ... new friends when I move to a new area.
2 Jamie used to ... Chiara when they were at school.
3 I have a lot in ... with my boyfriend. We both like all of the same things.
4 I generally ... on really well with my brother, though of course sometimes we argue.
5 Paula ... in love with Chris the moment she saw him. It was definitely love at first ... .
6 I really ... up to my mum. She works really hard and never complains.

EXTENDED

8 Complete the text with the missing words.

Last year a new girl started at our school, her name is Fiona. She sat next to me in chemistry and we started talking. We enjoyed our conversations and realised we were on the (1) ... wavelength. I started to really look forward to chemistry lessons so I could see her. It was then that I realised I had a crush (2) ... her. I really wanted to ask her (3) ... but I was too nervous. I told my friend about it and he encouraged me to invite her to the cinema one weekend. I finally found the courage to and it turned out she had a soft (4) ... for me too, so she said yes! Our date at the cinema went really well and before long we were going (5) ... with each other. Sadly a few months later she moved to another city but we still keep in (6) ... and maintain our friendship online.

Everyday activities and leisure time activities

BASIC

9 Choose the correct options to complete description of someone's day.

In the week, I (1) *set / start* my alarm for 5.30, then go back to sleep! I usually (2) *take / wake* up at 6.30, then finally (3) *start / get* up at around 6.45, panicking that I'm going to be late. Then I (4) *put / get* dressed quickly, (5) *brush / comb* my teeth, (6) *have / do* my hair and (7) *have / do* breakfast (trying not to spill anything on my school clothes!), then run to (8) *catch / be* the tram to school. After school, I (9) *take / go* the dog for a walk and have to (10) *get / do* my chores, but then I can relax and usually (11) *chat / be* with friends online. At the weekend, I always (12) *stay / go* out. I meet up with my friends and we do different things. Sometimes we just (13) *have / go* for a walk in the park, but other times we (14) *go / be* clubbing late at night. Last weekend my friend (15) *did / had* a party, which was awesome!

EXTENDED

10 Complete the conversations with the missing words.

1 A: Shall we eat ... tonight? There's new restaurant opening in town.
B: I don't know, I'm really tired. Let's just ... a quiet night in.
2 A: Any plans for the weekend?
B: Not really, but I expect I'll have a lie ... on Saturday, then maybe hang ... with friends in the afternoon.
3 A: I'm so tired. I think I'm going to ... a nap.
B: Really? But I thought we were going to ... time outdoors this afternoon, go for a walk or something.
4 A: I'm going to throw a ... for my birthday next weekend. Do you want to come?
B: Definitely! But I can't ... up too late because I'm playing football in the morning.
A: Don't worry, I'm sure we'll ... a laugh, even if you leave early.



Holidays and celebrations

BASIC

11 Match the holidays and celebrations in the box with descriptions 1–9.

anniversary • Christmas • Easter • fancy dress party
housewarming party • Mother's Day • New Year's Eve
Valentine's Day • wedding

1 A day when two people get married.
2 A special time of a year between 24th and 26th December.
3 A day when two people celebrate how many years they've been married.
4 An event when you celebrate someone moving into a new house or flat.
5 A day when you buy a gift/do nice things for your mum.
6 The 31st of December.
7 A day when people in the UK often give each other chocolate eggs.
8 An event where people wear costumes.
9 A day when people send cards to people they love or are attracted to.

12 Choose the correct options to complete the invitation.

Come to our engagement party!

Who: Harry and Lisa
Where: 31 Compton Road, TX7 0PR
When: 17th November, 8 till late

Please come and (**1**) *party* / *celebrate* our engagement with us at our home. This will be our last big party before we (**2**) *get* / *be* married next spring! There'll be music, food, dancing and a chance for Lisa to show off her massive engagement (**3**) *necklace* / *ring* (like she needs an excuse). Please don't bring any (**4**) *costumes* / *gifts*, just yourself and some ideas of where we could go for our (**5**) *honeyholiday* / *honeymoon* when we get married!

EXTENDED

13 What is the difference in meaning between the following pairs of words and phrases?

1 wedding ceremony / wedding reception
2 bride / groom
3 tie the knot / give birth
4 bouquet / birthday cake
5 family gathering / baby shower
6 dress up as somebody / blow out candles

14 Complete the text with words and phrases from exercise 13.

I don't usually enjoy big (1) … where all your aunts, uncles, grandparents, cousins, etc. get together, but last summer my brother got married and it was awesome. The (2) … was in a big church and it was really nice. The (3) … looked beautiful, she had a really long white dress. After that we all went to the (4) … which was in a big hotel. I ate too much and had fun dancing with my cousins. At the end of the night my new sister-in-law threw her (5) … behind her, over her shoulder. This is a tradition where the single women try to catch it, and whoever catches it will get married next. When one of my cousins caught it, her boyfriend looked really nervous!





Conflicts and problems

BASIC

15 Choose the correct options.

1 I'm not talking to Gina. We *had / did* an argument and she said some really horrible things to me.
2 I know I need to try not to *miss / lose* my temper so quickly and get angry.
3 It looks like Chris and Carla are having relationship problems. I think she's going to *leave / lose* him.
4 I can't come out tonight, I'm *grounded / broken* because I got into trouble at school.
5 Domestic *argument / abuse* is terrible but it's often difficult for police to prove.

16 Complete sentences 1–6 with the words in the box. There are two extra words.

argue • break • bully • fault • humiliate • jealous • rude • start

Six signs you're in a bad relationship

1 Your partner gets ... when you talk to other people.
2 Your partner sometimes tries to ... you in front of other people, making you feel small.
3 You ... a lot, almost every time you see each other.
4 You partner sometimes acts like a ..., making you do things you don't want to do.
5 They make promises which they then ... .
6 It seems like they always want to ... a fight with you.

Idioms and Phrases

EXTENDED

17 Match words 1–6 with a–f to make phrases.

1 at each other's	a boundaries
2 divorce	b gap
3 generation	c rate
4 heated	d relationship
5 love-hate	e row
6 set	f throats

18 Complete sentences 1–6 with phrases from exercise 17.

1 Lorraine and Sam are always ... . I really think they should stop seeing each other.
2 The ... in our country is going up, as more and more people find it too difficult to stay together.
3 I have a kind of ... with my brother. Of course I love him but he's so difficult to be around sometimes!
4 With young children you need to ... at home so they know exactly what they can and can't do.
5 Your mum has some really old-fashioned opinions. There's clearly quite a ... between you and her.
6 The neighbours had a really ... last night. The whole street could hear it!

19 Complete the phrasal verbs in bold with the missing prepositions.

When I first **got together** (1) ... Taylor, it was great. We were so in love and she always used to **stand up** (2) ... me when I needed her to. Even when we had a row or **fell** (3) ... **with** each other, it wasn't long before we **made** (4) ... **with** each other again. But after a while it started to feel like she was **taking advantage** (5) ... me because I had a car. She made me take her everywhere, even if I was wasn't invited. She also **made fun** (6) ... me when we were around other people. It wasn't nice at all. But things came to a head when I found out that she'd **cheated** (7) ... me with another boy at school. By then enough was enough and I **split** (8) ... **with** her.

20 Discuss the questions in pairs or small groups.

1 Do you have enough free time? Why/Why not? What would you do if you had more free time?
2 Do people's leisure time activities change as they get older? How so?
3 How do you celebrate different holidays in your family? Is there anything you do which you think other people don't do?
4 Do you have anyone that you're on the same wavelength with? How?
5 Describe the last wedding you went to. Did you enjoy it? Why/Why not?
6 What are the three most important things for a good relationship or marriage?

Listening

BASIC

1 Discuss the questions in pairs.

1 What do you usually do in your free time?

2 How do you think young people in other countries spend their free time? Think about countries such as Japan, the USA, the UK, Norway and others.

2 7 Listen to three teenagers talking about how they spend their free time and put activities a–f in the order you hear them.

a watching football
b shopping with mum
c hanging out with friends at the shopping centre
d spending time with family
e sports clubs
f surfing

E WYBÓR WIELOKROTNY

3 7 Listen again. Choose the correct option a, b or c.

Kylie

1 Kylie says that all her friends like
a surfing.
b spending time together.
c shopping with family.

Ethan

2 What does Ethan usually do in the evenings?
a different things with his family
b he hangs out with friends
c he plays basketball

3 What does he NOT say about FC Edmonton?
a the men in his family support them
b no other team in the world is as good as them
c they're going to win the league

Ben and Amelia

4 What is the same about schools in England and Poland?
a the time lessons start
b the time lessons finish
c the subjects they study

5 What does Amelia do after lessons finish?
a She goes clubbing.
b She goes to the cinema.
c She plays volleyball.

6 She says Polish teenagers are
a busy.
b sociable.
c happy.

4 Work in pairs. Choose a country in the world and go online to find out the three most popular free time activities for teenagers in that country.

5 8 Listen to the information about a youth hostel. Which things does the Speaker mention?

- things to do in the hostel
- transport for getting around town
- things to do in town
- a place to eat
- what to do in an emergency
- a festival

E UZUPEŁNIANIE LUK

6 8 Listen again and complete gaps 1–4 in the box.

What?	Where?	When?
bedrooms	(1) ...	
• hang out with friends • watch TV • play (2) ...	downstairs, living area	
cleaner comes		(3) ... mornings
hiking tour	forest nearby	at the weekend
festival of (4) ...	by the river	next week

7 8 Complete the sentences with *go*, *do* or *have*. Then listen again and check.

1 I'm tired, I think I'm just going to ... a quiet night in tonight.
2 Do you have to ... many household chores at home?
3 It's your turn to ... the washing-up tonight.
4 When we went to Italy we decided to ... on a tour of the colosseum in Rome.
5 It's a beautiful day. Let's ... for a walk in the park.
6 Did you ... a laugh at the party?

EXTENDED

8 Discuss the questions in pairs.

1 How do people in Poland celebrate when someone gets married?
2 Do people in Poland celebrate the end of winter or summer? How?
3 How do you think people celebrate these things in these countries?
- the start of summer in England
- the end of summer in Brazil
- two people getting married in Germany

9 9 Listen to three people talking about the festivals and traditions in exercise 8 and check your ideas.

E WYBÓR WIELOKROTNY

10 9 Listen again. Choose the correct option a, b or c in 1–2 and a, b, c or d in 3–6.

1 Alice says that summer starts properly
a on 1st May.
b in June.
c in July.

2 What can we say about the climate in Brazil?
a It's colder in the North.
b It's warmer in the South.
c It's colder in the South.

3 When are James and Lina getting married?
a at the end of May
b at the beginning of May
c in the winter
d at the start of June

4 *Polterabend* usually takes place
a the night before the wedding.
b when the couple get engaged.
c a week before the wedding.
d the day after the wedding.

5 What does Sofia say about the guests at the party?
a They often can't come to the wedding.
b They don't want to come to the wedding.
c They're friends of the bride.
d They're friends of the bride's parents.

6 Why do the couple have to clean up the mess?
a to show respect to the bride's parents
b as a safety measure
c to represent making their lives better
d as a symbol of what's to come

11 Work in pairs. You are going to invent a new festival for your class to celebrate. Work together and decide the following:

- the name of the festival,
- what it celebrates,
- any special clothes to dress up in,
- special food and drink,
- special activities.

12 Present your ideas to the class, then vote for the best one.

13 10 Listen to the recording and answer the questions.

1 What practical purposes for creating a vision board does the speaker give?
2 What are the two main types of vision boards?
3 Does the speaker think 'messy' or 'tidy' styles are best?

E UZUPEŁNIANIE LUK

14 10 Listen to the recording again and complete gaps 1–4.

VISION BOARDS
- also called moodboards or (1) ... boards
- collection of images and quotes to inspire or motivate you

PHYSICAL BOARDS
- add (2) ... from magazines
- can be located where they're most useful

DIGITAL BOARDS
- easier to make and collect material
- lots of free (3) ... to help

HOW TO MAKE THEM
Step 1: brainstorm (4) ... and use them as search terms online
Step 2: collect material to add to your board
Step 3: refine your material

15 Answer the questions.

1 What things in your life could you use a vision board to help you with?
2 What photos and quotes would you add to your board?

Reading

BASIC

1 Work in pairs or small groups. Make a list of the most important things to do to have a strong relationship with a boyfriend or girlfriend.

2 Read the text. Does it mention any of your ideas from exercise 1?



E UZUPEŁNIANIE LUK

3 Read the text. Complete gaps 1–4 with sentences A–E. There is one extra sentence.

Relationship advice

What's the secret to a happy relationship? Well the simple answer is there isn't one. There's no magic key that makes everything good. (1) ... And if you both do them, there's no reason why you won't have a strong relationship.
The first thing you need to ask yourself is: are you ready for a serious relationship? Or do you just have a soft spot for someone. Being a teenager is an important time in your life when lots of important things are happening which may shape your future. (2) ...

But if you really are ready, the first thing to do is be yourself. Don't try to pretend you're someone that you're not. Similarly, don't pretend you're into something just to impress your partner. (3) ... And if someone doesn't like you for who you are, then you deserve better. Make sure you're with someone who makes you feel comfortable without having to try.

Perhaps the most important thing is to make time to show your partner you love them. Even small acts of appreciation will do. Giving them small presents, or even something as simple as running errands for them shows them that they're important to you.

Finally, create memories together. (4) ... You'll have great shared experiences to look back on in the future. And that will ensure you always think fondly of them.

A Go for long walks, have a day out at the seaside, take selfies with each other.

B Entering into a relationship just might not be for you at this time.

C And that's the most important thing.

D But there are things you can both do to make things work.

E The truth will always come out in the end.

4 Complete the sentences with the words in the box. Use the text to help you.

deserve • impress • pretend • spot • yourself

1 I've always had a soft ... for my little brother, he's great fun.

2 I know it's hard to make friends at a new school, but just be ... and it'll be fine.

3 You shouldn't ... to like something just because everyone else does.

4 To be honest, I can't really play the guitar. I was just trying to ... you.

5 You shouldn't be with Kevin. You ... better.

EXTENDED

5 Discuss the questions in pairs.

1 What things do families usually argue about? Is it always worth arguing?

2 When was the last time you had an argument with someone in your family? What happened? Did you solve the problem? How?

E UZUPEŁNIANIE LUK

6 Read the story. Complete the gaps in sentences 1–4 with information from the text.

'Can everyone just please be quiet!' mum yelled as she pulled over at the side of the road. 'If you two can't stop your bickering, then we'll just have to turn around and go home.'

'Fine.' said Tim, my brother. 'I didn't want to come on this trip anyway.'

We were on our way to visit my gran in Harrogate. It was a four-hour drive up from London and not a great journey at the best of times. But stuck in the car with my parents and my brother made it so much worse. A few days ago, he'd posted something on his social media which was really embarrassing – a photo of me when I was a baby. It felt really hurtful and everyone at school saw it. What's worse is I asked him to take it down but he left it up there for the rest of the week, only conceding when my parents grounded him. And so, as punishment (or at least it felt like it), here we all were, packed into the car like sardines for the long drive to my gran's.

'That's so typical of you.' I said to him. 'All mum and dad want us to do is have a nice family day out and all you can do is complain about it the whole way there.'

'How come you're such a big fan of grandma all of a sudden?' he replied. Is it because you've got no friends left at school after they saw how much of a big baby you are?'

That was it. I tore at him, flailing my arms at him, before dad suddenly piped up, 'Stop it you two! I mean it! If you don't just both leave each other alone, you'll be grounded for the whole month!'

Silence.

'Look, let's all just take a deep breath.' mum interjected, the face of calm in the storm, 'Let's put the radio on, listen to something nice, and just make it to gran's. We're only about half an hour away now.'

More silence, then she put on the radio. It was a radio phone-in show about family arguments. Funnily enough, it did the trick. We all listened hungrily to the show, and as it progressed a strange thing happened. Listening to tales of people bickering with their family over unimportant things, we all calmed down and one or two small giggles could even be heard.

Then, as if by magic, my brother turned to me and said, Mia, 'I'm sorry I posted that photo'.

1 The journey to the writer's grandma's house takes ... .

2 The writer had asked her brother ... , but he didn't.

3 Tim ... why Mia wanted to visit grandma.

4 At the end of the story, Tim ... to Mia.

7 Match the highlighted words and phrases in the text with these meanings.

1 didn't remove

2 arguing

3 moving part of your body wildly

4 said something suddenly

5 remove

6 shouted

7 stopped being angry

8 punished

E WYBÓR WIELOKROTNY

8 Read the text. Choose the correct option a, b, c or d.

Dealing with family conflicts the smart way



All families have to deal with conflict at some point. Whether it's an argument about who empties and loads the dishwasher or something more serious like offending your sibling or parents or who broke your laptop, there are smart ways to resolve an issue.

First things first, it's important not to try and confront the issue while everyone's still angry. Nobody will listen to each other if you're all still at each other's throats. So the first smart move is to step back from the situation and take some time to cool off. When everyone's feeling a bit calmer, that's when you can take the first steps towards building bridges. When you do take the time to sit down and negotiate, the first question you all need to ask yourselves is 'Is this really worth fighting over?' For less serious issues, nine times out of ten you'll find it isn't. And if you're in a calm place, it's easier to bite the bullet and concede to what the other side wants.

But let's say it is serious and you need to reach an agreement. First and foremost, try to separate the problem from the person. For example, if your sister keeps borrowing your clothes without asking, talk about the behaviour and the actions which are causing you grief, and frame them in a non-personal way. So instead of saying, 'You always take my clothes without asking!', go with, 'Sometimes I want to wear my green top but it's not there. That's really upsetting.' This can help the other side empathise with how the actions make you feel, and put them off repeating those actions in the future.

Another important thing all sides need to keep at the forefront of their minds is that you're there to try and resolve the conflict, not win the argument. If you do have to concede and admit you were wrong, don't think of it as 'losing'. Think longer term. If the conflict continues, it will only get worse and make everyone unhappy. But if you can reach agreement, the conflict disappears and everyone wins eventually. 'Sorry' can be a difficult word to say, but it can also be the most powerful as it shows that you really want to make the other person happy and look up to them. It shows you value their friendship more than whatever it was that originally caused the conflict.

You also need to stay focused. Define the exact nature of the problem and stick to the topic. Don't be tempted to bring up other actions or (even worse) the general behaviour of other people. Saying things like 'that's so typical of you' or 'it's just like the time you...' aren't helpful, and just add to the bad situation. The less you all have to deal with, the easier it will be to reach agreement. Once you've reached agreement, it's a good idea to cement it by making sure everyone is clear what they need to do.

Once you've settled a dispute, don't stop there. Putting the past behind you is only half of the equation. The other half involves looking forwards and paving the way to build unbreakable bonds. Set aside a day in the near future to have a 'special time' with each family member, where you do something together you both enjoy, like going to the cinema or walking in the park and having ice cream. This will help build bonds and also creates happy memories together, the building blocks of a good family relationship.

1 Before trying to resolve a conflict, everyone needs to
   a make their feelings clear.
   b sit down and talk to each other.
   c not speak to each other for a while.
   d ask themselves what they want.

2 When talking to each other, you should
   a focus on the person, not the problem.
   b focus on the problem, not the person.
   c start by apologising.
   d try to win the argument.

3 What should you NOT discuss when talking about the problem, according to the article?
   a whose fault it is
   b what you want other people to do
   c how often people cause the problem
   d other things the person has done to annoy you

4 What should you do after resolving a conflict?
   a spend time with each other doing things you both enjoy
   b remind people of what they did to upset you
   c not talk to each other
   d buy each other a present

9 Read the text again and answer the questions.

1 What question should you ask yourself before attempting to resolve a conflict, according to the author?

2 What should you try and make the other person feel when you explain how their actions affect you?

3 What does the writer say you should NOT be aiming to do when resolving a conflict?

4 What word does the writer say is difficult but important to say?

5 What do you need to do when agreement is reached?

10 Match the highlighted phrases in the text with these meanings.

1 remove yourself from a situation
2 create very strong relationships
3 admire and respect someone
4 agreed to end an argument
5 find a solution to a problem
6 admit that the other person is right, even though it's difficult
7 find a way to agree about something
8 create some time to do something
9 calm down
10 discourage someone from doing something
11 mention things people did before
12 create the right conditions for something to happen

11 Complete the sentences with the verbs in the box. There are two extra verbs.

build • confront • deal • keep • put • reach • stick • value

1 It's important to ... with conflicts as soon as possible to prevent them from escalating.
2 We need to ... the issue head on, not try to avoid it.
3 The company organised a community event as a way to help ... bridges with local residents.
4 You may need to compromise what you want in order to ... an agreement with the other side.
5 I really ... your friendship. It means a lot to me.
6 Let's ... the past behind us and move on.

Use of English

BASIC

E MINIDIALOGI

Minidialogi to krótkie konwersacje (2 lub 3 kwestie), do których trzeba dopasować brakującą wypowiedź.

Najważniejsze kroki:

✓ przeanalizuj podane w rozmowie zdania,
✓ przemyśl, jaką funkcję językową ma spełniać brakująca wypowiedź (np. odpowiedź, przeprosiny, odmowa),
✓ sprawdź, jak w dialogu brzmi każda z podanych opcji,
✓ wybierz tę, która logicznie wiąże się z kwestią poprzedzającą i/lub następującą po niej.

Przykład:

X: Who's that girl at the end of the corridor?
Y: Lucy. ...
X: Oh, that explains why I haven't seen her before.

a You met her last week in the school canteen.
b She's new at school and joined my class last week.
c But I don't know much about her.

Odpowiedź: b

Analiza i uzasadnienie:

Jest to zadanie, przedstawiające scenkę w szkole. Każda z trzech podanych opcji mogłaby być logiczną odpowiedzią na pytanie *'Who's that girl at the end of the corridor?'*, ale reakcja osoby X: *'Oh, that explains why I haven't seen her before.'* wskazuje, że tylko opcja b) jest logicznie powiązana z tą odpowiedzią.

1 Complete the short dialogues. Choose a, b or c.

1 X: Have you invited Jim to your birthday party?
Y: No. ...
X: Oh, I always thought you were good friends.
a I don't get on well with him.
b I have something in common with him.
c I can trust him.

2 X: Sorry I haven't called you recently. I've been grounded for the last week.
Y: ...
X: My parents caught me playing truant.
a Oh I see. Did it last long?
b Oh, sorry to hear that. What did you do?
c That explains a lot. Why don't you call me later then?

3 X: My sister is pregnant. I'm going to be an uncle!
Y: What name will the baby have?
X: ...
a She hasn't decided yet.
b Friends usually call me Mike.
c No, no-one calls me 'uncle' yet.

4 X: Dan and Jill are getting married next Saturday.
Y: ...
X: Yes, I'm sure she will look beautiful!
a I wonder where Jill bought her wedding dress.
b I'm so happy to be Jill's bridesmaid!
c I can't wait to see Jill in her wedding dress!

5 X: How do you share household chores with your brother?
Y: ...
X: That sounds pretty fair.
a We both leave for school at the same time.
b We don't keep in touch with each other.
c We take turns to take the rubbish out.

E TRANSFORMACJE

2 Choose the answer a, b or c which means the same as the highlighted phrase.

1 Daniel is very shy; he still hasn't decided to **ask Sheila out**.
a suggest a date to Sheila
b tell Sheila not to visit him anymore
c ask Sheila to marry him

2 When Sam graduated from high school, he **stayed in touch with** most of his classmates.
a didn't want to contact
b looked down on
c continued contacting

3 Jason is a grown-up person, but he often **behaves very childishly**.
a likes to play with children
b doesn't want to have children
c doesn't act like an adult

4 **You needn't do the laundry today**; I'll deal with it tomorrow.
a You should do the laundry today
b You did the laundry today, although you didn't have to
c You don't have to do the laundry today

5 Suzie went out with Peter for half a year, but they **broke up**.
a got engaged
b ended the relationship
c sorted out their problem

EXTENDED

E TŁUMACZENIE

3 Translate the parts of the sentences in brackets into English. Use a maximum of five words in each gap.

1 My mother explained to me that the man who had visited us was a distant relative she (*z którym straciła kontakt*) ... in the early 2010s.

2 As (*jeśli chodzi o mnie*) ... , Friday afternoon is a perfect time to laze around after the whole week of hard work at school.

3 Mr Robinson is over eighty but (*pomimo jego*) ... old age, he's still in perfect physical and mental health.

4 Mrs Daniels (*opiekuje się*) ... her teenage son on her own since the death of her husband a few years ago.

5 Margaret has had a baby and we (*zostaliśmy zaproszeni*) ... her baby shower party. Let's search for a nice present for our little niece.

E TRANSFORMACJE

4 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 It doesn't matter what caused your anger; you must apologise for losing your temper.
REASON
Whatever ... was, you must apologise for losing your temper.

2 It would be better for us to go out for a meal in my opinion.
RATHER
I ... for a meal.

3 If you ask me, I don't believe her boyfriend has cheated on her.
CONCERNED
As ... , I don't believe that her boyfriend has cheated on her.

4 Lisa took a nap and then got down to the household chores.
TAKEN
... , Lisa got down to the household chores.

5 I'm sure Ron and Anne didn't break up because I saw them together at my friend's housewarming party.
CAN'T
Ron and Anne ... because I saw them together at my friend's housewarming party.

E UZUPEŁNIANIE LUK

5 Complete each sentence with the correct form of the word in the box. There are two extra words.

acquaint • die • engage • marry • receive • relate • separate

1 It wasn't until last month that my sister told me about her ... with one of her classmates.

2 Alicia and her sister Laura are simply ... – I think I have never seen one without the ot her.

3 The ... ring Liam gave Judy must have cost a fortune!

4 My friends organised their wedding ... in a picturesque restaurant located by a lake.

5 I wouldn't call Ralph my good friend. He's just an ... of mine.

E UZUPEŁNIANIE LUK

6 Complete the text. Choose the correct answer a, b, c or d.

Tim Winston is the author of the best-selling trilogy titled "In the wild". As he often (1) ... in interviews, the first book is based on his own life. The life of the main character, Simon, reflects the teenage years of the author, (2) ... he was raised by foster family in Brighton.

Winston recalls, 'I was adopted at the age of 5, after my parents (3) ... in a car crash. My stepparents were my distant family actually and they had two children of their own. And (4) ... they did their best to take care of me, there were moments when life was tough for me.'

The first book was a hit among teenagers, as by observing Simon's life, full of ups and downs, it was easier for them to deal with their own problems and misfortunes. The next two books were just as successful as the first one. And most importantly, the trilogy has a happy ending – Simon (5) ... to become an independent young man who (6) ... his own happy family.

1 **a** accuses **b** apologises **c** mentions **d** requires

2 **a** when **b** who **c** how **d** where

3 **a** were killing **b** had been killed **c** killed **d** would be killed

4 **a** as long as **b** providing **c** as if **d** even though

5 **a** puts out **b** looks away **c** grows up **d** turns down

6 **a** tries out **b** sets up **c** gives away **d** lets down

Speaking

1 Discuss the questions in pairs.

1 When is the next public holiday or celebration in Poland? What is it?
2 What are you going to do to celebrate it? Is this what you usually do?
3 What's your favourite public holiday? Why?

2 11 Listen to someone describing a photo and tick the phrases in the box you hear.



Useful phrases

Describing something you don't know the word for

It's a sort of (stick).
It's a kind/type of (light).
It's round/square/long/short/big/small.
You use it for (making bread).
You use it to (make a sort of light).
It's for (listening to music).

3 11 Complete the gaps with the missing words. Listen again and check.

1 They're all holding ... .
2 They ... be a family or a family and friends.
3 You use it to make a ... of sparkly light and wave it around in the air.
4 The people all look very happy, I ... .

Matura hacks

- ✓ Pamiętaj, że w zadaniu dotyczącym opisu ilustracji musisz powiedzieć:
  1 kto się znajduje na ilustracji,
  2 gdzie się znajduje,
  3 co robi.
- ✓ Jeśli nie pamiętasz jakiegoś słowa lub wyrażenia po angielsku, użyj innych słów, żeby to opisać.

E OPIS ILUSTRACJI

4 Describe the photos and answer the questions in pairs. Remember to describe the people, place and what they're doing before you answer the questions.



STUDENT A

1 What do you think the people are celebrating?
2 What are some traditions connected with this day in Poland?
3 Tell me about your last Christmas or family celebration.



STUDENT B

1 Why do you think the people are so happy?
2 Do you like going to festivals?
3 Tell me about a time you or someone you know went to a concert.

Writing

EXTENDED

1 Look at the opinions1–3. Give one argument which supports this opinion and one which supports the opposite view.

Family reunions are boring for teenagers.

Agree, because adults only talk about events from the past which young people can't even remember.

Disagree, because it might be a rare opportunity to meet face to face with cousins who live too far away.

1 Young people should leave home as soon as they turn eighteen.

2 Real-life role models are more important for young people than internet celebrities.

3 Reading someone's private messages on their phone is a serious crime.

2 Read the sample essay. Answer questions 1–4.

Many families arrange reunions every few years. Although these are enjoyable events for most, some people, especially teenagers, do not like such gatherings. **There are both advantages and disadvantages** of big family meetings.

On the one hand, a family reunion is a unique opportunity to meet face to face with family members who live far away. This might be especially important for teenagers who have cousins all over the country (or even all over the world). **What is more**, such meetings are the best way to learn more about one's family's history, as seniors often share stories and anecdotes about the past. **It is also worth mentioning** that reunions definitely improve relationships, particularly between people of different generations.

On the other hand, young people often argue that such meetings are no longer necessary because they can stay in touch with their distant relatives online. Also, some teenagers can quickly get bored if they have to sit at the table with people they barely know for hours. That will not build up positive relationships.

All things considered, family reunions can bring a lot of positive results, but they might be boring for teenagers for whom it may not be the best way to socialise with relatives. It is important to remember all the pros and cons when organising a gathering like this.

1 Does the author present their opinion on family reunions in the introduction?

2 Are the arguments 'for' and 'against' all mixed up or grouped in separate sections?

3 How many arguments are given in favour of family reunions and how many against?

4 What does the author suggest in the summary of the text?

3 Read the task below. Write three arguments presenting good and bad sides of this phenomenon.

Coraz większy wpływ na postawy i zachowania nastolatków mają internetowi celebryci, którzy prezentują swoje treści na kanałach w mediach społecznościowych.
Napisz rozprawkę na ten temat prezentując dobre i złe strony tego zjawiska.

Good sides: *Internet celebrities can influence and encourage young people to do something positive.*

Bad sides: *Some celebrities behave in a controversial and inappropriate way.*

4 Put the phrases in the box in the correct categories.

all in all • all things considered • arguments against/ in support of • benefits and drawbacks • first of all good and bad sides • however • in conclusion nevertheless • on the whole • opponents often say summing up • supporters argue

Introduction:
Arguments for:
Arguments against:
Summary:

5 Complete the text with the words and phrases in the box.

all in all • another disadvantage is • furthermore good as well as bad sides • however • it can't be denied

Influencers have a growing impact on young people's behaviour. This phenomenon has some (1) ... .
(2) ... that internet celebrities may inspire their followers to get involved in lots of noble deeds like charity campaigns. (3) ... , it might be proof that internet activities can be a way of life one can make a living from.
Some people claim, (4) ... , that by relying on internet idols too much, young people follow unacceptable or dangerous attitudes. (5) ... the fact that real-life role models are depreciated.
(6) ... , internet celebrities can have both positive and negative effect on young people.

E ROZPRAWKA

6 Write an essay according to the instructions in exercise 3. Your essay should be between 200 and 250 words long.

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 My ... seems to be a neat person, but in fact she always leaves her room messy. **FLAT**

2 Some people find it difficult to understand old age ... as they have a totally different point of view on the modern world. **PENSION**

3 It was love at first ... , as he didn't have to think twice to know that she was the only one. **SEE**

4 The Wilsons invited all their neighbours to their ... party when they moved into their new house. **HOUSE**

5 She was showing off her ... ring when suddenly it slipped off her finger and fell into the river. **ENGAGE**

E UZUPEŁNIANIE LUK

2 Complete the sentences with one word in each gap.

1 John has been married ... Kate for 10 years.

2 She finds it difficult to ... new friends at school as she's always been shy.

3 If you want to be popular with your friends, don't pretend to be someone you're not, just be ... .

4 I often ... an argument with my elder brother over who should walk our dog.

5 Mike was late for school because he had forgotten to ... his alarm clock.

E TRANSFORMACJE

3 Choose the answer a, b or c which means the same as the highlighted phrase.

1 Although they have **very little in common**, they enjoy each other's company.
a nothing to share with each other
b few similar features
c not much to offer to one another

2 It was actually my grandfather whom I **looked up to** the most.
a admired
b missed
c met

3 When she found out her son smoked cigarettes, she **lost her temper**.
a became irritated
b got confused
c broke down

4 Although sometimes Peter seems to be charming, he is fundamentally **a bully**.
a a good-hearted friend
b a strong leader
c a cruel person

5 It's hard to explain why Jerry tends to **humiliate** his brother in front of his friends.
a annoy
b praise
c degrade

E UZUPEŁNIANIE ZDAŃ

4 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Mrs Turner ... (*be / Carla*) mother-in-law since Carla married her son two years ago.

2 Although Mary sometimes disagrees with her friend, she generally ... (*get / well*) her.

3 It is never too late to ... (*fall / love*) someone who is attractive to you.

4 Sheila will get her own car when ... (*she / turn*) eighteen.

5 It ... (*be / not / worth / pretend*) you can do something when actually you can't.

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 It's a pity my elder brother doesn't live with us.
WISH
I ... with us.

2 Who wakes you up in the morning?
ARE
Who ... in the morning?

3 'How long have you been dating Jack?' my father asked me.
I
My father asked me how long ... Jack.

4 Jimmy should get a haircut if he wants to impress her.
BETTER
Jimmy ... a haircut if he wants to impress her.

5 Linda hasn't finished doing the chores yet.
IS
Linda ... the chores.

EXTENDED

E SŁOWOTWÓRSTWO

6 Transform the words in bold to complete the sentences.

1 Yesterday I bumped into an old ... of mine and we had a long chat. **ACQUAINT**

2 Last year my sister took a major step into ... . She moved out and started living on her own. **ADULT**

3 What is the ... age in the USA and Great Britain? **RETIRE**

4 Our friends have decided to hold their wedding ... on a beach in the Maldives. It will cost them a fortune! **RECEIVE**

5 I got myself into a ... argument with my parents when they wouldn't let me go out with my friends. **HEAT**

E UZUPEŁNIANIE LUK

7 Complete the sentences with one word in each gap.

1 I really take ... my mother, we have such similar faces and physique.

2 You can see that they're on the ... wavelength just by looking at their similar attitude to life.

3 When I was younger, I used to hang ... with my friends from primary school, but we've slowly lost touch since then.

4 Why don't you ... up for me when everyone is against me? You should be more supportive.

5 I've decided to ... up with her even though I'm still a bit mad at her.

E TRANSFORMACJE

8 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 Some people believe that no other stage of your life is as stress-free as childhood.
THE
Some people believe that childhood ... stage of your life.

2 Bill didn't go to the cinema with Lucy because he didn't have enough courage to invite her out.
WOULD
If Bill had had enough courage to invite Lucy out, he ... to the cinema with her.

3 Mary phoned Barbara in order to solve the problem they were both facing.
VIEW
Mary phoned Barbara ... the problem they were both facing.

4 My father avoids meeting Aunt Brenda, and so does my mother.
NEITHER
... like meeting Aunt Brenda.

5 Why didn't you take a nap if you felt tired after work?
SHOULD
You ... a nap if you felt tired after work.

E UZUPEŁNIANIE ZDAŃ

9 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Experts say that divorce rates ... (*systematic / increase*) these days.

2 You ... (*might / sweep*) the floor in the kitchen as you knew your in-laws were coming.

3 Martin ... (*be / suppose / deliver*) a speech at Kate's and William's wedding reception, but Joe did it instead.

4 It's high time we ... (*get / ready / bed*). It's almost midnight.

5 I don't trust her anymore. Yesterday I discovered that she ... (*cheat / me*) a few times.

E UZUPEŁNIANIE LUK

10 Complete the sentences. Choose the answer a, b, c or d.

1 Mother is at the hairstylist's now. She ...
a is having her hair done.
b has done her hair.
c has had to do her hair.
d is doing her hair.

2 Eric and Toni were invited to the wedding reception of their ... friend.
a common **c** joined
b mutual **d** shared

3 Mike and Jim spoil every family celebration since they are constantly at each other's ... .
a eyes **c** throats
b necks **d** faces

4 They started dating in May and ... he proposed to her.
a as soon as **c** not until
b before long **d** at no time

5 I stayed out till 1 a.m. last night and now I'm ... at home for a week as a punishment.
a grounded **c** wrecked
b stuck **d** attached

Wordlist

FAMILY, FRIENDS AND ACQUAINTANCES

FAMILY

adoption /ə'dɒpʃən/ adopcja
ancestor /'ænsəstə/ przodek
aunt /ɑ:nt/ ciocia
brother /'brʌðə/ brat
brother-in-law /'brʌðəɪnlɔ:/ szwagier
cousin /'kʌzən/ kuzyn/kuzynka
daughter /'dɔ:tə/ córka
daughter-in-law /'dɔ:təɪnlɔ:/ synowa
distant relative /ˌdɪstənt 'relətɪv/ daleki krewny
family member /'fæməli ˌmembə/ członek rodziny
father /'fɑ:ðə/ ojciec
father-in-law /'fɑ:ðə ɪnlɔ:/ teść
foster children /ˌfɒstə 'tʃɪldrən/ przybrane dzieci
foster parents /ˌfɒstə 'peərənts/ przybrani rodzice
grandparents /'græn,peərənts/ dziadkowie
half-brother /hɑ:f'brʌðə/ przyrodni brat
half-sister /hɑ:f'sɪstə/ przyrodnia siostra
husband /'hʌzbənd/ mąż
in-laws /ɪnlɔz:/ teściowie
mother /'mʌðə/ matka
mother-in-law /'mʌðəɪnlɔ:/ teściowa
nephew /'nefju/ siostrzeniec
next of kin /nekst əv kɪn/ najbliższy krewny
niece /ni:s/ siostrzenica
offspring /'ɒf,sprɪŋ/ potomek
only child /'əʊnli tʃaɪld/ jedynak/jedynaczka
orphan /'ɔ:fən/ sierota
parents /'peərənts/ rodzice
relative /'relətɪv/ krewny
siblings /'sɪblɪŋz/ rodzeństwo
single (mother) /ˌsɪŋgəl ('mʌðə)/ samotna (matka)
sister /'sɪstə/ siostra
sister-in-law /'sɪstəɪnlɔ:/ szwagierka
son /sʌn/ syn
son-in-law /sʌnɪnlɔ:/ zięć
spouse /spaʊs/ małżonek
stepbrother /'stepbrʌðə/ przybrany brat
stepdaughter /'stepdɔ:tə/ pasierbica
stepfather /'stepfɑ:ðə/ ojczym
stepmother /'stepmʌðə/ macocha
stepsister /'stepsɪstə/ przybrana siostra
stepson /'stepsʌn/ pasierb
twins /twɪnz/ bliźniaki
uncle /'ʌŋkəl/ wuj, wujek
widow /'wɪdəʊ/ wdowa
widower /'wɪdəʊə/ wdowiec
wife/husband-to-be /waɪf/ 'hʌzbənd tə bi/ przyszła żona/przyszły mąż

FRIENDS AND ACQUAINTANCES

acquaintance /ə'kweɪntəns/ znajomy/znjoma
best friend /best frend/ najlepszy przyjaciel
boyfriend /'bɔɪfrend/ chłopak; przyjaciel
classmate /'klɑ:smeɪt/ kolega/koleżanka z klasy
colleague /'kɒli:g/ kolega/koleżanka z pracy
companion /kəm'pænjən/ towarzysz/ towarzyszka
fiancé /fi'ɒnseɪ/ narzeczony
fiancée /fi'ɒnseɪ/ narzeczona
girlfriend /'gɜ:lfrend/ dziewczyna; przyjaciółka
schoolmate /'sku:lmeɪt/ kolega/koleżanka ze szkoły
soulmate /'səʊlmeɪt/ bratnia dusza
workmate /'wɜ:kmeɪt/ kolega/koleżanka z pracy

RELATIONS

ask sb out /ɑ:sk 'sʌmbɒdi aʊt/ zaprosić kogoś na randkę
be attracted to sb /bi ə'træktɪd tə sʌmbɒdi/ czuć pociąg do kogoś
be in love /bi ɪn lʌv/ być zakochanym
be on the same wavelength /bi ɒn ðə seɪm 'weɪvleŋθ/ nadawać z kimś na tej samej fali
confide in sb /kən'faɪd ɪn 'sʌmbɒdi/ powierzyć komuś sekret
date sb /deɪt 'sʌmbɒdi/ umawiać się na randki z kimś
deal with sb /di:l wɪð 'sʌmbɒdi/ mieć z kimś do czynienia
easy to get on with /'i:zi tə get ɒn wɪð/ przyjazny (o osobie)
enjoy each other's company /ɪn'dʒɔ i:tʃ 'ʌðəz 'kʌmpəni/ cieszyć się swoim towarzystwem
fall in love with /fɔ:l ɪn lʌv wɪð/ zakochać się w
friendship /'frendʃɪp/ przyjaźń
get on well with sb /get ɒn wel wɪð 'sʌmbɒdi/ mieć z kimś dobre relacje
go out with sb /gəʊ aʊt wɪð 'sʌmbɒdi/ umawiać się z kimś na randki; chodzić z kimś
have a crush on sb /həv ə krʌʃ ɒn 'sʌmbɒdi/ podkochiwać się w kimś
have a lot in common /həv ə lɒt ɪn 'kɒmən wɪð 'sʌmbɒdi/ mieć z kimś dużo wspólnego
inseparable /ɪn'sepərəbəl/ nierozłączny/ nierozłączna
keep in touch /ki:p ɪn tʌtʃ/ utrzymywać kontakt
know sb by sight /nəʊ 'sʌmbɒdi baɪ saɪt/ znać kogoś z widzenia
look down on sb /lʊk daʊn ɒn 'sʌmbɒdi/ patrzeć na kogoś z góry
look up to sb /lʊk ʌp tə 'sʌmbɒdi/ podziwiać kogoś
love at first sight /lʌv ət fɜ:st saɪt/ miłość od pierwszego wejrzenia
make new friends /meɪk nju: frendz/ nawiązywać nowe przyjaźnie
relate to sb /rɪ'leɪt tə 'sʌmbɒdi/ znajdować z kimś wspólny język
relations /rɪ'leɪʃənz/ relacje; związki;
relationship, long-term, steady /rɪ'leɪʃənʃɪp, lɒŋtɜ:m, 'stedi/ związek, długoterminowy, stały
rely on sb /rɪ'laɪ ɒn 'sʌmbɒdi/ polegać na kimś
responsibility /rɪ,spɒnsə'bɪləti/ odpowiedzialność
shared interests /ʃeəd 'ɪntrɪsts/ wspólne zainteresowania
stay in touch with /steɪ ɪn tʌtʃ wɪð/ utrzymywać kontakt z
take care of sb /teɪk keə əv 'sʌmbɒdi/ opiekować się kimś

STAGES OF LIFE

adolescence /ˌædə'lesəns/ dojrzewanie
adolescent /ˌædə'lesənt/ dorastający chłopak/dorastająca dziewczyna
adult /'ædʌlt/ dorosły/dorosła
adulthood /'ædʌlthʊd/ dorosłość
baby /'beɪbi/ dziecko
birth /bɜ:θ/ narodziny
childbirth /'tʃaɪldbɜ:θ/ narodziny dziecka
childhood /'tʃaɪldhʊd/ dzieciństwo
come of age /kʌm əv eɪdʒ/ osiągać pełnoletność
death /deθ/ śmierć
elderly (adj; n) /'eldəli/ starszy/starsza; ludzie starsi
give birth to a child/have a baby /gɪv bɜ:θ tə ə tʃaɪld/həv ə' beɪbi/ urodzić dziecko
grow up /grəʊ ʌp/ dorastać
grown-up (adj, n) /grəʊnʌp/ dorosły/dorosła; dojrzały/dojrzała
infancy /'ɪnfənsi/ niemowlęctwo
middle-aged /'mɪdl eɪdʒd/ w średnim wieku
newborn /'nju:bɔ:n/ noworodek
old age /əʊld eɪdʒ/ starość
pensioner /'penʃənə/ emeryt/emerytka
pregnant /'pregnənt/ w ciąży
teenager /'ti:neɪdʒə/ nastolatek/nastolatka
toddler /'tɒdlə/ małe dziecko uczące się chodzić
turn eighteen /tɜ:n ˌeɪ'ti:n/ skończyć 18 lat
youngster /'jʌŋstə/ dziecko, dzieciak; młoda osoba

CHANGES IN FAMILY

adopt /ə'dɒpt/ adoptować
bring up/raise children /brɪŋ ʌp/reɪz 'tʃɪldrən/ wychowywać dzieci
divorce/get a divorce /də'vɔ:s/get ə də'vɔ:s/ rozwód/ rozwieźć się
divorced /də'vɔ:st/ rozwiedziony/ rozwiedziona
foster care /'fɒstə keə/ opieka zastępcza (nad dziećmi)
get divorced /get də'vɔ:st/ rozwieźć się
single /'sɪŋgəl/ singiel/singielka
single-parent family /ˌsɪŋgəl ˌpeərənt 'fæməli/ rodzina niepełna

EVERYDAY ACTIVITIES

brush one's teeth /brʌʃ wʌnz ti:θ/ myć zęby
brush/comb your hair /brʌʃ/kəʊm jə heə/ czesać włosy
catch a bus/tram/train /kætʃ ə bʌs/træm/ treɪn/ łapać autobus/tramwaj/pociąg
check emails /tʃek 'i: meɪlz/ sprawdzać maile
clean the windows /kli:n ðə 'wɪndəʊz/ myć okna
do chores /du: tʃɔ:z/ wykonywać obowiązki domowe
do the ironing /du: ðə 'aɪənɪŋ/ prasować
do the washing/laundry /du: ðə 'wɒʃɪŋ/ 'lɔ:ndri/ myć/prać
do your hair /du: jə heə/ czesać fryzurę
get dressed /get drest/ ubierać się
get home /get həʊm/ wracać do domu
get up /get ʌp/ wstawać
go to bed early/late /gəʊ tə bed 'ɜ:li/leɪt/ iść spać wcześnie/późno
have a coffee/meal/snack /həv ə 'kɒfi/mi:l/ snæk/ napić się kawy/zjeść posiłek/przekąskę
have a late night studying /həv ə leɪt naɪt 'stʌdiŋ/ do późna się uczyć
have/take a rest /həv/teɪk ə rest/ odpoczywać
have/take a bath/shower /həv/teɪk ə bɑ:θ/ 'ʃaʊə/ wziąć kąpiel/prysznic
help out /help aʊt/ pomagać (np. komuś w domu)
household chores /'haʊshəʊld tʃɔ:z/ obowiązki domowe
lie down /laɪ daʊn/ położyć się
lie in /laɪ ɪn/ poleżeć sobie w łóżku, późno wstać

load/empty the dishwasher /ləʊd/'empti ðə 'dɪʃˌwɒʃə/ napełnić/opróżnić zmywarkę
make breakfast/dinner /meɪk 'brekfəst/ 'dɪnə/ przygotować śniadanie/obiad
make one's bed /meɪk wʌnz bed/ ścielić łóżko
mop the floor /mɒp ðə flɔ:/ myć podłogi
prepare a meal /prɪ'peə ə mi:l/ przygotować posiłek
put the rubbish out /pʊt ðə 'rʌbɪʃ aʊt/ wynieść śmieci
put the washing out/hang out the washing /pʊt ðə 'wɒʃɪŋ aʊt/hæŋ aʊt/ rozwiesić pranie
read the news online /ri:d ðə nju:z 'ɒnlaɪn/ czytać wiadomości online
relax /rɪ'læks/ relaksować się
search the internet /sɜ:tʃ ðɪ'ɪntənet/ przeszukiwać internet
set the alarm /set ðɪ ə'lɑ:m/ nastawiać budzik
sweep the floor /swi:p ðə flɔ:/ zamiatać podługi
take a nap /teɪk ə næp/ uciąć sobie drzemkę
take the dog for a walk /teɪk ðə dɒg fərə wɔ:k/ wziąć psa na spacer
take turns to do sth /teɪk tɜ:n tə du:'sʌmθɪŋ/ robić coś na zmianę (z kimś)
tidy up one' room /'taɪdi ʌp wʌnz ru:m/ posprzątać czyjś pokój
wake up /weɪk ʌp/ budzić się
wash /wɒʃ/ myć; prać
water the plants /'wɔ:tə ðə plɑ:nts/ podlewać kwiaty

LEISURE TIME ACTIVITIES

adore /ə'dɔ:/ uwielbiać, bardzo lubić
be fond of /bi fɒnd əv/ lubić
be keen on /bi ki:n ɒn/ lubić
be mad about /bi mæd ə'baʊt/ szaleć na punkcie
can't stand /kɑ:nt stænd/ nie móc znieść
chat with friends /tʃæt wɪð frendz/ rozmawiać z przyjaciółmi
chill out after school /tʃɪl aʊt 'ɑ:ftə sku:l/ relaksować, wyluzować się po szkole
detest /dɪ'test/ nienawidzić; czuć wstręt
do sports /du: spɔ:tz/ uprawiać sport
don't mind /dəʊnt maɪnd/ nie mieć nic przeciwko
eat out /ˌi:t 'aʊt/ jeść na mieście
entertainment /ˌentə'teɪnmənt/ rozrywka
go clubbing /gəʊ 'klʌbɪŋ/ chodzić do klubów
go cycling /gəʊ 'saɪklɪŋ/ iść na rower
go for a walk /gəʊ fə ə wɔ:k/ iść na spacer
go horse-riding /gəʊ hɔ:s'raɪdɪŋ/ iść na jazdę konną
go into town /gəʊ 'ɪntə taʊn/ pojechać do miasta
go jogging /gəʊ 'dʒɒgɪŋ/ iść pobiegać
go out for a meal /gəʊ aʊt fərə mi:l/ wychodzić do restauracji
go out of town /gəʊ aʊt əv taʊn/ wyjeżdżać za miasto
go swimming /gəʊ 'swɪmɪŋ/ iść popływać
go to gigs /gəʊ tə gɪgz/ wychodzić na koncert/występ
hang out with friends /hæŋ aʊt wɪð frendz/ spędzać czas z przyjaciółmi
have a laugh /həv ə lɑ:f/ śmiać się
have a quiet night in /həv ə 'kwaɪət naɪt ɪn/ spędzić spokojną noc w domu; zostać w domu
laze about/around /leɪz ə'baʊt/ə'raʊnd/ leniuchować
leisure activities /'leʒə æk'tɪvətiz/ rozrywki; zajęcia w wolnym czasie
look forward to /lʊk 'fɔ:wəd tə/ nie móc się doczekać
play the piano /pleɪ ðə pi'ænəʊ/ grać na pianinie
play video games /pleɪ 'vɪdiəʊ ɡeɪmz/ grać w gry video
spend time outdoors /spend taɪm ˌaʊt'dɔ:z/ spędzać czas na świeżym powietrzu
stay at home /steɪ ət həʊm/ zostawać w domu
stay up late /steɪ ʌp leɪt/ siedzieć do późna
take up a hobby /teɪk ʌp ə 'hɒbi/ zająć się hobby
text your friends /tekst jə frendz/ pisać SMS-y do przyjaciół
throw a party /θrəʊ ə 'pɑ:ti/ urządzić przyjęcie
visit relatives /'vɪzɪt 'relətɪvz/ odwiedzać krewnych
work out in the gym /wɜ:k aʊt ɪn ðə dʒɪm/ ćwiczyć na siłowni

HOLIDAY AND CELEBRATIONS

anniversary /ˌænə'vɜ:səri/ rocznica
baby shower /'beɪbi 'ʃaʊə/ przyjęcia na cześć nienarodzonego jeszcze dziecka
birthday /'bɜ:θdeɪ/ urodziny
bouquet /bəʊ'keɪ/ bukiet
bride /braɪd/ panna młoda
celebrate /'seləbreɪt/ świętować
celebration /ˌselə'breɪʃən/ święto; uroczystość
Christmas /'krɪsməs/ Święta Bożego Narodzenia
Christmas Eve /'krɪsməs i:v/ Wigilia
dress up as /dres ʌp əz/ przebierać się za
Easter /'i:stə/ Wielkanoc
engagement /ɪn'geɪdʒmənt/ zaręczyny
engagement ring /ɪn'geɪdʒmənt rɪŋ/ pierścionek zaręczynowy
family gathering /'fæməli 'gæðərɪŋ/ spotkanie rodzinne
fancy dress party /'fænsi dres 'pɑ:ti/ bal przebierańców
Father's Day /'fɑ:ðə deɪ/ Dzień Ojca
get engaged /get ɪn'geɪdʒd/ zaręczyć się
get married /get 'mærid/ pobrać się; wziąć ślub
give birth /gɪv bɜ:θ/ urodzić dziecko
groom /gru:m/ pan młody
honeymoon /'hʌnimu:n/ miesiąc miodowy
housewarming party /haʊs'wɔ:mɪŋ 'pɑ:ti/ parapetówka
marriage /'mærɪdʒ/ małżeństwo
married /'mærid/ mężatka/żonaty
Mother's Day /'mʌðəz deɪ/ Dzień Matki
New Year's Day /nju: jɪəz deɪ/ Nowy Rok
New Year's Eve /nju: jɪəz i:v/ sylwester
Thanksgiving /ˌθæŋks'gɪvɪŋ/ Święto Dziękczynienia
Valentine's Day /'væləntaɪn deɪ/ walentynki
wedding /'wedɪŋ/ ślub
wedding ceremony /'wedɪŋ 'serəməni/ ceremonia zaślubin
wedding reception /'wedɪŋ rɪ'sepʃən/ wesele

CONFLICTS AND PROBLEMS

abuse (n; v) /ə'bju:s/ znęcanie; znęcać się
argue /'ɑ:gju/ kłócić się
(heated) argument/raw, have an argument with sb /('hi:tɪd) 'ɑ:gjəmənt/rɔ:, həv ən 'ɑ:gjəmənt wɪð 'sʌmbɒdi/ (gorąca) dyskusja/ kłótnia, pokłócić się z kimś
be at each other's throats /bi ət i:tʃ 'ʌðəz θrəʊt/ skakać sobie do gardeł
be grounded, ground sb /bi 'graʊndɪd/ 'graʊn sʌmbɒdi/ być uziemionym, dawać komuś szlaban
be strict with sb /bi strɪkt wɪð 'sʌmbɒdi/ być wobec kogoś surowym
behave childishly /bɪ'heɪv 'tʃaɪldɪʃlɪ/ zachowywać się dziecinnie
break a promise /breɪk ə 'prɒmɪs/ łamać obietnicę
break up/split up with sb /breɪk ʌp/splɪt ʌp wɪð 'sʌmbɒdi/ zerwać z kimś
bully /'bʊli/ zastraszać
cheat on sb /tʃi:t ɒn 'sʌmbɒdi/ zdradzić kogoś
divorce rate /də'vɔ:s reɪt/ wskaźnik rozwodów
dump/leave sb /dʌmp/li:v 'sʌmbɒdi/ rzucić kogoś
end a relationship with sb /end ə rɪ'leɪʃənʃɪp wɪð 'sʌmbɒdi/ zakończyć z kimś związek
envy /'envi/ zazdrościć
fall out/have a row/have an argument/ quarrel with sb /fɔ:l aʊt/həv ə rəʊ/həv ən 'ɑ:gjəmənt/'kwɒrəl wɪð 'sʌmbɒdi/ pokłócić się z kimś
fault /fɔ:lt/ wina
fight (n; v) /faɪt/ walka; walczyć
generation gap /ˌdʒenə'reɪʃən gæp/ konflikt pokoleń
get into an argument /get 'ɪntə ən 'ɑ:gjəmənt/ wdać się w kłótnię
get together with sb /get tə'geðə wɪð 'sʌmbɒdi/ spotkać się z kimś
hate /heɪt/ nienawidzić
have a bad relationship with sb /həv ə bæd rɪ'leɪʃənʃɪp wɪð 'sʌmbɒdi/ mieć z kimś kiepskie relacje
humiliate sb /hju:'mɪlieɪt 'sʌmbɒdi/ kompromitować kogoś; upokarzać
jealous /'dʒeləs/ zazdrosny
lose one's temper /lu:z wʌnz 'tempə/ stracić panowanie nad sobą
love-hate/stormy relationship /lʌv/heɪt/ 'stɔ:mi rɪ'leɪʃənʃɪp/ burzliwy związek
make fun of /meɪk fʌn əv/ naśmiewać się z
make up with sb /meɪk ʌp wɪð 'sʌmbɒdi/ pogodzić się z kimś
mix with the wrong people /mɪks wɪð ðə rɒŋ 'pi:pəl/ zadawać się ze złymi ludźmi
offend /ə'fend/ obrażać
quarrel (n; v) /'kwɒrəl/ kłótnia; kłócić się
set boundaries /set 'baʊndəriz/ ustalać granice
sort out a problem /sɔ:t aʊt ə 'prɒbləm/ rozwiązywać problem
stand up for sth /stænd ʌp f ə 'sʌmθɪŋ/ stanąć w obronie; walczyć o swoje
tell somebody off /tel 'sʌmbɒdi ɒf/ upominać kogoś, besztać
ups and downs /ʌps ənd daʊnz/ wzloty i upadki

Moduł 3

Miejsce zamieszkania

Vocabulary

Warm-up

1 Discuss the questions in pairs.

1 Where do you live? (in a house, a flat, a bungalow, a cottage, etc.)
2 What do you like about where you live? What don't you like?
3 Describe your ideal place to live.

Accommodation

BASIC

2 Choose the correct options.

1 My aunt lives on a *houseboat / block of flats* on the canal.
2 We don't have any *cottages / skyscrapers* where we live, it's just a small town.
3 I'm not looking for anywhere big. Even just a *mansion / studio flat* will do.
4 When we retire we'd like to live in a little old *cottage / townhouse* in the countryside.
5 They're converting that old office building in the centre of town into a *cottage / block of flats*.

3 Choose the correct options to complete the text.

We used to live in a big city, and although we lived in quite a nice (1) *neighbour / neighbourhood*, we didn't like it very much. There were a lot of (2) *slums / shutters* near the old (3) *town / city* where people lived in poverty, which wasn't nice to see every day. Last year though, we moved to a lovely little cottage in the (4) *rural / countryside*. It's really beautiful. As you come down the (5) *driveway / plot* you see the cute little (6) *fence / letterbox* and a gate round the front garden, which has colourful (7) *hedges / flowerbeds* and an old, painted (8) *path / letterbox* on the front door. Behind the cottage there's a small (9) *path / precinct* which leads to a children's (10) *vicinity / playground*. We love it here.

EXTENDED

4 Choose the odd-one out in each group. Why is it the odd one out?

1	flat	bedsit	two-bedroom flat
2	manor	bungalow	studio flat
3	penthouse	block of flats	hall of residence
4	terraced house	detached house	semi-detached house
5	bungalow	skyscraper	ten-storey building

5 Complete the questions with the words in the box.

amenities • beaten • bustle • centre
estate • life • vicinity • walking

1 Do you like the hustle and ... of urban ...? Or do you prefer living in a quiet location? Why?
2 Do you have lots of ... within ... distance of where you live? Which ones, specifically?
3 What other things are in the ... of your home?
4 What are the advantages and disadvantages of living on a housing ... in the suburbs of a city?
5 When you visit a new city, do you like to explore the city ... or go off the ... track?



Rooms and furniture

BASIC

6 Match photos 1–9 with parts of the house A–I.












A attic
B bathroom
C bedroom
D kitchen
E hall
F living room
G shed
H study
I utility room

7 Complete the advert with the words in the box. There are two extra words.

attic • bathrooms • bedrooms • ceiling • downstairs
garden • hedge • kitchen • living room • study • upstairs

FOR SALE



Lansley homes are delighted to offer this lovely cottage for sale. There are four (1) ... upstairs, as well as two large (2) ... , both with showers. (3) ... , there is a large (4) ... where you can cook and eat, with a modern 'island' in the middle of the room. There is a (5) ... next to the kitchen, with room for two or three sofas, and its high (6) ... helps keep the room cool in summer. At the back of the house is a small utility room which could function as a laundry area or a small (7) ... to work in. There is also a medium-sized dining area next to this room where the whole family can eat. There is a big front (8) ... outside, surrounded by a tall (9) ... which ensures your privacy when you're outside.
Call us now to book a viewing.

8 Choose the correct options.

1 We always park the car in the *garage / porch* because it's more secure.
2 You need to cut back the front *garden / hedge*, it's grown too high.
3 Sometimes a bird will fall down our *balcony / chimney* and get stuck in the house. It's horrible!
4 Please take off your shoes and leave them in the *porch / hedge* before you come in.
5 Come and sit out on the *balcony / attic* with me, it's a lovely evening.
6 We found some really old things when we cleared out the *attic / roof*.
7 I'm not going in the *stairs / shed*, it's full of spiders!
8 My dad works from home in his *loo / study*.

9 Match the words in the box with the rooms in the house. You can use some words more than once.

armchair • bath • bed • bedside table • blanket • blinds
bookcase • bookshelf • carpet • chair • chest of drawers
coffee table • cooker • cupboard • curtain • cushion
cutlery • desk • dishwasher • fireplace • freezer • fridge
kettle • lamp • lawnmower • microwave oven • mirror
oven • pillow • rubbish bin • rug • sheet • shelf • shower
sink • sofa • tap • toaster • towel • TV • vacuum cleaner
wardrobe • washbasin • washing machine

bathroom
bedroom
kitchen
living room
study
utility room
any room

10 What is the difference in meaning between these pairs of words and phrases?

1 bathroom / toilet
2 study / bedroom
3 kitchen / dining room
4 rear garden / front garden

11 Discuss the questions in pairs.

1 Which of the rooms and things in exercise 9 do you have at home?
2 What do you keep in each room in your house/flat? Describe one of the rooms to your classmate.
3 Imagine you can only have ten things in your house/flat. Which would you choose? Why?

EXTENDED

12 Choose the correct options to complete the sentences.

1 Do you like our spiral ... which leads upstairs?
a stairs **c** staircase
b steps **d** downstairs

2 We've had a new sofa delivered but it's too big to get in the ...!
a wall **c** doorway
b patio **d** loft

3 I don't like carpets. Let's have ... flooring, it's much more modern.
a wooden **c** front
b rear **d** patio

4 Dad's in the ..., he'll be down in a minute.
a chimney **c** attic
b cellar **d** shed

5 In the summer we often have dinner out on the ... .
a hedge **c** roof
b patio **d** kitchen

13 What is the difference in meaning between these pairs of words?

1 cushion / pillow
2 cupboard / wardrobe
3 duvet / blanket
4 broom / mop
5 blinds / shutters

14 Translate the phrases into English to complete the conversation.

Noel: Here we are. So, what do you think?
Anna: It's nice. This bedroom is really big, though. Do you think we could build (1) (*łazienkę*) ... next to it?
Noel: I'm not sure. We'd have to install (2) (*bieżącą wodę*) ... in there somehow. And it wouldn't be very big.
Anna: It wouldn't need to be. We'd just need a small (3) (*kabina prysznicowa*) ... and a toilet. And they can easily be made to order.
Noel: I guess so. And what about the other bedroom? Do you think it's big enough for the boys?
Anna: Well they've always said they'd like (4) (*łóżko piętrowe*) ... so that would save space.
Noel: That's true. The other thing is the living room looks right out onto the street. We wouldn't have much privacy.
Anna: I don't think that matters too much, we can always put up (5) (*firanki*) ... .
Noel: Good idea.

Household chores

BASIC

15 Choose the correct options to complete the phrases to describe housework.

1 ... the bathroom/floor/windows
a clean **b** tidy **c** clear

2 ... a flat/house
a wipe **b** decorate **c** mop

3 ... the cleaning/housework/ironing/washing-up
a have **b** make **c** do

4 ... the surfaces/furniture
a lay **b** mop **c** dust

5 ... the dishwasher
a clear **b** empty **c** lay

6 ... up the washing
a take **b** hang **c** hand

7 ... the table
a sort **b** lay **c** sweep

8 ... the doors
a sweep **b** put **c** lock

9 ... your bed
a tidy **b** make **c** take

10 ... the floor
a lay **b** brush **c** mop

11 ... the walls
a dry **b** paint **c** brush

12 ... something/a picture up
a take **b** fix **c** put

13 ... out the rubbish
a take **b** empty **c** get

14 ... the flowers/plants
a drink **b** do **c** water

15 ... up net curtains
a get **b** put **c** take

EXTENDED

16 Complete the note with the words in the box.

clear • empty • hang • oven • water

Macy,
I've gone out for the evening. If you're staying in, can you please (1) ... *the dishwasher and* (2) ... *the plants? I've cooked dinner – it's in the* (3) ... .
Please don't forget to (4) ... *the table when you've eaten. Also, when the washing is done can you* (5) ... *it up so it's dry in the morning?*
Thanks!
Mum

Describing interiors

BASIC

17 Match adjectives 1–6 with the opposites a–f.

1 tiny	a unfashionable
2 tidy	b dingy
3 old-fashioned	c messy
4 cheap	d pricey
5 stylish	e enormous
6 bright	f modern

18 Complete the conversations with adjectives from exercise 17.

1 A: Shall I open the curtains?
B: Yes please, it feels really dark and ... in here.

2 A: I like the look of that flat, very fashionable and ....
B: Yes but have you seen how much it costs?
Too ... for us!

3 A: You need to tidy up. It looks really ... in here.
B: Yes, but I know where everything is!

EXTENDED

19 Form adjectives from these words.

1 history ...	5 (un)furnish ...
2 art ...	6 air ...
3 impress ...	7 equip ...
4 room ...	8 cramp ...

20 Complete the text with adjectives from exercise 19.

The Painted Ladies are (1) ... Victorian and Edwardian houses in San Francisco. They were the first of these types of houses to be painted bright colours. Set at the top of a hill, they provide (2) ... views over the city and down towards the ocean. They also reflect the (3) ... nature and culture of the city. They're not as (4) ... as the larger houses you find across America, but they're not exactly (5) ... either, with some having spacious rooms and three floors.



Renting, buying and selling, moving in and out

BASIC

21 Choose the correct options to complete the advert.

Person wanted for house (1) ***divide / share***

38 Wilcome Street, Oxford.

Large double bedroom (2) *for / to* let in large house with fun flat (3) *tenants / mates*.
Lovely area, nice (4) *landlord / agent*.
£450 (5) *for / per* month, all (6) *checks / bills* included.
(7) *Contract / Deposit* £500.

EXTENDED

22 Translate the phrases into English to complete the text.

Advice for first-time buyers

With the government announcing plans to build more (1) (*mieszkania w przystępnej cenie*) ... around the country, many people will find they can now get on the housing ladder. But you'll need to be careful. If you don't keep up with (2) (*spłatami rat*) ... on the mortgage you can lose your house and (3) (*być eksmitowanym*) ... . So think twice before splashing out on a new (4) (*w pełni wyposażona kuchnia*) ... or new bathroom, and make sure you can afford it. You may find that having a (5) (*lokator*) ... can bring in extra income.

Phrases and idioms

EXTENDED

23 Choose the correct options.

1 I like travelling, but it's always nice to get back – there's no place like *home / house*.

2 I love my sister, we get on like a *home / house* on fire.

3 You can keep asking me till the cows come *home / house*, but I'm not going to do your homework for you.

4 A: How much are these?
B: Nothing. They're on the *home / house*.

24 Match the idioms from exercise 23 with definitions a–d.

a for a very long time, or forever

b free, no cost

c have a very good relationship

d home is the best place

Listening

BASIC

1 Discuss the questions in pairs.

1 What's the difference between *homework* and *housework*?
2 Do you do much housework at home? What do you do?
3 Are there any types of housework you really enjoy doing?

2 Read the definition and give examples of some 'housework hacks'.

'hack'
A simple solution or a piece of advice that helps you solve a problem, save time or improve how something works.

3 12 You are going to listen to people describing five 'housework hacks'. What do you think the speakers will mention?

E DOBIERANIE

4 12 Listen again. Match Speakers 1–5 with sentences A–F. There is one extra sentence.

This Speaker

A suggests cleaning each room in turn.
B suggests using clothes in a different way to normal.
C talks about a problem caused by their pet.
D suggests organising how you manage chores in a different way.
E shares a technique to avoid breaking something.
F suggests using food in an unusual way.

1	2	3	4	5
...	...	...	...	...

5 Search the internet to find the most interesting 'housework hacks' to share with your family and friends.

6 13 Listen to Jess phoning an estate agent. Put things a–e in the order they're mentioned.

a the rent
b what happens if they like the place
c the type of place she's looking for
d the location
e a time to view the place

E UZUPEŁNIANIE LUK

7 13 Listen again and complete gaps 1–5 with information from the recording.

Booking form to view property

PROPERTY DETAILS
NUMBER OF BEDROOMS: four
RENT: £300 per (1) ...
ADDRESS: (2) ... Whiting Road
ADDITIONAL DETAILS:
- student rental
- four students
- flat is ten minutes from the university by (3) ...

VIEWING DETAILS
NAME: Jess (4) ...
TIME OF VIEWING: (5) ... o'clock

8 13 Choose the correct options to complete the extracts. Then listen again and check.

1 We're looking for a flat to *share / divide* for next year, starting in October.
2 There are four of us. Me and three *flatfriends / flatmates*.
3 It's on the other side of town from the university, but there are excellent transport *means / links*.
4 It's per month. But all bills are *involved / included*.
5 We'll need a *deposit / security* of the first month's rent.
6 We'll then arrange a time for you to come into the office and sign a tenancy *agreement / contract*.

EXTENDED

9 Discuss the questions in pairs.

1 What do you think are the advantages and disadvantages of living in these places?

- a houseboat
- a studio flat
- a mansion

2 Which of the places would you most like to live in? Why?

E DOBIERANIE

10 14 Listen to four people describing unusual homes. Match texts 1–4 with sentences A–E. There is one extra sentence.

This speaker mentions

A the cost of where they live.

B an unusual aspect about the shape of the place.

C an example of residents' unusual behaviour.

D the weather and its effect on living in this place.

E the age of the place and its contents.

1	2	3	4
...	...	...	...

11 14 Listen again and answer the questions.

1 What did Speaker 1 have to do to his place at first?

2 What disadvantage does he mention?

3 What did Speaker 2 find unusual at first?

4 What would Speaker 3 like about the job?

5 Who does Speaker 4 say the place wouldn't be good for?

12 Discuss the questions in pairs.

1 Think of three different types of building (e.g. flat, detached house, mansion, etc.). What are the advantages and disadvantages of each one for your mental wellbeing?

2 In what ways do you think the way your home is organised can affect how you feel (think about colours, decorations, furniture, etc.)?

13 15 Listen to the recording about how your bedroom affects your wellbeing and answer the questions.

1 How many aspects does the speaker describe?

2 What are they?

E UZUPEŁNIANIE LUK

14 15 Listen again. Complete gaps 1–4 with information from the recording.

Improving your wellbeing by organising your bedroom

LIGHT

- *natural light reduces depression and (1)* ...
- *artificial light with a whiter colour has same effect*

CLUTTER

- *clutter causes stress*
- *start with (2)* ...
- *apply (3)* ... *of three – check items every three months*

COLOUR

- *different colours affect your mood in different ways*
- *(4)* ... *is a good colour for your bedroom*

15 15 Listen again and find synonyms for these words and phrases. They are in the same order as they appear in the text.

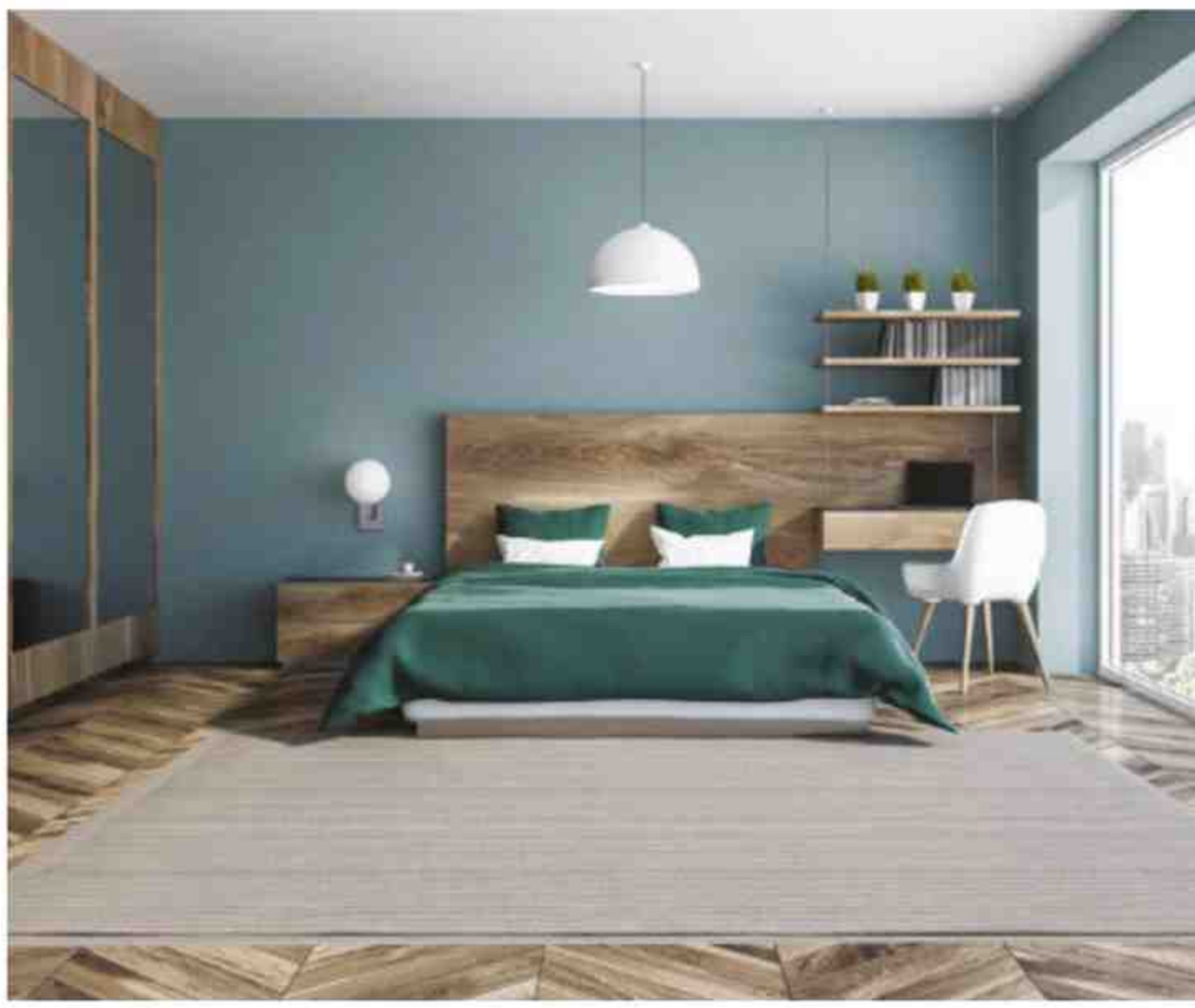
1 a private place where other people aren't allowed

2 attitude, perspective

3 colour, shade

4 mess, disorder

5 give (to charity)



Reading

BASIC

1 Work in pairs. Look at the photos and answer the questions.

1 Which space do you like best? Why?
2 What do you think people usually do in these spaces?
3 Do you have similar spaces where you live, or do you know anyone that does?

2 Read the blog post and match it to one of the photos in exercise 1.





Title: **SPACES AND PLACES BLOG by Abigail Reid**

30th November

Most people have a favourite part of their home. For some it's the garden, sitting outside in summer and playing games. Other people might like the hustle and bustle of family breakfasts round the kitchen table, or perhaps the privacy of your bedroom where you relax and listen to music or chat on your phone.

My favourite place to hang out at home isn't inside my house but *on* my house! It's a really nice area, especially in the summer, and there are some great views across the city. We can't have any electrical appliances there because it's outside, but we've got a table and some really comfortable chairs. My mum also likes to grow flowers and plants in pots up there, so it's always really colourful in the daytime. And at night we have some solar-powered lights which come on when it starts getting dark, and it looks lovely, really cosy and inviting.

I often invite my friends over and we hang out on the roof terrace, chatting about stuff and having fun. Sometimes we have a barbecue and cook different types of meat and vegetables. It smells really nice there when we do that! I also like spending time up there on my own with a good book, or listening to music and enjoying the view. It's a really nice place to spend time alone too and just relax with my thoughts.

The best thing about our terrace I think is that it means I spend more time outside (weather permitting, of course) and I get more sunlight. This is especially important as there aren't many green spaces in my city where you can spend time outside. There's a park nearby but it gets really busy and crowded, especially at the weekend. So I really feel at home here – it feels like *my* space.

The only thing I don't like about our roof terrace is that it gets quite cold at night, even during the summer months. This is a shame because the view across the city at night is nice, with all the lights from people's homes and the streets. I'd like to get an outdoor heater but they're really expensive. Maybe next year. It would also be great to have a source of running water up there like a tap, to make watering the plants easier. But the plumbing in our house makes that too difficult.

Despite these things though, it's truly a great place. They say there's no place like home, and when you're lucky enough to have a roof terrace, that's definitely true. What's your favourite space? Leave a comment (and a photo if possible) and let me know.

comment ● share ●

E WYBÓR WIELOKROTNY

3 Read the text again and choose the correct answer a, b, c or d.

1 Which of these places does the writer NOT mention in the first paragraph?
a a bedroom
b a garden
c a living room
d a kitchen

2 What activity does her mum do on the terrace?
a cooking
b reading
c listening to music
d gardening

3 What activity does the writer NOT do on the terrace?
a reading
b listening to music
c doing her homework
d cooking

4 What does she like most about the space?
a it's quiet
b not being inside
c the noise
d the view

5 What is the best title for this post?
a A place I don't like
b My favourite space
c My favourite room
d My favourite neighbourhood

4 Choose the correct options to complete the sentences. Then check your answers with the blog post.

1 I really enjoy the hustle and *hassle / bustle* of city life, it's exciting.
2 The garden is where I like to sit and relax *with / from* my thoughts in summer.
3 Our city has a lot of green *spaces / places* where you can walk and enjoy nature.
4 I love staying with my gran. She always makes me feel at *house / home* when I'm there.
5 I loved my holiday, but it was nice to get back. There's *some / no* place like home, after all.

5 You're going to respond to the writer's question: 'What's your favourite space?'. You need to describe your favourite place at home. First, make notes on these things:

- where it is,
- what you do there,
- the best thing about it,
- anything you don't like about it.

6 Write your comment. When you have finished, swap comments with another student and compare.



EXTENDED

7 Discuss the questions in pairs.

1 What does the phrase 'a smart home' mean?
2 Give examples of 'smart' technology people sometimes have at home. What do they use it for?
3 What might be the potential problems of relying too much on 'smart' home technology?

8 Read the text and answer the questions.

1 How will less space affect the shape of the home of the future?
2 Will different parts of the house be more or less connected?

E UZUPEŁNIANIE LUK

9 Read the text. Complete gaps 1–4 with sentences A–E. There is one extra sentence.

A Imagine your bathroom mirror analysing your face each morning and running health checks based on your vital signs.
B All electrical appliances in your house will talk to each other.
C The environmental costs of construction are also high.
D Watching movies will become a thing of the past.
E Mental health is important too.

The Home of the Future – taking care of ourselves and our planet

Modern houses already contain many features that were predicted some twenty years ago, such as virtual voice assistants that play music when you tell them to, or central heating which can be controlled with an app on your phone. But what will our homes look like in the future? Some scientists claim that developments in home technology over the next twenty to thirty years will focus on three general areas: connectivity, environmental impact and health. In this article, we take a look at some of the ways in which they'll do this.

In urban areas which are already densely populated, the need for space means your house will be more compact but have more storeys. Architects will attempt to provide more outdoor space using balconies and roof terraces. And it's not just day-to-day living which has an impact on the environment. (1) ... So your house of the future might be made from bacteria or even mushrooms. Yes, that's right, you'll be a fun guy in a 'fungi' home! Your home might even collect energy from the wind and even your 'waste' – certainly a 'poopular' idea.

Health will be an important factor in developing home technology, too. (2) ... Your toothbrush may be able to check your teeth and communicate with your dentist if necessary (though you might want to keep that info to yourself). Air purifiers round the house are likely to be able to detect and screen out viruses such as flu, keeping you and your family inside literally as safe as houses.

In the kitchen, your fridge and freezer will become super sleek, in both its design and functionality. It will be able to send you alerts when food inside starts to go off, track your diet and suggest nutritious, balanced recipes based on its contents. This may go even further by communicating with the bathroom mirror to suggest food containing nutrients your body might need.

(3) ... In the living room, your TV/entertainment system will be able to analyse your mood and suggest films or TV shows which can cheer you up. In fact, TV might even become obsolete as further developments are made with Virtual Reality software. A night in on the sofa could become a globetrotting adventure. Imagine the parties you'll be able to have! The way you control entertainment systems is set to be transformed by ultrasound haptic devices too, which allow you to use gestures with your arms to interact with what you see, hear and even smell. That's right, internet connected scent cartridges will make for a truly immersive experience.

The key to the home of the future will be connectivity. (4) ... Whether it's your central heating talking to your windows to tell them when to open or close, or your cupboards automatically ordering food when stocks of essentials are low. Over the next twenty to thirty years, we will experience a revolution in the design and functionality of our home, in not just practical ways but many fun ways too.

10 Find words and phrases in the article with these meanings.

1. a lot of people in a small or limited area (adverb + adjective) (line 12)
2. prevent something harmful from passing through (phrasal verb) (lines 28–29)
3. having a smooth or attractive shape (adjective) (line 32)
4. become bad to eat (phrasal verb) (line 34)
5. travelling to many different countries (adjective + noun) (line 45)

11 Complete the gaps with one missing word. Then check your answers with the article.

1. It's cold in here. Can you turn up the ... heating?
2. Some people like living in the countryside, others prefer living in ... areas.
3. If you live in a ... space it's important to keep it tidy.
4. One of the most important aspects when designing a house is what day-to-day ... will be like.
5. Technology is now advancing to the point where what you use today could be ... in ten, or even five years' time.



Use of English

BASIC

E TŁUMACZENIE

Celem tego zadania jest wybór prawidłowego tłumaczenia fragmentu zdania.

Najważniejsze kroki:

- ✓ przeanalizuj kontekst i znaczenie całego zdania,
- ✓ sprawdź, która odpowiedź najlepiej pasuje do danego zdania,
- ✓ pamiętaj, że w j. polskim i angielskim wyrażamy podobne treści, używając różnych czasów gramatycznych.

Przykład:

1 They ... (*mieszkają*) in New York.
2 They ... (*mieszkają*) in the centre for the last four years.
3 They ... (*mieszkają*) in a hotel this week.

a are living **b** live **c** have been living

Odpowiedzi:
1b live
2c have been living
3a are living

Analiza:
W języku polskim czasownik *mieszkają* odnosi się do teraźniejszości. W języku angielskim kontekst poszczególnych zdań określa, jakiego czasu należy użyć. W przypadku tych zdań mogą to być trzy czasy: *present simple*, *present continuous* i *present perfect continuous*.

1 Choose answer a, b or c which is the correct translation of the phrase in brackets.

1 (*A może byś*) ... clean up this mess after the party before our parents get back?
a Why don't you
b Do you have to
c Would you like to

2 A new housing estate (*zostało wybudowane*) ... in our neighbourhood recently.
a is built
b has been built
c has built

3 (*Nie uda Ci się*) ... to rent a flat at a reasonable price in this area.
a You can't have managed
b You may not manage
c You won't manage

4 Please put the tools in the shed (*jak tylko skończysz*) ... the gardening.
a right before you finish **c** until you finish
b as soon as you finish

5 My mother has been dreaming of living in the countryside (*odkąd odwiedziła*) ... her friend who lives in a small village.
a unless she visited **c** since she visited
b before visiting

E TRANSFORMACJE

2 Choose the answer a, b or c which means the same as the highlighted phrase.

1 My best friend lives in the suburbs and **I also live in the suburbs**.
a nor do I
b so do I
c so am I

2 **My rent hasn't increased since October.**
a I will pay higher rent starting from October.
b My rent is the same as it was in October.
c My rent always increases in October every year.

3 Electricity bills **are included in** the rent.
a are part of
b have to be paid in addition to
c can be ignored if you pay

4 **I won't be able** to renovate my flat this year; it's too expensive.
a There is no need for me
b I haven't had enough money
c It will not be possible

5 Vacuuming is the chore **I'd rather not do**.
a I don't mind doing
b I don't know how to do
c I don't want to do

E UZUPEŁNIANIE ZDAŃ

3 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Why ... (*you / mop*) the floor in the dining room right now? Is it dirty?
2 Our house ... (*become / much / safe*) since we installed the burglar alarm.
3 We noticed a pretty mansion for sale while ... (*we / drive*) through a picturesque village in the south of Poland.
4 When ... (*she / go*) redecorate her living room? The interior seems pretty out-of-fashion.
5 Our central heating ... (*break / down / two*) recently. It's time to call a technician.

EXTENDED

E UZUPEŁNIANIE ZDAŃ

4 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 My neighbour has warned ... (*I / not / leave*) the kids' toys in the playground.

2 Jane usually ... (*object / do*) the ironing, especially of her sister's clothes.

3 Mark ... (*decide / complain*) about the quality of the solar panels on the roof of his house after a few problems.

4 When I shared a bedroom with my brother, he ... (*insist / sleep*) on the upper bunk.

5 When Dorothy wanted to sell her apartment, her cousin ... (*discourage / she / use*) the services of the local estate agent.

E UZUPEŁNIANIE LUK

5 Complete each sentence with the correct form of the word in the box. There are two extra words.

apply • appoint • burgle • create • install • remove • reside

1 I got a loan to buy a small chalet in the Alps. I'll have to pay it off in ninety-six monthly ... .

2 The house I'm interested in is located in a ... area popular with show business celebrities.

3 There have been a few ... in the neighbourhood recently; that's why we're thinking of hiring a security patrol.

4 Which of the following household ... do you think is the most useful: a dishwasher, a washing machine or a freezer?

5 I was quite ... to see that there were no good restaurants near the place I moved to.

E TRANSFORMACJE

6 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 The hedge around the garden needs trimming; I must do it as soon as possible.
TIME
It's ... the hedge around the garden.

2 The quality of the flat that I rented was below my expectations.
LIVE
The flat that I rented ... my expectations.

3 What a pity we don't have a shed in the garden where I can keep my tools.
WISH
I ... a shed in the garden where I could keep my tools.

4 Leaving the shutters unlocked wasn't smart. You risked a burglar breaking into the mansion.
COULD
Leaving the shutters unlocked wasn't smart. The mansion ... into.

5 The woman confirmed that she hadn't paid for the flat for over six months.
HAVING
The woman admitted ... for the flat for over six months.

E TŁUMACZENIE

7 Translate the parts of the sentences in brackets into English. Use a maximum of five words in each gap.

1 If the neighbour hadn't helped us with the central heating, (*spędzilibyśmy*) ... last weekend in a cold flat.

2 (*Jeśli chodzi o sąsiedztwo*) ... is concerned, the house is situated in a really quiet location.

3 Not only (*bank zdecydował*) ... to increase the interest rate on my loan, but they also required that I pay the first instalment within five days.

4 The balcony (*będzie musiał być malowany*) ... next summer.

5 We (*próbujemy przerobić*) ... this building to a loft for the past eight months, but it's still not finished.

E UZUPEŁNIANIE LUK

8 Complete the text with one word in each gap.

Dormitories used to be a common type of accommodation for students. Nowadays, however, apart (1) ... dormitories, students will find a wide range of private flats for rent.
Very often, a rented flat is shared by three or four students, and the rent is split (2) ... them. This way, young people can afford to find accommodation even in big touristy cities. However, it is important to discuss all issues with your potential flatmates before you move in. Living together means participating in household duties, so you should offer to do some chores like vacuuming or watering the plants, while others deal with such duties as mopping the floors or taking (3) ... the rubbish.
Also, check the landlord's requirements as carefully (4) ... possible. There might be some rules regarding returning home times, visitors or extra bills, which will turn out to be unacceptable for you. The sooner you learn about such rules, (5) ... easier it will be to look for some more suitable offers.

Speaking

1 Discuss the questions in pairs.

1 Think of the different rooms in your house or flat. What do you usually do in each one?

2 Would you like to redecorate any of the rooms in your house or flat? Which room(s), and how would you redecorate them?

2 Read the description of the photo and complete the gaps with the missing words.

OK, so the room in this photo is quite bare and there (1) ... any furniture in it. It looks very bright to me. In the background, I can see a window and it looks like it might be an (2) ... because of the shape of the ceiling. The people (3) ... like they are brother and sister. Perhaps they've just moved (4) ... the house. She looks a little tired, but happy. They're (5) ... the walls, but I guess they're having a rest at the moment.



3 16 Listen to someone describing the photo. Put the things they describe in the correct order.

a the people

b what the people are doing

c the place

4 16 Listen again and tick the phrases you hear.

Useful phrases

Describing a picture

There's a (big rug on the floor).
There are some (plants under the window).
There isn't any (furniture).
In the background/foreground I can see (a window).
In the centre there's (a table).
On the right/left there's (a shelf).
The people look like (they are brother and sister).
I guess they're (having a rest at the moment).

Useful phrases

Speculating

It seems to me that it's
My guess is that it's
Perhaps they've just moved into the house.
It might/could be an attic because

Matura hacks

Pamiętaj, że w tym zdaniu oprócz opisania, **kto** i **gdzie się znajduje** oraz **co robi**, ważne jest wyrażenie opinii bądź przypuszczenia na temat przedstawionej sytuacji.

E OPIS ILUSTRACJI

5 Work in pairs. Describe the photos and answer the questions.



STUDENT A

1 Do you think they like the picture? Why/Why not?

2 What types of pictures and decorations do you have in the place you live?

3 Tell me about a time you or someone else put up new decorations at home.



STUDENT B

1 Why do you think the children are so happy?

2 Do you like moving home? Why/Why not?

3 Tell me about a time you or someone else moved into a new home.

Writing

BASIC

1 Complete the following sentences so that they are true for you.

1 I think my bedroom *is / isn't* cosy because ... .
2 One thing that I would change in my *house / flat* is ... .
3 A garden is a fantastic place if you ... .

2 Match the words to make phrases.

1 air	**a** garden
2 swivel	**b** transport
3 front	**c** alarm
4 burglar	**d** conditioning
5 public	**e** chair

3 Choose three phrases from exercise 2 and write how they can improve the comfort of living.

You can use a swivel chair if you need to get some rest and relax.

4 Read the sample letter. Match questions A–D with paragraphs 1–4.

A What's best about your cousin's bedroom?
B What has changed in your house and why?
C How did you spend your time together with your cousin?
D Why haven't you written for so long?

Hi Susie,

(1) I'm sorry I haven't written for so long. It's because I was helping my dad to redecorate my bedroom. But I finally have some time to drop you a line now!

(2) Last week, I visited my aunt Lucy, who lives in a beautiful cottage in the countryside. It was nice to see her and my cousin Becky again. We finally had enough time to chat and look for some nice decorations for my bedroom. I wish we could meet more often!

(3) They live in a beautiful house and Becky's bedroom is just fabulous! What I love most there is the comfortable armchair, the desk with many drawers and her collection of photos.

(4) Would you like to come round this weekend? You'll see some changes in my house: we've decided to buy new furniture because the old furniture was old-fashioned.

Let me know if you have time on Saturday,
Love,
Gina

5 Read the task below. Match each sentence 1–5 with the instruction a–d that it refers to. One instruction matches two sentences.

Ze względu na remont domu mieszkasz chwilowo u swojej bliskiej rodziny. Napisz list do koleżanki, w którym:
a podasz powody przeprowadzki i przewidywany czas jej trwania;
b porównasz swoją sypialnię z pokojem, w którym mieszkasz obecnie;
c opiszesz, co się zmieni u Ciebie po remoncie;
d zaprosisz koleżankę do odwiedzin, gdy już wrócisz do siebie.

1 Hey, why don't you come ...
2 I had to move because ...
3 My room will be painted green and ...
4 I guess I'll stay here for ...
5 In comparison with my bedroom, the one I'm staying in now is ...

6 Complete each sentence in exercise 5 so that it follows the instructions in the task.

Matura hacks

- ✓ Zastosuj formę wypowiedzi wskazaną w poleceniu.
- ✓ Pamiętaj, żeby odnieść się do każdego punktu i go rozwinąć.
- ✓ Zadbaj o spójność i logikę wypowiedzi.
- ✓ Pamiętaj, aby zachować styl wypowiedzi dostosowany do formy i odbiorcy.

E LIST PRYWATNY

7 Write a letter.

Twoja koleżanka przeprowadza się w Twoje okolice w przyszłym miesiącu. W liście do niej:

- wspomnij miejsca, w których spotyka się młodzież,
- opisz jedną rzecz, która Ci nie odpowiada w okolicy,
- dopytaj o szczegóły nowego pokoju koleżanki,
- zaproponuj pomoc w przeprowadzce.

Rozwiń *swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić* ***od 100 do 150 słów****.*

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 We must fix our ... because it makes a horrible noise when I start it. **LAWN**

2 There are many sports facilities in my ... . **NEIGHBOUR**

3 We need to buy a bigger ... than the one we have so we can store extra food. **FREEZE**

4 Houses are really ... in this area, so few people can afford them. **PRICE**

E UZUPEŁNIANIE LUK

2 Complete the sentences with one word in each gap.

1 Under the window, there was a ... of drawers where she kept her belongings.

2 The Wilsons decided to put their old house up ... sale as they wanted to buy a new one.

3 My grandparents got tired of the big city, and moved to a little village ... the countryside.

4 It's my duty to ... out the rubbish every morning.

E ZESTAW LEKSYKALNY

3 Use one word to complete the two sentences.

1 ...
- The house has ... ceilings, which makes it spacious.
- We need air conditioning because the temperature in our house gets very ... in hot weather.

2 ...
- Mum always reminds me to ... my bed before I go to school.
- If I ... a mess in my room, I have to clean it up.

3 ...
- Why don't you ... all the pictures up on the wall? They will look great there.
- Jack, please ... the vase back in its place.

4 ...
- Please hang my wet jeans ... on the balcony, they'll dry faster there.
- Who does the washing-... after dinner?

5 ...
- I always watch TV and ... the ironing at the same time.
- Tina finds it difficult to ... housework when her children are at home.

E UZUPEŁNIANIE ZDAŃ

4 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 If she ... (*not / water / flower*) now, they will fade soon.

2 Don't walk into the kitchen. Can't you see I ... (*sweep / floor*)?

3 The cottage ... (*be / surround / tree*) and is invisible from the road.

4 I enjoy ... (*lay / table*) for the family dinner.

5 I've seen Lucy's new apartment. It ... (*look / style*).

E TŁUMACZENIE

5 Choose the answer a, b or c which is the correct translation of the phrase in brackets.

1 The old textile factory (*została przekształcona*) ... into a modern apartment building.
a has been converted
b is converted
c has converted

2 (*Nie śpijmy*) ... with the windows in our bedroom open tonight.
a Don't sleep
b Let's not sleep
c We don't sleep

3 (*Nie mam nic przeciwko myciu*) ... the windows, but I hate mopping the floor.
a I don't have anything to clean
b I don't have to clean
c I don't mind cleaning

4 Mike, empty the dishwasher as soon as (*cykl zmywania się skończy*) ... .
a the wash cycle has finished
b the wash cycle will finish
c the wash cycle will be finished

5 While (*zamykałem drzwi*) ... , I broke the key to my house.
a I have been locking
b I locked the door
c I was locking the door

EXTENDED

E SŁOWOTWÓRSTWO

6 Transform the words in bold to complete the sentences.

1 In wealthy cities, there are still people living without the indoor plumbing needed for ... water. **RUN**

2 If you want to make sure that your swimming pool is clean, proper ... is a must. **MAINTAIN**

3 While the front door of our house was closed for repairs, we used the side ... . **ENTER**

4 You said the station was within ... distance, but it took over an hour to get there. **WALK**

5 We don't need to call a plumber as all our bathroom ... are easy to install. **FIT**

E UZUPEŁNIANIE LUK

7 Complete each sentence with the correct form of the word in the box. There are two extra words.

afford • amenity • beat • furnish • heat • rent • share

1 The government has launched a plan to build ... housing in areas affected by high levels of unemployment.

2 Sadly, some houses still lack basic ... such as bathrooms.

3 Conversion from coal to gas central ... will be economical for all the tenants.

4 Renting the ... apartment meant having to buy some basic furniture to make it comfortable.

5 The farmhouse where I used to spend my holidays as a child was completely off the ... track.

E TRANSFORMACJE

8 Complete the second sentence so that it means the same as the first one. Use a maximum of five words in each gap.

1 They delivered a new sofa yesterday.
We ... yesterday.

2 It's a pity I have to sleep on a bunk bed.
I wish I ... on a bunk bed.

3 The Browns are renovating their house.
The Browns' house ... .

4 'Don't paint the walls of your room black,' my parents told me.
My parents advised me ... the walls of my room black.

5 They failed to pay the rent. That's why they were evicted.
If they hadn't failed to pay the rent, they ... evicted.

E UZUPEŁNIANIE ZDAŃ

9 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 The screw on the door is loose. It ... (*should / be / tighten*) a long time ago.

2 The lift ... (*be / order*) last week, so the tenants had to use the stairs instead.

3 If I were you, I ... (*install / secure*) camera before you moved in.

4 While the painter ... (*mix / paint*) to get a new colour, he spilled them on the floor.

5 The police officer told ... (*we / not / leave*) the front door open as there had been some break-ins in the area.

E ZESTAW LEKSYKALNY

10 Use one word to complete the three sentences.

1 ...
- I'd like to buy a run-down summer house that I can do ... .
- Mark does his best to keep ... with the rent he has to pay for his apartment.
- Vicky has put ... new curtains to make her room more cosy.

2 ...
- I always greet my guests warmly and make them feel at ... .
- We often hear people say: 'There's no place like ... .'
- If you want your husband to repair the tap, you'll be waiting till the cows come ... . He's too lazy to do it.

3 ...
- Do you have any idea for how to ... hanging plants to the wall?
- If you don't know how to ... the broken cooker, don't try to do it.
- We had better ... the date of the hedge trimming with the gardener.

4 ...
- Why do you never ... the table when you've eaten dinner?
- I must ... the mud from the steps before it sticks to our shoes.
- ... the gutters of leaves, otherwise they will clog the pipes.

Wordlist

TYPES OF HOUSES

apartment /ə'pɑ:rtmənt/ mieszkanie
basement flat /'beɪsmənt flæt/ mieszkanie w piwnicy
bedsit /'bedsɪt/ kawalerka
block of flats /blɒk əv 'flæts/ blok mieszkalny
bungalow /'bʌŋgələʊ/ dom parterowy
chalet /'ʃæleɪ/ domek letniskowy
converted loft /kən'vɜ:t lɒft/ zaadaptowane poddasze na lokal mieszkalny
cottage /'kɒtɪdʒ/ domek wiejski
country house /'kʌntri ˌhaʊs/ dom na wsi
detached house /dɪ'tætʃt ˌhaʊs/ dom wolnostojący
dormitory/hall of residence /'dɔ:rmɪtri/hɔ:l əv 'rezɪdəns/ dom studencki, akademik
farmhouse /'fɑ:mhaʊs/ dom wiejski
houseboat /'haʊsbəʊt/ łódź mieszkalna; dom na wodzie
manor /'mænə/ dwór
mansion /'mænʃən/ rezydencja
office building /'ɒfɪs ˌbɪldɪŋ/ biurowiec
residence /'rezɪdəns/ rezydencja
residential building /ˌrezɪˌdenʃəl 'bɪldɪŋ/ budynek mieszkalny
semi-detached house /ˌsemi dɪ'tætʃt haʊs/ dom bliźniak
skyscraper /'skaɪˌskreɪpə/ drapacz chmur
studio flat /'stju:diəʊ flæt/ kawalerka
terraced house /'terɪst haʊs/ dom szeregowy
townhouse /'taʊnhaʊs/ kamienica

HOUSE AND ITS SURROUNDINGS

amenities /ə'mi:nətiz/ udogodnienia
area /'eəriə/ rejon; okolica
capital city /ˌkæpətl 'sɪti/ stolica
downtown /ˌdaʊn'taʊn/ centrum miasta
drive/driveway /draɪv/'draɪvweɪ/ podjazd (do garażu)
easy access to sth /'i:zi 'ækses tə'sʌmθɪŋ/ łatwy dostęp do
fence /fens/ płot; ogrodzenie
flowerbed /'flaʊəbed/ kwietnik; klomb; grządka kwiatowa
gate /geɪt/ brama; furtka
gated community /geɪtɪd kə'mju:nəti/ osiedle zamknięte
green areas /gri:n 'eəriəz/ tereny zielone
hedge /hedʒ/ żywopłot
housing estate /'haʊzɪŋ ɪˌsteɪt/ osiedle mieszkaniowe
hustle and bustle /'hʌsəl ənd 'bʌsəl/ zgiełk; harmider
in a rural area /ɪn ə ˌrʊərəl 'eəriə/ na obszarze wiejskim
in the city centre/in a central location /ɪn ðə ˌsɪti 'sentə /ɪn ə ˌsentrəl ləʊ'keɪʃən/ w centrum miasta
in the countryside /ɪn ðə 'kʌntrisaɪd/ na wsi
in the suburbs /ɪn ðə'sʌbɜ:bz/ na przedmieściach
inhabitant /ɪn'hæbɪtənt/ mieszkaniec/ mieszkanka
lawn /lɔ:n/ trawnik
letterbox /'letəbɒks/ skrzynka na listy
location /ləʊ'keɪʃən/ lokalizacja
neighbourhood /'neɪbəhʊd/ sąsiedztwo
off the beaten track /ɒf ðə 'bi:tn træk/ na uboczu; w ustronnym miejscu
old town /əʊld taʊn/ starówka; stare miasto
outskirts, on the outskirts /'aʊtskɜ:ts/ɒn ðə 'aʊtskɜ:ts/ przedmieścia, na przedmieściach
path /pɑ:θ/ ścieżka
pedestrian precinct /pə'destriən 'pri:sɪŋkt/ deptak (strefa zamknięta dla ruchu kołowego)
picturesque /ˌpɪktʃə'resk/ malowniczy
playground /'pleɪgraʊnd/ plac zabaw dla dzieci
quiet location /'kwaɪət ləʊ'keɪʃən/ cicha, spokojna okolica
residential area /ˌrezɪˌdenʃəl 'eəriə/ dzielnica mieszkaniowa
shutters /'ʃʌtəz/ okiennice
slums /slʌmz/ slumsy
the country/village /ðə 'kʌntri/'vɪlɪdʒ/ wieś
tourist town/resort /'tʊərɪst taʊn/rɪ'zɔ:t/ miasto turystyczne/kurort
urban life /'ɜ:bən laɪf/ życie miejskie
vicinity /və'sɪnəti/ bliskość; sąsiedztwo
within walking distance /wɪð'ɪn 'wɔ:kɪŋ ˌdɪstəns/ w bliskiej odległości

ROOMS

attic/loft /'ætɪk/lɒft/ strych
backyard /ˌbæk'jɑ:d/ podwórko
balcony /'bælkəni/ balkon
basement/cellar /'beɪsmənt/'selə/ piwnica
bathroom /'bɑ:θrʊm/ łazienka
bedroom /'bedrʊm/ sypialnia
ceiling, high ceiling /'si:lɪŋ, haɪ 'si:lɪŋ/ sufit; wysoki sufit
chimney /'tʃɪmni/ komin
corridor /'kɒrədɔ:/ korytarz
door: back, front /dɔ: (bæk, frʌnt)/ drzwi: tylne, wejściowe
doorway /'dɔ:weɪ/ drzwi, wejście
downstairs /ˌdaʊn'steəz/ na dole, na parterze
entrance /'entrəns/ wejście
floor (wooden) /flɔ: ('wʊdn) podłoga (drewniana)
front/rear garden/frʌnt/rɪə 'gɑ:dn/ ogród z przodu/z tyłu
garage /'gærɪdʒ/ garaż
hall /hɔ:l/ przedpokój
kitchen /'kɪtʃɪn/ kuchnia
laundry area /ˌlɔ:ndri 'eəriə/ pralnia
living room /'lɪvɪŋ ru:m/ pokój dzienny; salon
patio /'pætiəʊ/ patio, taras
porch /pɔ:tʃ/ ganek; przedsionek; weranda
roof /ru:f/ dach
shed /ʃed/ szopa; wiata
staircase /'steəkeɪs/ klatka schodowa; schody
stairs/steps /steəz/steps/ schody
study /'stʌdi/ gabinet
terrace /'terɪs/ taras
utility room /ju:'tɪləti ru:m/ pomieszczenie gospodarcze (np. pralnia)

FURNISHINGS

air conditioning /'eə kən'dˌɪʃənɪŋ/ klimatyzacja
armchair /'ɑ:mtʃeə/ fotel
bath /bɑ:θ/ wanna
bed /bed/ łóżko
bedside table /ˌbedsaɪd 'teɪbəl/ stolik nocny; szafka nocna
blanket /'blæŋkɪt/ koc
blinds /blaɪndz/ żaluzje
bookcase /'bʊkkeɪs/ biblioteczka/regał na książki
bookshelf /'bʊkʃelf/ półka na książki
bunk bed /bʌŋk bed/ łóżko piętrowe
burglar alarm /ˌbɜ:glə ə'lɑ:m/ alarm antywłamaniowy
carpet /'kɑ:pɪt/ dywan
central heating /'sentrəl 'hi:tɪŋ/ centralne ogrzewanie
chair /tʃeə/ krzesło
chest of drawers /tʃest əv drɔ:z/ komoda
clock /klɒk/ zegar na ścianie
coffee table /'kɒfi ˌteɪbəl/ stolik kawowy
cooker /'kʊkə/ kuchenka
crockery /'krɒkəri/ naczynia stołowe
cupboard /'kʌbəd/ szafka kuchenna
curtain /'kɜ:tn/ zasłona
cushion /'kʊʃən/ poduszka (ozdobna)
cutlery /'kʌtləri/ sztućce
desk /desk/ biurko
dishwasher /'dɪʃˌwɒʃə/ zmywarka
doorbell /'dɔ:bel/ dzwonek do drzwi
doormat /'dɔ:mæt/ wycieraczka
dressing table /ˌdresɪŋ 'teɪbəl/ toaletka
duvet /'du:veɪ/ kołdra
electrical appliances /ɪˌlektrɪkəl ə'plaɪənsɪz/ urządzenia elektryczne
fireplace /'faɪəpleɪs/ kominek
fitted carpet /ˌfɪtɪd 'kɑ:pɪt/ wykładzina dywanowa
fitted wardrobe /ˌfɪtɪd 'wɔ:drəʊb/ szafa wnękowa
fitting /'fɪtɪŋ/ umeblowanie; wyposażenie
freezer /'fri:zə/ zamrażarka
fridge /frɪdʒ/ lodówka
furniture /'fɜ:nɪtʃə/ meble
household appliances /ˌhaʊshəʊld ə'plaɪənsɪz/ sprzęt AGD
kettle /'ketl/ czajnik
lawnmower /lɔ:n'məʊə/ kosiarka
light switch /laɪt swɪtʃ/ włącznik światła
made to order /meɪd tə'ɔ:də/ robiony na zamówienie
mattress /'mætrɪs/ materac
microwave oven /ˌmaɪkrəweɪv 'ʌvən/ kuchenka mikrofalowa
mirror /'mɪrə/ lustro
mug /mʌg/ kubek
net curtain /net 'kɜ:tn/ firanka
office chair/swivel chair /'ɒfɪs tʃeə/'swɪvəl tʃeə/ krzesło biurowe
oven /'ʌvən/ piekarnik
pillow /'pɪləʊ/ poduszka (do spania)
plumbing /'plʌmɪŋ/ instalacja wodno-kanalizacyjna
radiator/heater /'reɪdieɪtə/ 'hi:tə/ grzejnik
rocking chair /rɒkɪŋ tʃeə/ fotel bujany
rubbish bin /'rʌbɪ bɪn/ kosz na śmieci
rug /rʌg/ dywanik; pled
running water /'rʌnɪŋ 'wɔ:tə/ bieżąca woda
shelf /ʃelf/ półka
shower /'ʃaʊə/ prysznic
shower cabin /'ʃaʊəˌkæbɪn/ kabina prysznicowa
sink /sɪŋk/ zlew
sofa /'səʊfə/ kanapa; sofa
solar panels /'səʊlə 'pænlz/ panele słoneczne
stool /stu:l/ stołek
tap /tæp/ kran
toaster /'təʊstə/ toster
towel /'taʊəl/ ręcznik
towel rail /'taʊəl reɪl/ wieszak na ręczniki
vacuum cleaner /'vækjuəm 'kli:nə/ odkurzacz

vase /vɑːz/ wazon
wallpaper /ˈwɔːlˌpeɪpə/ tapeta
wardrobe, built-in wardrobe /ˈwɔːdrəʊb, bɪltɪn ˈwɔːdrəʊb/ szafa, szfa w zabudowie
washbasin /ˈwɒʃˌbeɪsən/ umywalka
washing machine /ˈwɒʃɪŋ məʃiːn/ pralka
windowsill /ˈwɪndəʊˌsɪl/ parapet

HOUSEHOLD CHORES

air a room /eər ə ruːm/ przewietrzyć pokój
change light bulbs /tʃeɪndʒ laɪt bʌlbz/ zmieniać żarówki
clean up/clean up the mess /kliːn ʌp/kliːn ʌp ðə mes/ sprzątać/sprzątać bałagan
decorate a flat /ˈdekəreɪt ə flæt/ pomalować/wytapetować; dekorować mieszkanie
DIY /ˌdiː aɪ ˈwaɪ/ majsterkowanie, „zrób to sam"
do the cleaning /duː ðə ˈkliːnɪŋ/ sprzątać
do the dishes /duː ðə dɪʃɪz/ zmywać naczynia
do the housework /duː ðə ˈhaʊswɜːk/ wykonywać prace domowe (zajmować się domem)
do the shopping /duː ðə ˈʃɒpɪŋ/ robić zakupy
do the washing-up /duː ðə ˈwɒʃɪŋʌp/ zmywać naczynia
do up one's house /duː ʌp wʌnz haʊs/ odnawiać dom (remontować)
empty the dishwasher /ˈempti ðə ˈdɪʃˌwɒʃə/ opróżnić zmywarkę
fix/mend/repair/do repairs /fɪks/mend/ rɪˈpeə/duː rɪˈpeəz/ naprawiać
furnish a flat /ˈfɜːnɪʃ ə flæt/ umeblować mieszkanie
hang up the washing /hæng ʌp ðə ˈwɒʃɪŋ/ wieszać pranie
household repairs /ˈhaʊshəʊld rɪˈpeəz/ naprawy domowe
install /ɪnˈstɔːl/ instalować; zakładać
lay the table /leɪ ðə ˈteɪbəl/ nakrywać do stołu
lock the door /lɒk ðə dɔː/ zamykać drzwi na klucz
maintenance /ˈmeɪntənəns/ utrzymanie (domu)
make the bed /meɪk ðə bed/ ścielić łóżko
mend a dripping tap /mend ə ˈdrɪpɪŋ tæp/ naprawić cieknący kran
mop the floor /mɒp ðə flɔː/ umyć podłogi mopem
mow the lawn /məʊ ðə lɔːn/ kosić trawnik
oil the hinges /ɔɪl ðə hɪndʒɪz/ naoliwić zawiasy
paint the walls /peɪnt ðə wɔːlz/ pomalować ściany
put sth in /ˌpʊt sʌmθɪŋ ˈɪn/ instalować coś; wkładać
put sth up /ˌpʊt sʌmθɪŋ ˈʌp/ wybudować coś, wznieść; rozwiesić; przymocować, przybijać
redecorate /riːˈdekəreɪt/ remontować
redecoration /riːˈdekəreɪʃən/ remont
refurbish /ˌriːˈfɜːbɪʃ/ odnawiać; odświeżać (np. mieszkanie)
renovate /ˈrenəveɪt/ odnowić (np. mieszkanie); remontować
share the housework /ʃeə ðə ˈhaʊswɜːk/ dzielić się obowiązkami domowymi
stay in /ˌsteɪ ˈɪn/ zostawać w domu
stay out /ˌsteɪ aʊt/ przebywać poza domem
sweep (the floors) /swiːp (ðə flɔːz)/ zamiatać podłogi
take turns doing sth /teɪk tɜːnz ˈduːɪŋˈsʌmθɪŋ/ robić coś na zmianę
take/throw out the rubbish /teɪk/θrəʊ ˈaʊt ðə ˈrʌbɪʃ/ wyrzucać śmieci
tidy one's room /ˈtaɪdi wʌnz ruːm/ posprzątać czyjś pokój
tighten a screw /ˈtaɪtn ə skruː/ dokręcić śrubę
vacuum /ˈvækjuəm/ odkurzać

RENTING, BUYING AND SELLING, MOVING OUT

accommodation /əˌkɒməˈdeɪʃən/ zakwaterowanie
affordable housing /əˈfɔːdəbəl ˈhaʊzɪŋ/ mieszkanie w korzystnej cenie
can afford sth /kən əˈfɔːd ˈsʌmθɪŋ/ móc pozwolić sobie na coś
contract /ˈkɒntrækt/ umowa
deposit, put down a deposit /dɪˈpɒzɪt, pʊt daʊn ə dɪˈpɒzɪt/ zaliczka/kaucja, zapłacić zaliczkę/kaucję
estate agent /ɪˈsteɪt ˌeɪdʒənt/ agent nieruchomości
evict /ɪˈvɪkt/ eksmitować
eviction /ɪˈvɪkʃən/ eksmisja
facilities /fəˈsɪlətiz/ udogodnienia; obiekty
flatmate/roommate /ˈflætmeɪt/ˈruːmˌmeɪt/ współlokator/współlokatorka
for sale /fə seɪl/ na sprzedaż
fully fitted kitchen /ˌfʊli ˌfɪtɪd ˈkɪtʃɪn/ w pełni wyposażona kuchnia
hidden charge /ˈhɪdn tʃɑːdʒ/ ukryta opłata
house rules /haʊs ruːlz/ zasady panujące w domu
interest rate /ˈɪntrɪst reɪt/ stopa procentowa
keep up the repayments /kiːp ʌp ðə rɪˈpeɪmənt/ regularnie spłacać raty
landlady/landlord /ˈlændˌleɪdi/ˈlændlɔːd/ właścicielka/właściciel, gospodyni/gospodarz
lease /liːs/ najem, dzierżawa
lend /lend/ pożyczać coś komuś
loan /ləʊn/ pożyczka
let a flat /let ə flæt/ wynajmować mieszkanie (komuś)
limited budget /ˌlɪmɪtɪd ˈbʌdʒɪt/ ograniczony budżet
lodger /ˈlɒdʒə/ najemca
maintenance costs /ˈmeɪntənəns kɒsts/ koszty utrzymania
mortgage /ˈmɔːgɪdʒ/ hipoteka; kredyt hipoteczny
move house /muːv haʊs/ przeprowadzać się
move in /muːv ɪn/ wprowadzać się
move out /muːv aʊt/ wyprowadzać się
negotiate the rent /nɪˈgəʊʃieɪt ðə rent/ negocjować czynsz
on-street parking /ɒnstriːt ˈpɑːkɪŋ/ miejsca parkngowe ogólnodostępne na ulicy (dosł. na ulicy)
own a flat /əʊn ə flæt/ posiadać mieszkanie
pay in advance /peɪ ɪn ədˈvɑːns/ płacić z góry
pay in monthly instalments /peɪ ɪn ˈmʌnθli ɪnˈstɔːlmənts/ płacić w miesięcznych ratach
pay the bills/rent /peɪ ðə bɪlz/rent/ płacić rachunki/czynsz
per month/week /pə mʌnθ/ wiːk/ miesięcznie/tygodniowo
public transport /ˌpʌblɪk ˈtrænspɔːt/ transport miejski
real estate/property /rɪəl ɪˈsteɪt/ˈprɒpəti/ nieruchomość
reasonable price /ˈriːzənəbəl praɪs/ rozsądna cena
rent a flat /rent ə flæt/ wynajmować mieszkanie (komuś i od kogoś)
resident /ˈrezɪdənt/ mieszkaniec/mieszkanka
share a flat/room with /ʃeə ə flæt/ruːm wɪð/ dzielić z kimś mieszkanie/pokój
sign a lease /saɪn ə liːs/ podpisać umowę najmu
spare room /speə ruːm/ pokój gościnny
split the costs /splɪt ðə kɒsts/ podzielić koszty
tenancy agreement /ˌtenənsi əˈgriːmənt/ umowa najmu
tenant /ˈtenənt/ najemca
to let /tə let/ do wynajęcia
viewing /vjuːɪŋ/ oglądanie (np. mieszkania na wynajem)

DESCRIBING INTERIORS

airy /ˈeəri/ przewieny, z dobrą wentylacją
arty /ˈɑːti/ pretensjonalny
bare /beə/ odsłonięty; czysty
cluttered /ˈklʌtəd/ zagracony
cosy /ˈkəʊzi/ przytulny
cramped /kræmpt/ ciasny, zatłoczony
damp /dæmp/ wilgotny, zwilgotniały
designed by /dɪˈzaɪn baɪ/ zaprojektowany przez
dingy /ˈdɪndʒi/ brudny
enormous /ɪˈnɔːməs/ olbrzymi
equipped /ɪˈkwɪpt/ wyposażony
furnished /ˈfæʃənd/ umeblowany
historic /hɪˈstɒrɪk/ historyczny
impressive /ɪmˈpresɪv/ imponujący
messy /ˈmesi/ zabałaganiony
modern /ˈmɒdn/ współczesny
neat /niːt/ czysty, schludny
old-fashioned /əʊldˈfæʃənd/ staromodny
open-plan /ˈəʊpənplæn/ bez ścianek działowych
pricy /ˈpraɪsi/ kosztowny
recently renovated /ˌriːsəntli ˈrenəveɪtɪd/ świeżo po remoncie
roomy /ˈruːmi/ przestronny
run-down /rʌndaʊn/ zniszczony, w marnym stanie
spacious /ˈspeɪʃəs/ przestronny
stuffy /ˈstʌfi/ duszny, niewietrzony
stylish /ˈstaɪlɪʃ/ stylowy
tidy /ˈtaɪdi/ schludny, uporządkowany
tiny /ˈtaɪni/ malutki, niewielki
traditional /trəˈdɪʃənəl/ tradycyjny
unfurnished /ʌnˈfɜːnɪʃt/ nieumeblowany
well-maintained /wel meɪnˈteɪnd/ w dobrym stanie

OTHER

get on like a house on fire /get ɒn laɪk ə haʊs ɒn faɪə/ świetnie się dogadywać; od razu się zaprzyjaźnić
open house /ˈəʊpən haʊs/ dom otwarty
there is no place like home /ðeər ɪz nəʊ pleɪs laɪk laɪk/ nie ma jak w domu
till the cows come home /tɪl ðə kaʊz kʌm həʊm/ przez bardzo długi czas

Moduł 4

Państwo i społeczeństwo

Vocabulary

Social issues

BASIC

1 Discuss the questions in pairs.

1 What are some of the biggest problems in society today in Poland and Europe?
2 How can you and your friends help to resolve these problems?
3 Make a list of acts of kindness.

2 Choose the correct options to complete the sentences.

1 When the factory closed, it caused a lot of *unemployment / equality* in the local area.
2 Our company works hard to avoid *equality / discrimination* in the workplace.
3 My cousin *volunteers / aids* at the weekend for a local charity.
4 Jana teaches adults to read and write in an area that has problems with adult *equality / illiteracy*.
5 The government aims to reduce illegal *immigration / discrimination* with stronger checks at the country's borders.
6 Three local politicians have been questioned by police over claims of *unemployment / corruption*.
7 In some parts of the country, too many children are living in *poverty / equality* and don't have enough to eat.
8 The university has been accused of *corruption / racism* after a study found that fewer than 2% of students accepted are from ethnic minorities.

EXTENDED

3 Discuss the questions in pairs.

1 Is homelessness a serious problem in Poland? Why?
2 What do you think are the most common causes of homelessness?
3 What can you do to help homeless people?

4 Complete the advert with the words in the box. There are two extra words.

abuse • bribery • dole • evicted • fundraising
injustice • raise • rough • shelter

Last year Scott was happy enough, like most of us. He had a decent job with a food packing company and his own flat. Then one day the company closed down and he found himself without a job and on the (1) ... . Not long after that he found he couldn't pay the rent and was (2) ... . With no family or friends to turn to, he had to sleep (3) ... , trying to find somewhere safe on the streets. His problems got worse when the drug (4) ... began. Any money he could (5) ... went on drugs. He was stuck in a cycle of endless misery.

That's when he met us. Here at Safe Place we provide (6) ... and support for homeless people like Scott. But we need your help. Donations are always welcome, but you can also help us with your time. We need volunteers to work at our drop-in centres as well as people to help with (7) ... so we have enough money to continue our vital work.

These days Scott is independent again, with his own place to live and a new job, thanks to the support and advice he received from us. So please help us to help others like Scott.

Crime and punishment

BASIC

5 Decide if the words and phrases in the box refer to crimes (C) or punishments (P).

arson • assault • blackmail • burglary • community service
cybercrime • death penalty • drug dealing • fine
forgery • fraud • hacking • hijacking • human trafficking
identity theft • kidnapping • life sentence/imprisonment
manslaughter • money laundering • murder • mugging
penalty • pickpocketing • rape • robbery • shoplifting
smuggling • suspended sentence • terrorism
theft • vandalism

6 Match words from exercise 5 with definitions 1–10.

1 When someone kills someone else, but not deliberately.
2 Taking people to another country and forcing them to work.
3 When a criminal is told they will be sent to prison if they do anything illegal within a fixed time period.
4 Taking money made by crime and putting it into legal businesses to hide where it came from.
5 Work that is not paid, used as a punishment for a crime.
6 Tricking people in order to get money from them.
7 Illegally setting fire to things.
8 Money that you have to pay as a punishment.
9 Trying to get money from someone when you know a secret they have.
10 Making an illegal copy of paper money, a document or painting.

7 Choose the correct options to complete the text.

There were shocking scenes at Nottinghamshire crown court today, as the (1) *suspect / witness* in the Hayley King murder (2) *jury / trial* was released. The (3) *defence / prosecution* had made a convincing case against the man (who we cannot name for legal reasons) over the previous three weeks, but the (4) *defence / prosecution* argued there simply wasn't enough real (5) *ransom / evidence*. Despite the fact that the man's (6) *fingerprints / fine* had been found at the scene, the defence lawyers focused on the key (7) *judge / witness*, who they claimed was unreliable and could not be trusted, and that the man had a strong (8) *evidence / alibi* for the night the murder took place. The (9) *prosecutor / jury* took four days to decide that he was innocent. Summing up, the (10) *jury / judge* said that because of reasonable doubt, the man could go free. The investigation continues.

EXTENDED

8 Make nouns from these words and complete the table.

burgle • convict • defend • evident • forge • investigate
offend • prosecute • punish • rob

-ery / -ary	*-ion*	*-ment*	*-ence*
...	...	...	...

9 Complete the text with the noun (person) form of the words in brackets.

Recent prison statistics show the number of (1) ... (**DRUG DEALING**) behind bars in our area has increased three-fold this year, and the number of (2) ... (**BURGLARY**) shows a similar figure. While this might look like good policing, the reality is a worrying trend showing an increase in these crimes. In Newhurst prison, where the famous (3) ... (**FRAUD**) Jeff Charmers is held, the numbers are somewhat different, as there is a high number of (4) ... (**ASSAULT**), (5) ... (**MURDER**) and other violent criminals. (6) ... (**ARSON**) are also generally sent there. But it's not all bad news. Due to the diligent work of the special anti-terrorism police unit, several known (7) ... (**TERRORISM**) have been convicted and the threat of an attack remains low.

10 Translate the phrases in brackets into English.

POLICE REPORT #XD5673

We first (1) ... (*podejrzewaliśmy pana Briggs'a o napad*) after an anonymous member of the public (2) ... (*zgłosił to na policję*). We then obtained a (3) ... (*nakaz przeszukania*) and attended his property in Warren Street. Once there, we located the stolen items and informed Mr Briggs that he (4) ... (*został aresztowany*). We took him to the police station where we (5) ... (*zatrzymaliśmy go w areszcie*) for four hours until someone was available to interview him. His lawyer advised him he (6) ... (*miał prawo zachować milczenie*) and so he refused to comment during the interview. We then (7) ... (*oskarżyliśmy go*) and (8) ... (*wypuściliśmy go za kaucją*) with a date to attend court. In court he decided to (9) ... (*nie przyznawać się do winy*) and so the judge announced that he would (10) ... (*stanie przed sądem*). After the trial, the jury (11) ... (*uznali go za winnego*) and he was given a custodial sentence of six months.

11 Choose the correct options to complete the conversation.

A: Did you see the news last night?
B: No, I was out. Why?
A: There was a kidnapping in Brent. Three men broke (1) *up / into* a house which belongs to some banker and held him (2) *hostage / ransom*.
B: Wow, what happened?
A: Well they contacted his family and demanded a (3) *ransom / reward* of £10 million.
B: Did they pay?
A: No, well the kidnappers didn't realise that his brother was staying with him, so he called the police, and the banker was able to escape (4) *from / for* them.
B: Did the police catch the kidnappers?
A: No, they escaped too and managed to get (5) *about / away* with it.

Conflicts and wars; Social and international organisations

BASIC

12 Translate the words and phrases in brackets into English. First letters are given.

1 During the war, many innocent (*cywili*) c… were killed.
2 The plane was diverted to the nearest airport because of the threat of a (*bombowy atak*) b… a….
3 The president is now recovering in hospital after the (*próbie zamachu*) a… a… earlier this week.
4 The countries today signed a (*traktat pokojowy*) p… t… after many years of (*międzynarodowego konfliktu*) i… c… .
5 Around 10,000 people are expected to arrive in the city today, in order to (*demonstrować*) d… against the government's involvement in the war.

13 Match the abbreviations to what they stand for. There are two extra names.

1 EU
2 NATO
3 UN
4 UNESCO
5 UNICEF
6 WHO

a North Atlantic Treaty Organization
b United Nations Children's Educational Fund
c United Nations Educational, Scientific and Cultural Organization
d European Union
e North Atlantic Trade Organization
f United Nations Children's Fund
g World Health Organization
h United Nations

EXTENDED

14 Match the organisations in exercise 13 with the descriptions of what they do.

1 an organisation which aims to promote peace by cooperating in education, science and culture
2 an organisation which aims to promote public health internationally
3 a group of 27 countries which work together politically and economically
4 a group of 30 countries that agree to defend each other in the event of a war
5 a group of 193 countries which was formed to try and prevent war
6 an organisation which provides international aid aimed at children

15 Choose the correct options to complete the text.

War has (1) … between the two neighbouring countries of Visbisda and Niadia. The President of Visbisda (2) … war this morning after a recent bomb attack in the country which he described as 'nothing short of (3) … of terrorism'. It is thought that Niadan forces (4) … the attack after Visbisda imposed (5) … on the country earlier this year because of alleged human rights abuses. It is hoped, however, that a (6) … can be reached soon, with the UN announcing that they intend to send peacekeeping (7) … there in order to try and (8) … the peace.

1 **a** broken up **b** broken out **c** broken down **d** broken in
2 **a** shouted **b** opened **c** informed **d** declared
3 **a** an act **b** an event **c** a piece **d** an action
4 **a** carried up **b** carried on **c** carried up **d** carried out
5 **a** sanctions **b** penalties **c** bans **d** invasions
6 **a** war zone **b** sanction **c** ceasefire **d** fighting
7 **a** treaty **b** troops **c** aid **d** sanctions
8 **a** stay **b** keep **c** hold **d** make

State structure, offices and politics

BASIC

16 Decide if the words and phrases in the box are people (P) or organisations (O).

ambassador • citizen • city/town council • embassy
head of state • House of Commons/Lords/Representatives
king • kingdom • mayor • minister • monarchy
parliament • president • prime minister (PM) • queen
royal family • Senate

17 Choose the correct options.

1 A *border / constitution* is a line that divides two countries or areas.
2 A *national anthem / cabinet* is a group of senior members of a government that is responsible for deciding on government policy.
3 A *policy / constitution* is the system of laws and basic principles that a state must follow.
4 A national *flag / anthem* is the official song of a country.
5 A *policy / reform* is a plan of action chosen by a political party.

18 Choose the correct options.





Two systems separated by a common language

Great Britain and the USA have similar political systems, but with some important differences. Great Britain's system has evolved slowly over time, while the US system is based on a (1) *constitution / policy* which was written in the 18th century. The British system, meanwhile, is based on a (2) *King / monarchy*, where the king or queen is (3) *head / ambassador* of state. However, these days the king or queen only has a ceremonial role. The head of state with power is the (4) *Prime Minister (PM) / President*. In the US system, three powers of government – the legislative (which makes laws), the executive (which puts laws into practice) and the judiciary are clearly separated. The executive is headed by the (5) *President / Senate* of the country. Meanwhile, the House of Congress, which is divided into the lower House of (6) *Representatives / Lords* and the upper (7) *Senate / citizen*, is the legislative. In Britain, the executive and legislative powers are mixed and both carried out by (8) *embassy / parliament*, which is comprised of the lower House of (9) *Commons / Lords* and the upper House of (10) *Commons / Lords*.

EXTENDED

19 Complete the text with the words in the box. There are two extra words.

campaign • conservative • democracy • elections
eligible • form • leader • party • re-elected
serve • scandals • stand • wing

How to become a politician in Britain

Anyone who is (1) ... to vote can become a politician. It's probably something you've never thought about, but the truth is you probably have a lot of the necessary skills already. The first thing you need to decide is which political (2) ... you want to join, whether it's (3) ... or more liberal. This will depend on whether your political views are more left or right- (4) ... . You'll then need to volunteer for the party when they run a (5) ... for local and general (6) ... .

Once you have been chosen by your party, you'll be able to (7) ... for election, and if you're successful, you'll be invited to the House of Commons to (8) ... a term in office. If your party wins the most votes, the Queen will ask them to (9) ... a government. If you work hard in office (and avoid any political (10) ... !), you can then be (11) ... in the next general election.

20 What is the difference in meaning between these pairs of words and phrases?

1 conservative / liberal
2 government / opposition
3 stand for election / hold an election
4 electorate / voters
5 policy / law

The economy

BASIC

21 Match the words in bold in sentences 1–6 with their antonyms a–f.

1 There has been a big **increase** in the rate of inflation this year.
2 Last year, France went through a period of huge economic **growth**.
3 The economy relies heavily on **imports**.
4 For many years, the country had a **planned** economy.
5 We're still recovering from the **crash** in the economy several years ago.
6 It will be years before we can **pay back** this loan.

a exports
b decrease
c free market
d boom
e decline
f take out

EXTENDED

22 Complete the text with the noun forms of the words in brackets.

In many ways it's been a good year for our (1) ... (**ECONOMICAL**). Government (2) ... (**INVEST**) in the (3) ... (**FINANCIAL**) industry has started to pay off in terms of economic growth, and we're now finally starting to see a good economic (4) ... (**RECOVER**). Together with low interest rates, this has meant that (5) ... (**INFLATE**) has also remained low. This has allowed government (6) ... (**EXPEND**) on public services to increase, benefitting millions.

Listening

BASIC

1 Discuss the questions in pairs.

1 Do you know anyone who works for the police? What do they do?

2 What are the challenges of working as a police officer?

2 17 Listen to the information about an open day at Bromley Police Station. Why did they decide to have an open day?

E UZUPEŁNIANIE LUK

3 17 Listen again. Complete gaps 1–4 with the information from the recording.

Bromley Police Station Open Day

Time	Activity	Who with
9 a.m.	Introduction to the day	PC Hastings
9.15	Tour of the custody block Show the stages of processing that criminals go through	PC (1) ...
(2) ...	Presentation on the Volunteer Police Cadets (VPC), an organisation for 13–18 year olds	Jody Little
11.30 – 1 p.m.	• Lunch • Activities for (3) ... • Police car display • Food and drink stalls	N/A
1 p.m.	Presentation on police (4) ..., including Q&A session	PC Withers

4 In your notebook write the synonyms for these words. Then check with the listening text.

1 reception: f... ... ... d... ... ...
2 equipment: f... ... ...
3 imprisonment: c... ... ...
4 captured: a... ... ...
5 important: v... ... ...
6 show: d... ... ...
7 job: c... ... ...
8 parts: a... ... ...

E DOBIERANIE

5 18 Listen to five teenagers answering the question, 'How has the economic recession affected you?'. Match people 1–5 with sentences A–F. There is one extra sentence.

This person

A thinks what they and their friends do helps the economy.
B lost their job recently.
C thinks what they do is preparing them for adult life.
D wants to start their own business.
E says they don't have to pay for anything.
F says the recession has affected them in a positive way.

1	2	3	4	5
...	...	...	...	...

6 18 Listen to the conversation. Complete sentences 1–5 with the information from the recording.

bankrupt • crisis • economic • interest
loan • market • recovery

1 The recent ... downturn has made things difficult for many businesses.
2 My dad took out a ... when he needed to buy a new car.
3 When ... rates are low, it's difficult to save money.
4 The economic ... has made several large companies go ... .
5 After years of recession, we are now starting to see the first signs of economic ... .
6 Most countries in the world have a free ... economy.



EXTENDED

7 Discuss the questions in pairs.

1 Does your school hold elections for a student council/ school president? If there aren't such elections, do you think they should take place? Why/Why not?

2 What kinds of things does a school council/ president do? What kinds of things can't they do?

E DOBIERANIE

8 19 Listen to four campaign speeches for school president. Match Speakers 1–4 with sentences A–E. There is one extra sentence.

This Speaker mentions

A helping people outside the school.

B making life easier for new students.

C the amount of homework students have to do.

D the need for someone to show people how to behave.

E using space in the school for something new.

1	2	3	4
...	...	...	...

9 19 Listen again and answer the questions.

1 What happened to the people who bullied Speaker 1 at school?

2 What does Speaker 2 think a strong leader must do?

3 How does Speaker 3 describe students at the school?

4 What four things does Speaker 4 mention will be in the relaxation room?

10 19 Complete the phrasal verbs with the missing participles in the sentences below. Check your answers in the listening text.

1 Nothing happened to the boy who copied my homework, he just **got** ... ... it!

2 It took Misha a long time to **settle** ... at her new school.

3 You need to **stand** ... ... bullies or they'll just carry on.

4 This room is a mess. Can you help me **sort** it ... ?

5 We've decided to **put** ... a school talent show this year.

6 Carla didn't **turn** ... to school today, is she OK?

11 Match phrasal verbs a–f in exercise 10 with definitions 1–6.

1 arrange an event

2 escape punishment

3 refuse to accept unfair treatment from a person or organisation

4 arrive at a place when you're expected

5 solve a problem

6 become comfortable in a new situation

12 20 Listen to an interview with the founder of the Youth Vine Project, which helps prevent teenagers from getting involved in crime. Which of these things does he mention?

a the causes of crime

b what the punishments should be

c how they work to prevent crime

d how they work to prevent crimes being committed again

e the number of centres they have

E UZUPEŁNIANIE LUK

13 20 Listen again. Complete sentences 1–4 with the missing information.

1 The reasons teenagers commit crimes include drug or alcohol misuse, ... from other people, poverty and failing at school.

2 When teenagers come to the centre and talk to the volunteers, they know what they say is ... .

3 Convicted criminals sometimes have to sign up for ... run by the centre as part of the conditions of their release.

4 Restorative justice gives offenders the chance to meet ... .

14 20 Complete the extracts with the missing words. Then listen again to check.

1 There are a number of risk ... , or reasons why teenagers become involved in criminal activity.

2 Often after a crime has been committed and the person is released back into society, they're out on ... .

3 We also run restorative ... sessions.

4 It's actually highly successful in preventing them reoffending once they have a chance to see the real ... of their actions.

Reading

BASIC

1 Discuss the questions in pairs.

1 What kinds of crimes are common in your country? What are the most typical penalties for those crimes?
2 What kinds of crimes can easily be prevented? How?
3 Do you think graffiti is vandalism or art? Why?

2 Complete the sentences with the verbs in the box to make collocations. Then read texts A and B in exercise 3 to check your answers.

get • have • make • open • take(x2)

1 The school sports day will ... place on the 15th of July this year.
2 After the prosecution has spoken, the defence will have a chance to ... their case.
3 Thank you, professor. Now we'd like to ... up the floor to discussion.
4 I'd like to ... part in a debate some time.
5 Do you ... any strong opinions on the government?
6 Let's ... together tonight and plan our school project.

E DOBIERANIE

3 Read four texts about a school debating club. Match sentences 1–3 with texts A–D. There is one extra text.

Text A

Rosehill School Debating club

This month's debating club will take place on Thursday 17th November at 3.30 p.m. in the drama department.
This month we will be debating the question:
Does prison work?
Each side will be given twenty minutes to make their case, before we open up the floor to discussion.
If you are interested in taking part, please contact Mrs Hinds (Head of Drama) and sign up before the end of Friday 11th November.
We have space for twenty more students to participate.

Text B

Email

TO: **CHRIS**

SUBJECT: **SCHOOL DEBATING CLUB**

Hi Chris

Did you see the notice at school about the debating club this month?

I really like the sound of it, it's an interesting topic and something I know you have strong opinions on. Do you want to go together? We could get together this weekend and plan some of our ideas for it.

We need to enter our names with Mrs Hinds by the end of tomorrow, so let me know if you're interested and I'll go and see her at lunch break and put our names down.

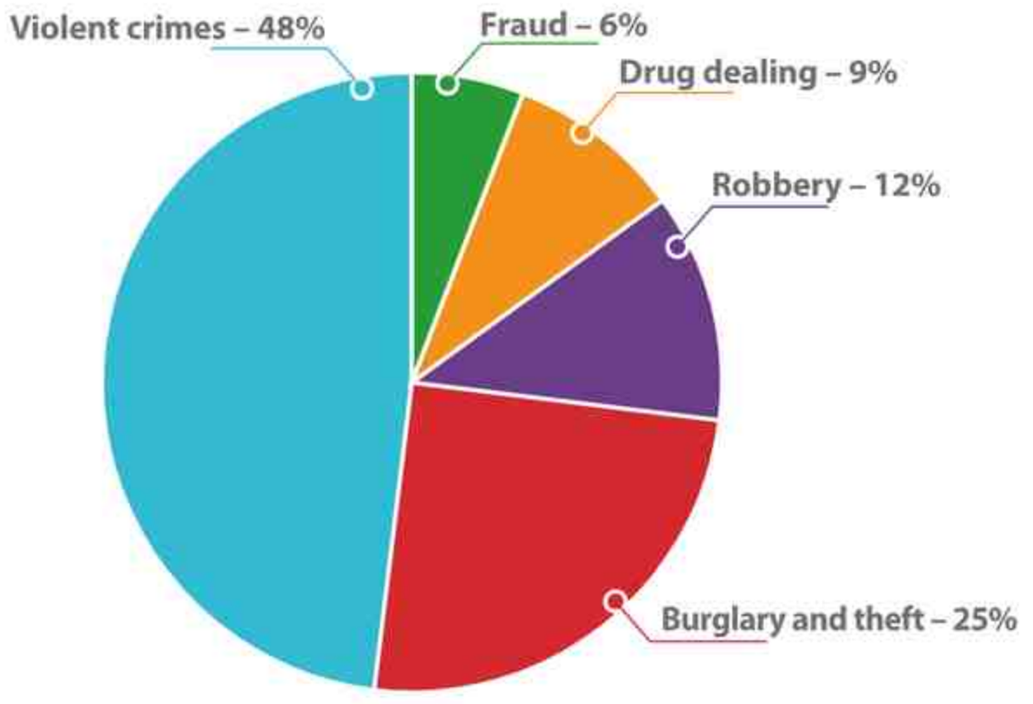
See you soon
Adam

SEND

Text C

GOVERNMENT REPORT

A new report published by the government today shows rates of re-offending by convicted criminals after their release from prison. The report details the types of crimes that offenders were originally convicted and sent to prison for, and the number of people who were then convicted of similar crimes within one year of their release from prison for their original sentence. The chart below details the results.



Text D

Forum ARGUMENTS AGAINST PRISON AS A PUNISHMENT

Chris: I'm taking part in a debate at school about whether prison works as a punishment. My team is arguing that it isn't an effective punishment. Can you help me come up with arguments against prison?

Kamryn: You could argue that many criminals reoffend once they come out of prison, which shows that it doesn't work!

Julia: Also, criminals can meet other criminals inside prison, so they may become even more involved in crime.

Roberta: Yes, and not to mention the cost of running prisons for society as a whole.

SUBMIT

1 This text gives information about criminals.
2 In this text Chris got some help.
3 This text announces an event.

E UZUPEŁNIANIE LUK

4 Read Chris's email. Complete gaps 1–4 according to the texts A–D. Each gap should be completed with no more than three words.

Email

TO: **FILIP**

SUBJECT: **SCHOOL DEBATING CLUB**

Hi Filip

How are things with you? I'm writing to tell you about a new club at school I've joined. It's a debating club where we discuss different (1) ... the state and society. My first debate was last week, and we discussed whether we think (2) ... as a punishment. My friend at school here (his name's Adam) suggested I (3) ... and I'm glad I did.

I was a bit worried at first that I wouldn't have much to say, so I read a report on the internet, and found out that (4) ... of people who commit violent crimes re-offend. I also asked for help on social media, and got some great ideas, such as how much prison costs for society.

Anyway, write soon and let me know your news.

Chris

SEND

5 Decide if the statements are true (T) or false (F).

Text A

1 The debate is on Friday 11th November.
2 Each side will speak uninterrupted before they discuss the question.

Text B

3 Chris thinks Adam will be interested in the club.
4 Adam offers to sign them both up for the debating club.

Text C

5 The chart shows the percentage of people who committed the same crimes.
6 Almost half of the crimes were violent crimes.

Text D

7 Chris asks other people to give him ideas.
8 Someone says that prison is a cheap solution.

6 Choose the correct options to complete the sentences. Then check your answers with texts A–D.

1 Are you going to sign *up / down* for the new music club?
2 If anyone wants to join our clean-up project this weekend, please put your name *up / down* on this piece of paper.
3 Shortly after he was *released / opened* from prison, he was arrested again.
4 Three men have been *arrested / convicted* of burglary at the crown court today.
5 We need to *go / come* up with some ideas for the class party.
6 When he *went / came* out of prison, his wife was there to meet him.
7 Was she involved *on / in* the crime?

EXTENDED

7 Discuss the question in pairs.

What kinds of things can people do to raise money for charity:

- at home?
- in the local community?
- at school?

8 Read the text and put these things in the order they're mentioned.

a How the money is spent

b Red Nose Day activities

c Description of Comic Relief

d Red Nose Day on TV

Red Nose Day



Last Friday I had a brilliant day at school. This is because it was Red Nose Day. This happens every two years in the UK in March, and everyone is encouraged to buy and wear red noses to school in order to raise money for charity. The day is organised by the charity Comic Relief, which was founded back in 1985 by Richard Curtis (a comedy writer) and the comedian Lenny Henry. Their idea was to ask comedians to put on a special show on television to raise money for victims of the famine which occurred that year in Ethiopia. Since then Comic Relief has grown and grown, and on Red Nose Day in 2015 they announced that they had raised over a billion pounds in 30 years.

On Red Nose day, as well as buying red noses (which since 1989 you can also buy for your car), there is a special live show all evening on TV, where comedians perform sketches and parodies of other TV shows, and musicians perform live. People also do their own fundraising activities, especially in schools. Last Friday, for example, all the students came to school in fancy dress (I was James Bond), people baked cakes to bring and sell, and we even had a special class in the morning where we learnt techniques for writing comedy!

The work people do on this day is really important as it funds charity projects round the world. These include the 'safe place for everyone' project. This provides shelter and secure homes for tens of millions of people round the world affected by international conflicts, persecution and ethnic prejudice, natural disasters and poverty. It also funds projects which aim to improve gender inequality and help women and girls affected by gender discrimination, violence and exploitation. There are also projects which help those suffering from problems with mental health and those which are working towards ending child poverty, both in the UK and in other countries.

Anyone can take part in Red Nose Day and support their crucial work. So next time it comes round, play your part and wear your nose!

E UZUPEŁNIANIE LUK

9 Read the text again and complete gaps 1–4 in the summary with information from the text. Each gap should be completed with no more than three words.

Red Nose Day at the writer's school was (1) ... . This day is organised by the charity Comic Relief, which was set up in 1985, and since then has raised over (2) ... for different charities in the UK and round the world.

On Red Nose Day, there is a special live TV programme and schools ask their students to take part in (3) ... .

The money raised then goes to several (4) ... , including those which help homeless people, women affected by gender inequality, people with mental health issues and children living in poverty.

10 Read the text again and choose the correct options.

1 Red Nose Day is in the *spring / summer*.
2 Comic Relief is an *event / organisation*.
3 It was created in response to a disaster in *Africa / Asia*.
4 It raised over a billion pounds *in 2015 / between 1985 and 2015*.
5 The first red noses for cars were sold in the *80s / 90s*.
6 It provides money for *homeless people / soldiers*.

11 Complete the sentences with the noun forms of the words in brackets. Then check your answers in the text.

1 The refugees are trying to escape from ... (*persecute*) in their home country.
2 One form gender ... (*unequal*) takes is when women earn less than men for the same job.
3 The company is accused of work ... (*exploit*) in some of their factories.
4 Domestic ... (*violent*) is a terrible thing and we aim to stop it completely.
5 Some people face ... (*discriminate*) on a daily basis in their lives.
6 Not hiring someone because of where they're from is simply ... (*prejudge*).

12 Complete sentences 1–5 with the missing words. Then check your answers in the text. First letters are given.

1 Our organisation p... shelter for vulnerable people.
2 Food banks offer help for people living in p... with not enough money to buy food.
3 Last month our school decided to p... on a talent show.
4 If you have been a... by any of the issues in this programme, visit our website for help.
5 After their crops failed, many people in the country became v... of famine.

13 Work in small groups. Follow the instructions.

You are going to design a Red Nose Day activity for your class to do on Red Nose Day to help raise money for comic relief. This could be one of the ideas in the text, or something different. Think about these things:

- what materials/things you need,
- how you will raise money,
- how you can get people involved.

Present your ideas to the class and vote for the best one.

Use of English

BASIC

E UZUPEŁNIANIE ZDAŃ

1 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 The police arrested my neighbour's son and ... (*accuse / he*) vandalism.

2 For the last month, our local charity ... (*raise / money*) the orphanage located in a neighbouring city.

3 Last year, the unemployment rate in our region was definitely ... (*much / high*) it is now.

4 The city council is building a new homeless shelter for those who cannot ... (*take / care / they*).

5 ... (*it / report*) to the police this morning that a man had been mugged late last night.

E UZUPEŁNIANIE LUK

2 Complete the text. Choose the correct answer a, b or c.

An election gives citizens a chance to choose the group of people (1) ... represent them in the local government or the parliament for the next few years. There are different systems of elections, and very often your vote means your support for a particular candidate, but also for a political party he or she (2) ... . This is how it works in Poland. The party which gathers most votes has the highest numbers of representatives in the parliament and is responsible (3) ... the government.
There's also a presidential election – in this case you give your vote to one of several candidates. If (4) ... receives over 50% of the votes in the first round, a second round of voting is organised, with only two candidates: the winner and the runner-up (the candidate with the second highest number of votes). The candidate who collects more votes than their opponent becomes the President of Poland.
The elections (5) ... every four or five years. If you want to be sure that the future of your country depends on you, remember to take part in the next election and drop your vote into the ballot box.

1	**a** who will	**b** that they	**c** which they
2	**a** belongs to	**b** takes part in	**c** votes against
3	**a** to form	**b** for forming	**c** about forms
4	**a** one of them	**b** either of them	**c** none of them
5	**a** hold	**b** are holding	**c** are held

E TRANSFORMACJE

3 Choose answer a, b or c which means the same as the highlighted phrase.

1 **According to Statistics Poland**, the population of our country decreased last year.
a Statistics Poland reports that
b Statistics Poland doesn't confirm that, but
c Because of Statistics Poland,

2 My uncle **has been a member of the party since 2019**.
a was a member of the party but left it in 2019
b joined the party in 2019 and is still a member
c joined the party in 2019, but then gave up his membership

3 Contact our emergency number if **you have been the witness of a crime**.
a someone has done any harm to you.
b you have seen someone committing a crime.
c you have committed a crime and feel guilty.

4 **I don't feel like listening to** these racist jokes of yours.
a I don't understand
b I don't mind it when I hear
c I don't want you to tell me

5 **The criminal hasn't been caught yet.**
a The police are still looking for the criminal.
b The court is discussing the sentence.
c The crime hasn't been reported to the police yet.

E TŁUMACZENIE

4 Choose answer a, b or c which is the correct translation of the phrase in brackets.

1 Some members of Parliament voted for the new taxes on food, (*podczas gdy inni*) ... were against.
a whereas other
b while others
c when another

2 The ruling party has asked (*żeby opozycja poparła*) ... changes in the act on education.
a that the opposition supported
b why the opposition supported
c the opposition to support

3 (*Gdyby miasto zainstalowało*) ... more security cameras in the streets, there wouldn't be so many cases of vandalism.
a If the city installed
b When the city installs
c The city would install

4 Several protests have been organised all over the country (*żeby pokazać*) ... support for the victims.
a so that they will show
b in order to show
c as a result of showing

EXTENDED

Słowotwórstwo

Zadanie polega na uzupełnieniu luk w zdaniach podanymi słowami przekształconymi w inne części mowy.
Dla utrudnienia, mogą być podane dodatkowe słowa, których nie trzeba wykorzystać.

Najważniejsze kroki:

- ✓ sprawdź, jakie słowa masz do dyspozycji (są zwykle podane w osobnej ramce),
- ✓ przeczytaj dokładnie tekst lub zdania,
- ✓ zastanów się, które z podanych słów najlepiej pasuje znaczeniem do luki,
- ✓ zdecyduj, jaka część mowy jest niezbędna w zdaniu (możesz zmienić np. rzeczownik w przymiotnik lub czasownik w rzeczownik).

Przykład:

regulate • govern • nation • volunteer

1 The Polish ... wants to introduce some changes to the traffic law.
2 My work for the foundation was absolutely ... . I didn't earn a penny for those six months.

Odpowiedzi:
1 government **2** voluntary

Analiza:
W zdaniu 1 potrzebny jest rzeczownik oznaczający kogoś, kto może wprowadzać zmiany w prawie. Zmień czasownik *'govern'* w rzeczownik *'government'*.

Zdanie drugie wymaga przymiotnika – z kontekstu wynika, że chodzi o pracę, za którą nie dostaje się wynagrodzenia, a więc *'voluntary'*.

E SŁOWOTWÓRSTWO

5 Complete each sentence with the correct form of the words in the box. There are two extra words.

arm • economy • employ • free • nation • poor • prison

1 The ... rate is still very high in my region and the government should deal with this problem.
2 Many ... warn that the healthcare system need much more money than has been guaranteed in the next year's budget.
3 Recent statistics show that almost ten per cent of the world's population live in extreme ... .
4 Religious beliefs should never be a reason for discrimination, so governments should guarantee ... of religion to all their citizens.
5 Many countries have decided to give up death penalty and now the punishment is life ... .

E UZUPEŁNIANIE ZDAŃ

6 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 After a year-long trial, the owner of the restaurant ... (*find / guilty*) money laundering.
2 Not many people know that, but the Polish anthem originally had six verses, only four ... (*which / official*) performed now.
3 Mrs Smith's son was really lucky to get ... (*suspend / sentence*) his acts of vandalism.
4 If it hadn't been for the diplomats' efforts, the dispute ... (*change*) into an open conflict between the two countries.
5 The British flag ... (*common / know*) Union Jack.

E TRANSFORMACJE

7 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 The police are still investigating the case of the robbery.
BEING
The case of the robbery ... by the police.
2 The highjackers held 20 passengers hostage and said they would kill them if the pilot didn't fulfil their demands.
THREATENED
The highjackers held 20 passengers hostage and ... if the pilot didn't fulfil their demands.
3 The financial institutions didn't react on time, which resulted in a high inflation rate and an economic crisis.
HAD
There wouldn't have been a high inflation rate and an economic crisis if ... on time.
4 Our city council doesn't do much to involve young people in social projects.
DO
Little ... to involve young people in social projects.
5 There had been negotiations between supporters and opponents of the new tax system for over a year before the new act was finally accepted.
BEEN
Supporters and opponents of the new tax system ... for over a year before the new act was finally accepted.

Speaking

1 Discuss the questions in pairs.

1 Do you ever donate money to charity? What for?

2 What local events can people organise to raise money for charity? Do you ever go to them?

2 21 **Read the task and look at the photos. Then listen to someone doing the task. Which photo does the speaker choose?**

Your school is planning a local event to raise money to help homeless people in your city. Look at three photos you are considering for a poster for the event.

- Choose the one that in your opinion is most suitable, and justify your choice.
- Justify why you reject the remaining options.







Answer the questions.

1 Do you think that organising a local event to raise money is a good idea? Why/Why not?

2 Would you like to work for a charity? Why/Why not?

3 What are the advantages and disadvantages of giving money to homeless people in the street?

4 Give examples of your favourite charity organisations. Explain why you support them.

3 21 **Listen again. Which phrases does the speaker use?**

Useful phrases

General information

There are three photos to choose from.
All/Most of the photos show
In all of the photos there are

Comparing options

All/Both of the photos seem
I don't think the (third) photo is as good because
On the one hand, (…) but on the other hand
This is by far the best option because

Useful phrases

Choice and its justification

I've chosen this photo because
I prefer this photo because
If I have to choose only one, then I would choose

Justifying rejected photos

I definitely wouldn't choose … because
To me this is not as

Matura hacks

Pamiętaj, żeby w tym zadaniu:
1 wybrać zdjęcie, które Twoim zdaniem jest najlepsze i uzasadnić swój wybór,
2 uzasadnić, dlaczego odrzucasz pozostałe zdjęcia.

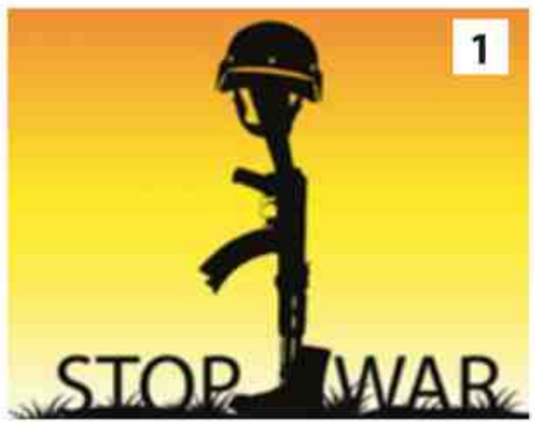
Możesz to zrobić, porównując wybrane zdjęcie z pozostałymi.

E ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

4 **Read the task and look at the pictures. Then practise the task in pairs.**

You are going to give a presentation on how to end international conflict. Look at three pictures you are considering to use on your title slide.

- Choose the one that in your opinion is most suitable, and justify your choice.
- Justify why you reject the remaining options.







Answer the questions.

1 What do you think are the main causes of war? Why?

2 What are good ways to prevent war?

3 What are the challenges of diplomatic negotiations?

4 Give some examples of international organisations which help to resolve international conflicts.

Writing

EXTENDED

1 Look at the list of the most important problems to be solved in your area. Put them in order from the most to the least important.

- streets are poorly lit at night
- shoplifting is quite common
- illegal dumping sites in the suburbs
- there are not enough cycle lanes
- the city centre is packed with cars

2 Write suggestions how the problems could be solved.

Problem: *Many drivers exceed the speed limit.*

Solution: *Speed bumps could be installed to force drivers to slow down.*

3 Read the sample letter addressed to the city council. Answer the questions.

Dear Sirs,
I have decided to write because I want to make you aware of a growing problem which has been affecting graduates of high schools recently. What I mean is insufficient information about courses of study available at universities.

When teenagers graduate from their high schools, what **seems to be one of the biggest problems** is the fact that they don't get enough information about how studies are arranged at universities. It is not easy to find out all the details about, for example, the curriculum, teaching staff or fees and compare them between universities. As a result, many decisions regarding further education are made quite at random and then students regret their choices.

This problem will reoccur every year **unless some steps are taken**. I suggest that the Department of Education in our city council should run a special website which would gather the necessary information about popular courses of study at various universities. Similarly, printed brochures could be distributed in high schools. **This will surely help** young people compare the offers and make reasonable choices.

I would be grateful if you could take my suggestions into account. I believe the suggested solutions are easy and inexpensive to introduce and they will help graduates to find the best university for them to continue their educational journey.

Yours faithfully,
Susan Lindsay

1 What is the problem that the author wants to address?

2 Who is mostly affected by the problem?

3 Who does the author believe should take steps to solve the problem?

4 How will students benefit from the solution the author suggests?

4 Translate the Polish parts of the sentences into English using the phrases in bold from the sample letter.

1 (*To z pewnością pomoże*) ... people who live in this area.

2 Things may only get worse (*o ile jakieś kroki nie zostaną podjęte*) ... taken.

3 Lack of entertainment (*wydaje się być jednym z najważniejszych problemów*) ... here.

4 (*Postanowiłem napisać, ponieważ*) ... I would like to draw your attention to a recent problem in my neighbourhood.

5 (*Byłabym wdzięczna, gdyby*) ... you could look into the matter and work out some solutions.

5 Choose the best linking words to connect the sentences.

1 There aren't enough parking places in the city centre. *As a result / But still*, cars block pavements, cycling lanes and park paths.

2 The only cinema has been closed for over a year now. *I believe / Luckily* this affects the way young people choose to spend their spare time.

3 The city council should set up more green areas. *This will cause that / Otherwise* young people will continue to move out to live in more eco-friendly locations.

E LIST FORMALNY

6 Write a formal letter according to the instructions below. Your letter should be between 200 and 250 words long.

W miejscowości, w której mieszkasz, wielu kierowców przekracza dozwoloną prędkość.
Napisz list do lokalnego samorządu, w którym wspomnisz o możliwych konsekwencjach tego stanu rzeczy oraz zasugerujesz najważniejsze zmiany niezbędne dla poprawy sytuacji.

Revision

BASIC

E ZESTAW LEKSYKALNY

1 Use one word to complete the two sentences.

1 ...
- The problem of ... trafficking mustn't be ignored by the authorities.
- The right to education is one of the most fundamental ... rights.

2 ...
- The Parliament is going to vote for a new ... of state this week.
- A masked man held a gun to the cashier's ... and demanded the money from the cash register.

3 ...
- Because of increasing inflation, many people wonder how to ... through that difficult period.
- If the conflict is not resolved quickly, the situation will only ... worse.

4 ...
- After the detailed investigation, the police found ... who the murderer was.
- The Prime Minister did his best to carry ... the plan to punish careless drivers.

5 ...
- It is necessary for the party leaders to ... up with an idea how to solve the problem of racism.
- Some people may have difficulty in adapting to the modern world when they ... out of prison.

E TRANSFORMACJE

2 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 The jury needed one week to decide whether the man was guilty or innocent.
TOOK
It ... to decide whether the man was guilty or innocent.

2 'You are free,' the judge said to the suspect.
THAT
The judge told the suspect ... .

3 There wasn't enough evidence to imprison the man.
TOO
There ... to imprison the man.

4 It's a pity the witness was unreliable.
WISH
We ... reliable.

5 The countries will sign the treaty at the peace conference next week.
BE
The treaty ... at the peace conference next week.

E TŁUMACZENIE

3 Choose the answer a, b or c which is the correct translation of the phrase in brackets.

1 (*Jest wzrost*) ... in the number of crimes committed by teenagers in recent years.
a This is an increase
b It is an increase
c There has been an increase

2 According to the police, the (*włamanie*) ... into the celebrity's house was 'amateurish'.
a robbery
b burglary
c forgery

3 If (*znaleziono by odciski palców podejrzanego*) ... on the knife, the police would have arrested him.
a the suspect's fingerprints had been found
b the suspect had found his fingerprints
c the suspect's fingerprints had to be found

4 We took out a loan a few years ago, but luckily we've already managed (*spłacić*) ... it back.
a paying
b to pay
c have paid

5 The driver pleaded guilty to leaving the victim of the accident without help and received a three-month (*wyrok w zawieszeniu*) ... .
a life sentence
b capital punishment
c suspended sentence

E SŁOWOTWÓRSTWO

4 Transform the words in bold to complete the sentences.

1 The ... rate is rising because of lack of enough workplaces. **EMPLOY**

2 My company has adopted a policy of fighting ... in the workplace. **DISCRIMINATE**

3 It is ... to sell tobacco to someone under the age of eighteen. **LEGAL**

4 The ... of a plane made the government take steps towards fighting terrorism. **HIJACK**

5 Identity ... happens when someone steals your personal data to commit a crime. **THIEF**

EXTENDED

E SŁOWOTWÓRSTWO

5 Transform the words in bold to complete the sentences.

1 He experienced a severe ... when the judge sentenced him for a crime he hadn't committed. **JUSTICE**

2 The ..., who was caught by the police, confessed to setting fire to the old building. **ARSON**

3 The witness described the ... as a young man with a moustache and brown curly hair. **ASSAULT**

4 The ... conducted by detective Brown uncovered the murder culprit. **INVESTIGATE**

5 Although his behaviour at school is really bad, he always manages to avoid ... . **PUNISH**

E UZUPEŁNIANIE LUK

6 Complete the sentences with one word in each gap.

1 The police suspects him ... taking part in the robbery, but the man claims that he was just an unfortunate witness.

2 My cousin had to report the case ... the police as his wallet with a big sum of money inside had been stolen.

3 The investigator arrived at the crime scene, searched for the evidence and only a few hours later a suspect was ... arrest.

4 When the suspect was detained, he used his ... to remain silent and hired a lawyer.

5 He was released on ... after his girlfriend paid a big amount of money.

E UZUPEŁNIANIE LUK

7 Complete each sentence with the correct form of the word in the box. There are two extra words.

become • get • mug • persecute • sign • stand • violate

1 They had no choice but to escape from ... in their country.

2 The bully didn't expect anyone ... up to him. In fact, most teenagers didn't let him intimidate them.

3 Domestic ... is a regular occurrence in some families, and shows no signs of abating.

4 The conman ... away with extorting money from the elderly couple. Sooner or later the police will find him.

5 Mrs Morris ... the victim of a violent assault if it hadn't been for the quick reaction of a passer-by.

E TRANSFORMACJE

8 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 Jim failed to pay the rent for six months, which resulted in his eviction from the flat.
BEEN
If Jim hadn't failed to pay the rent for six months, he ... from the flat.

2 Robert has to sleep rough. He doesn't have anything against it.
MIND
Robert ... rough.

3 It is known that the kidnappers have demanded a ransom of £5 million.
HAVE
The kidnappers ... a ransom of £5 million.

4 'You did a great job raising so much money for charity,' the teacher said to me.
COMPLEMENTED
The teacher ... so much money for charity.

5 It is impossible Brian blackmailed the trade union leader. He didn't even know him.
COULD
Brian ... the trade union leader since he didn't even know him.

E UZUPEŁNIANIE LUK

9 Complete the sentences. Choose answer a, b, c or d.

1 Britain and France ... war on Germany in 1939.
a entered **c** exposed
b declared **d** claimed

2 The Parliament condemned the bombing as a(n) ... of terrorism against innocent civilians.
a deed **c** step
b act **d** action

3 The salesperson denied ... the pickpocket.
a to see **c** having seen
b to have seen **d** having been seen

4 There are many types of sanctions that can be ... on an insubordinate country.
a applied **c** involved
b provided **d** imposed

5 It's high time the political party ... a campaign for the general election next year.
a started running **c** has started running
b would start to run **d** will start to run

Wordlist

SOCIAL ISSUES

aid /eɪd/ pomoc, wsparcie
bribery /'braɪbəri/ przekupstwo, łapówkarstwo
charity /'tʃærəti/ organizacja charytatywna; dobroczynność
community /kə'mju:nəti/ społeczność
corruption /kə'rʌpʃən/ korupcja
disability /ˌdɪsə'bɪləti/ niepełnosprawność; inwalidztwo
discriminate against sb /dɪˌskrɪmə'neɪʃən ə'genst sʌmbɒdi/ dyskryminować kogoś
domestic violence /dəˌmestɪk 'vaɪələns/ przemoc domowa
donate money to charity /dəʊˌneɪt ˌmʌni tə 'tʃærəti/ przekazać pieniądze na cele charytatywne
embezzlement /ɪm'bezəlment/ defraudacja
equal /'i:kwəl/ równy/równa
equality /ɪ'kwɒləti/ równość
ethnic prejudice /ˌeθnɪk 'predʒədɪs/ uprzedzenie etniczne
evict /ɪ'vɪkt/ eksmitować
fundraising /'fʌndˌreɪzɪŋ/ zbieranie funduszy
homelessness /'həʊmləsnes/ bezdomność
illegal migration /ɪˌli:gəl maɪ'greɪʃən/ nielegalna migracja
illiteracy /ɪ'lɪtərəsi/ analfabetyzm
on the dole /ɒn ðə dəʊl/ na zasiłku
orphanage /'ɔ:fənɪdʒ/ sierociniec; dom dziecka
poor /pɔ:/ biedny
poverty /'pɒvəti/ bieda
public money /ˌpʌblɪk 'mʌni/ pieniądze państwowe
racism /'reɪsɪzəm/ rasizm
raise awareness /reɪz ə'weənəs/ zwiększać świadomość
raise money /reɪz 'mʌni/ zbierać pieniądze
shelter /'ʃeltə/ schronisko
sleep rough /sli:p rʌf/ spać pod gołym niebem
social benefits /ˌsəʊʃəl 'benəfɪts/ świadczenia socjalne
social inequality/injustice /ˌsəʊʃəl ˌɪnɪ'kwɒləti/ɪn'dʒʌstɪs/ nierówność/ niesprawiedliwość społeczna
social issues /ˌsəʊʃəl 'ɪʃu:z/ problemy społeczne
social reform /ˌsəʊʃəl rɪ'fɔ:m/ reforma społeczna
underprivileged /ˌʌndə'prɪvəlɪdʒd/ mający mniejsze prawa, żyjący w złych warunkach
unemployed /ˌʌnɪm'plɔɪ/ bezrobotny
unemployment /ˌʌnɪm'plɔɪmənt/ bezrobocie
unequal /ʌn'i:kwəl/ nierówny
voluntary work /'vɒləntəri wɜ:k/ praca ochotnicza, dobrowolna
volunteer /ˌvɒlən'tɪə/ wolontariusz/ wolontariuszka

CRIME AND PUNISHMENT

accuse sb of sth /ə'kju:z sʌmbɒdi əv sʌmθɪŋ/ oskarżyć kogoś o coś
arson /'ɑ:sən/ podpalenie
arsonist /'ɑ:sənɪst/ podpalacz/podpalaczka
ban (n; v) /bæn/ zakaz; zakazywać
be against the law /bi ə'genst ðə lɔ:/ być niezgodnym z prawem
be tried for assault /bi traɪd fə ə'sɔ:lt/ być sądzonym za napad
be under arrest /bi ˌʌndə ə'rest/ być aresztowanym
blackmail (n, v) /'blækmeɪl/ szantaż; szantażować
blackmailer /'blækmeɪlə/ szantażysta/ szantażystka
break into /breɪk 'ɪntə/ włamać się do
break the law /breɪk ðə lɔ:/ łamać prawo
bullying /'bʊliɪŋ/ znęcanie się (nad słabszymi)
burglary /'bɜ:gləri/ włamanie
charge sb with sth /tʃɑ:dʒ sʌmbɒdi wɪð sʌmθɪŋ/ oskarżać kogoś o coś
commit a crime /kə'mɪt əkraɪm/ popełnić przestępstwo
community service /kə'mju:nəti 'sɜ:vɪs/ prace społeczne
convict /kən'vɪkt/ więzień; skazaniec
convict sb of sth /kən'vɪkt sʌmbɒdi əv sʌmθɪŋ/ uznawać kogoś winnego jakiegoś czynu
crime prevention /kraɪm prɪ'venʃən/ zapobieganie przestępczości
criminal trial /'krɪmɪnəl 'traɪəl/ proces karny
cybercrime /'saɪbəkraɪm/ cyberprzestępstwo
death penalty/capital punishment /deθ 'penlti/ˌkæpətl 'pʌnɪʃmənt/ kara śmierci
defence /dɪ'fens/ obrona
defend sb /dɪ'fend sʌmbɒdi/ bronić kogoś
demand ransom /dɪ'mɑ:nd 'rænsəm/ żądać okupu
deny /dɪ'naɪ/ zaprzeczać
drug dealing/trafficking /'drʌg ˌdi:lɪŋ/ 'træfɪkɪŋ/ nielegalny handel narkotykami
evidence /'evɪdəns/ dowód
eyewitness /'aɪˌwɪtnəs/ naoczny świadek
find sb guilty of sth /faɪnd sʌmbɒdi 'gɪlti əv sʌmθɪŋ/ uznać kogoś za winnego jakiegoś czynu
fine /faɪn/ grzywna
fingerprint /'fɪŋgəˌprɪnt/ odcisk palca
forge /fɔ:dʒ/ podrabiać; fałszować
forgery /'fɔ:dʒəri/ fałszertwo
fraud /frɔ:d/ oszustwo
get a life sentence /get ə laɪf 'sentəns/ dostać dożywocie
get a suspended sentence for /get ə səˌspendɪd 'sentəns fə/ dostać wyrok w zawieszeniu za
get away with sth /ˌget ə'weɪ wɪð sʌmθɪŋ/ uniknąć kary
get punished /get 'pʌntɪʃ/ zostać ukaranym
go on trial /gəʊ ɒn 'traɪəl/ stanąć przed sądem
go to prison /gəʊ tə 'prɪzən/ pójść do więzienia
hijacking /'haɪdʒækɪŋ/ porwanie; uprowadzenie
hold/keep sb in custody /həʊld/ki:p sʌmbɒdi ɪn 'kʌstədi/ trzymać kogoś w areszcie śledczym
hostage /'hɒstɪdʒ/ zakładnik/zakładniczka
human trafficking /ˌhju:mən 'træfɪkɪŋ/ handel ludźmi
identity theft /aɪ'dentəti θeft/ kradzież tożsamości
illegal /ɪ'li:gəl/ nielegalny
imprison /ɪm'prɪzən/ wsadzić do więzienia
imprisonment /ɪm'prɪzənmənt/ kara więzienna; uwięzienie
innocent /'ɪnəsənt/ niewinny
investigate /ɪn'vestɪgeɪt/ prowadzić dochodzenie
investigation /ɪnˌvestɪ'geɪʃən/ dochodzenie
judge /dʒʌdʒ/ sędzia
jury /'dʒʊəri/ ława przysięgłych
justice /'dʒʌstɪs/ sprawiedliwość
kidnap /'kɪdnæp/ porywać
kidnapper /'kɪdnæpə/ porywacz/porywaczka
kidnapping /'kɪdnæpɪŋ/ porwanie
kill /kɪl/ zabić
law /lɔ:/ prawo
lawyer /'lɔ:jə/ prawnik
life imprisonment /laɪf ɪm'prɪzənmənt/ kara dożywocia
manslaughter /'mænˌslɔ:tə/ nieumyślne spowodowanie śmierci
money laundering /'mʌni 'lɔ:ndərɪŋ/ pranie pieniędzy
mug (n; v) /mʌg/ napaść; napadać (okraść)
mugger /'mʌgə/ rabuś; bandyta uliczny
mugging /'mʌgɪŋ/ bandycki napad
murder (n; v) /'mɜ:də/ morderstwo; zamordować
murderer /'mɜ:dərə/ morderca/morderczyni
offence /ə'fens/ wykroczenie
offender /ə'fendə/ przestępca
pay a fine /peɪ e faɪn/ płacić mandat
penalty /'penlti/ kara
pickpocket (n; v) /'pɪkˌpɒkɪt/ kieszonkowiec; ukraść
pickpocketing /'pɪkˌpɒkɪtɪŋ/ kradzież kieszonkowa
plead guilty/not guilty/innocent /pli:d 'gɪlti/ nɒt 'gɪlti/'ɪnəsənt/ przyznać się do winy / nie przyznawać się do winy
prison sentence /ˌprɪzən 'sentəns/ kara więzienia
prosecute sb for sth /'prɒsɪkju:t sʌmbɒdi fə sʌmθɪŋ/ oskarżać kogoś o coś
prosecutor /'prɒsɪkju:tə/ oskarżyciel
punishment /'pʌnɪʃmənt/ kara
ransom /'rænsəm/ okup
release from prison /rɪ'li:s frəm 'prɪzən/ wypuścić z więzienia
release sb on bail /rɪ'li:s sʌmbɒdi ɒn beɪl/ wypuścić za kaucją
report sth to the police /rɪ'pɔ:t sʌmθɪŋ tə ðə pə'li:s/ zgłosić coś na policję
rob /'rɒb/ rabować, okradać
robber /'rɒbər/ złodziej; rabuś
robbery /'rɒbəri/ rabunek, kradzież
search a house/flat/person /sɜ:tʃ ə haʊs/ flæt/ 'pɜ:sən/ przeszukać dom/mieszkanie/ osobę
sentence /'sentəns/ wyrok
sentence to /'sentəns tə/ skazać (kogoś) na
shoplift /'ʃɒpˌlɪft/ kraść ze sklepu
shoplifting /'ʃɒpˌlɪftɪŋ/ kradzież sklepowa
smuggler /'smʌgələ/ przemytnik/ przemytniczka
smuggling /'smʌgəlɪŋ/ przemyt
speeding /'spi:dɪŋ/ przekroczenie prędkości
suspect sb of sth /sə'spekt sʌmbɒdi əv sʌmθɪŋ/ podejrzewać kogoś o coś
take sb to court /teɪk sʌmbɒdi tə kɔ:t/ podać kogoś do sądu

tax evasion /tæks ɪ'veɪʒən/ unikanie płacenia podatków
testify /'testɪfaɪ/ zeznawać
theft /θeft/ kradzież
thief /θi:f/ złodziej
verdict /'vɜ:dɪkt/ werdykt
victim /'vɪktɪm/ ofiara
violence /'vaɪələns/ przemoc
witness /'wɪtnəs/ świadek

CONFLICTS AND WARS

act of terrorism /ækt əv 'terərɪzəm/ akt terroryzmu
armed conflict /ɑ:md 'kɒnflɪkt/ konflikt zbrojny
assassination /ə,sæsə'neɪʃən/ morderstwo, zamach
break out /breɪk aʊt/ wybuchnąć (o wojnie, epidemii, huraganie)
casualty /'kæʒuəlti/ ofiara (wypadku, zamachu)
ceasefire /'si:sfaɪə/ zawieszenie broni
civilian /sə'vɪljən/ cywil
declare war on sb /dɪ'kleə wɔ: ɒn sʌmbɒdi/ wypowiedzieć komuś wojnę
escalate /'eskəleɪt/ potęgować, nasilać
fighting /'faɪtɪŋ/ walki; zamieszki; działania bojowe
impose sanctions /ɪm,pəʊz 'sæŋkʃən/ nałożyć sankcje
invasion /ɪn'veɪʒən/ inwazja; wtargniecie
military intervention /,mɪlətəri ,ɪntə'venʃən/ interwencja zbrojna
negotiations /nɪ,gəʊʃi'eɪʃənz/ negocjacje
outbreak of war /'aʊtbreɪk əv wɔ:/ wybuch wojny
peace talks /pi:s tɔ:ks/ rozmowy pokojowe
peace treaty /pi:s 'tri:ti/ traktat pokojowy
rebellion /rɪ'beljən/ rebelia; powstanie
riot /'raɪət/ zamieszki
sign a treaty /saɪn ə 'tri:ti/ podpisać traktat
soldier /'səʊldʒə/ żołnierz
special forces /'speʃəl fɔ:sɪz/ siły specjalne
suicide bomber /,su:əsaɪd 'bɒmə/ zamachowiec samobójca
target /'tɑ:gɪt/ cel
unarmed /,ʌn'ɑ:md/ nieuzbrojony
United Nations forces /ju:,naɪtɪd 'neɪʃənz fɔ:sɪz/ siły ONZ
victory /'vɪktəri/ zwycięstwo
war zone /wɔ: zəʊn/ strefa wojny
weapon /'wepən/ broń
world peace /wɜ:ld pi:s/ pokój na świecie

STATE STRUCTURE/STATE OFFICES

authorities /ɔ:'θɒrətiz/ władze
cabinet /'kæbɪnɪt/ rząd
citizen /'sɪtɪzən/ obywatel/obywatelka
citizenship /'sɪtəzənʃɪp/ obywatelstwo
city councillor/town councillor /,sɪti 'kaʊnsələ/,taʊn 'kaʊnsələ/ radny
city hall/town hall /,sɪti hɔ:l/,taʊn hɔ:l/ ratusz
city/town council /,sɪti/,taʊn 'kaʊnsəl/ rada miasta
constitutional monarchy /,kɒnstə,tju:ʃənəl 'mɒnəki/ monarchia konstytucyjna
government /'gʌvəmənt/ rząd
head of state /hed əv steɪt/ głowa państwa
House of Commons /haʊs əv 'kɒmənz/ Izba Gmin (w Wielkiej Brytanii)
House of Lords /haʊs əv lɔ:dz/ Izba Lordów (w Wielkiej Brytanii)
House of Representatives /haʊs əv ,reprɪ'zentətɪvz/ Izba Reprezentantów (w USA)
king /kɪŋ/ król
kingdom /'kɪŋdəm/ królestwo
Mayor /meə/ burmistrz; prezydent miasta
Member of Parliament/MP /,membə əv 'pɑ:ləmənt/,em 'pi:/ poseł/posłanka
minority government /maɪ'nɒrəti 'gʌvəmənt/ rząd mniejszościowy
monarch /'mɒnək/ monarcha
monarchy /'mɒnəki/ monarchia
nation /'neɪʃən/ naród; państwo
national anthem /,næʃənəl 'ænθəm/ hymn narodowy
national flag/,næʃənəl flæg/ flaga narodowa
national identity /,næʃənəl aɪ'dentəti/ tożsamość narodowa
parliament /'pɑ:ləmənt/ parlament
policy /'pɒləsi/ polityka (zasady dotyczące czegoś)
population /,pɒpjə'leɪʃən/ populacja
President /'prezɪdənt/ prezydent
Prime Minster/PM /praɪm 'mɪnstə/ premier
province /'prɒvəns/ województwo
queen /kwi:n/ królowa
republic /rɪ'pʌblɪk/ republika
right wing (n; adj) /raɪt wɪŋ/ prawica; prawicowy
royal family /,rɔɪəl 'fæməli/ rodzina królewska
rule/govern /ru:l/'gʌvən/ rządzić
senate /'senət/ senat
headquarters /'hed,kwɔ:təz/ główna siedziba

POLITICS

be eligible to vote /bi 'elɪdʒəbəl tə vəʊt/ być uprawnionym/uprawnioną do głosowania
coalition /,kəʊə'lɪʃən/ koalicja
conservative /kən'sɜ:vətɪv/ konserwatywny
democracy /dɪ'mɒkrəsi/ demokracja
elect /ɪ'lekt/ wybierać (np. prezydenta, urzędnika)
election /ɪ'lekʃən/ wybory
election results /ɪ,lekʃən rɪ'zʌlts/ wyniki wyborów
electorate /ɪ'lektərət/ elektorat, wyborcy
form a government /fɔ:m ə 'gʌvəmənt/ utworzyć rząd
general election /,dʒenərəl ɪ'lekʃən/ wybory powszechne
govern the country /,gʌvən ðə 'kʌntri/ rządzić krajem
hold an election /həʊld ən ɪ'lekʃən/ przeprowadzać wybory
internal politics /ɪn,tɜ:nl 'pɒlətɪks/ polityka wewnętrzna
left wing /left wɪŋ/ lewica
liberal /'lɪbərəl/ liberalny
opposition /,ɒpə'zɪʃən/ opozycja
party member /,pɑ:ti 'membə/ członek partii
political leader /pə,lɪtɪkəl 'li:də/ lider polityczny
politician /,pɒlə'tɪʃən/ polityk
politics /'pɒlətɪks/ polityka
presidential election /,prezɪ'denʃəl ɪ'lekʃən/ wybory prezydenckie
run a campaign /rʌn ə kæm'peɪn/ prowadzić kampanię
run for office /rʌn fə 'ɒfɪs/ ubiegać się o urząd
social policy /,səʊʃəl 'pɒləsi/ polityka społeczna
stand for an election /stænd fə ən ɪ'lekʃən/ startować w wyborach
vote for /'vəʊt fə/ głosować na
voter /'vəʊtə/ wyborca
win an election /wɪn ən ɪ'lekʃən/ wygrać wybory

ECONOMY

black market /,blæk 'mɑ:kɪt/ czarny rynek
boom /bu:m/ hossa; gwałtowny wzrost
commerce /'kɒmɜ:s/ handel
currency /'kʌrənsi/ waluta
decrease/fall (n; v) /dɪ'kri:s/fɔ:l/ spadek, zmniejszenie/spadać, zmniejszać
demand /dɪ'mɑ:nd/ popyt
domestic trade /də,mestɪk treɪd/ handel wewnętrzny
downturn /'daʊntɜ:n/ spadek koniunktury
economic crisis /,ekə,nɒmɪk 'kraɪsɪs/ kryzys ekonomiczny
economic growth /,ekə,nɒmɪk grəʊθ/ wzrost gospodarczy
economic recovery /,ekə,nɒmɪk rɪ'kʌvəri/ ożywienie gospodarcze
economical /,ekə'nɒmɪkəl/ ekonomiczny
economics /,ekə'nɒmɪks/ ekonomia (dziedzina nauki)
economy /ɪ'kɒnəmi/ gospodarka
economist /ɪ'kɒnəmɪst/ ekonomista
exchange rate /ɪks'tʃeɪndʒ reɪt/ kurs wymiany walut
expenditure /ɪk'spendɪtʃə/ wydatki
export (n; v) /'ekspɔ:t/ eksport; eksportować
finance (n; v) /'faɪnæns/ finanse; finansować
financial /fə'nænʃəl/ finansowy
free market economy /fri: 'mɑ:kɪt ɪ'kɒnəmi/ gospodarka wolnorynkowa
go bankrupt /gəʊ 'bæŋkrʌpt/ zbankrutować
go into recession /gəʊ ,ɪntə rɪ'seʃən/ znaleźć się w recezji
import (n; v) /'ɪmpɔ:t/ import; importować
income /'ɪŋkʌm/ dochód
increase/rise (n) /ɪn'kri:s/raɪz/ wzrost; zwiększać się
inflation, rate of inflation /ɪn'fleɪʃən/reɪt əv ɪn'fleɪʃən/ inflacja, poziom inflacji
interest rate /'ɪntrɪst reɪt/ stopa procentowa
international trade /,ɪntə'næʃənəl treɪd/ handel międzynarodowy
invest /ɪn'vest/ inwestować
national debt /'næʃənəl det/ dług państwowy
profit /'prɒfɪt/ zysk
public debt /,pʌblɪk det/ dług publiczny
public/government spending /,pʌblɪk/ ,gʌvəmənt 'spendɪŋ/ wydatki rządowe
supply and demand /sə'plaɪ ənd dɪ'mɑ:nd/ podaż i popyt
take out a bank loan /teɪk aʊt ə bæŋk ləʊn/ wziąć z banku pożyczkę
tax /tæks/ podatek

Moduł 5

Edukacja

Vocabulary

School, school rooms and education system

BASIC

1 Discuss the questions in pairs.

1 What do you like most about your school? Why?
2 What do you like least about your school? Why?
3 If you could change one thing about your school, what would you change?

2 Complete the sentences with the words in the box. There are two extra words.

canteen • classroom • computer room • gym
library • locker • playground • principal's office
secretary's office • science lab • sports field • staffroom

1 We play football on the ... .
2 We have most lessons in a ... .
3 We do weightlifting in the ... .
4 If you're in trouble, you might get sent to the ... .
5 We carry out experiments in the ... .
6 At break times, we hang out in the ... .
7 The teachers spend breaks in the ... .
8 We borrow books from the ... .
9 We learn coding in the ... .
10 We buy and have lunch in the ... .

3 Put these educational institutions in the order you attend them, from youngest to oldest.

a secondary school
b college
c nursery/kindergarten
d university
e primary school (GB)/elementary school (US)

EXTENDED

4 What is the difference in meaning between these pairs or groups of words?

1 private / state school
2 vocational / technical school
3 boarding school / high school
4 mixed ability class / single sex school
5 core curriculum / timetable
6 compulsory / optional subjects

5 Complete the sentences with words from exercise 4.

1 My parents couldn't afford to send me to a private school, so I went to a ... school in central London, but I really enjoyed it.
2 Here is your list of ... subjects to choose from for next year.
3 If you want to become a chef, then it's a good idea to attend a ... school.
4 I'd hate to go to a ... school. I'd miss my family too much!
5 On the first day of the school year the teacher gave us our ... . Twice a week we start lessons at 9 a.m.

School subjects and extracurricular activities

BASIC

6 Match activities 1–12 with subjects in the box. There are two extra subjects.

art • biology • chemistry • economics • engineering
foreign languages • geography • history
Information and communication technology (ICT) • maths
music • physical education (PE) • physics • sociology

1 learn about different types of energy
2 learn to draw or paint
3 learn about rhythm

4 learn about population density in different countries
5 learn to code
6 learn how to separate sand from salt
7 learn about the second world war
8 look at plant and animal cells through a microscope
9 learn how to use the present perfect tense
10 learn about prime numbers
11 learn about profit and loss
12 run or play team games

7 Complete the text with the subjects from exercise 6.

Hi! My name's Jake and I go to Westfield secondary school. My favourite subject at school is (1) ... , because I'm really into technology and I love finding out how my gadgets work. Next is (2) ... because we get to learn lots of different things about the world. Sometimes it feels like we're travelling to far away, exotic places from our classroom. I'm not very good at sport, so I don't enjoy (3) ... much, to be honest. I'm also not very interested in (4) ... – I don't really have a 'business mind', if that makes sense.
I'm interested in the past, so of course I like studying (5) ... , but the lesson is in a really small, dark room, so I don't enjoy it much.

EXTENDED

8 Complete the text from a school's website with the words in the box.

band • choir • develop • humanities • join • psychology
social • sociology • trips • voluntary

Title: **Extracurricular activities**

Here at Westbrook Academy we offer a range of extracurricular activities, both after school and sometimes at weekends. For fans of (1) ... , we have an active geography club which goes on monthly field (2) ... . Our (3) ... sciences club features regular talks on aspects of (4) ... , where people can share their beliefs about society, culture and identity, as well as talks related to (5) ... where we study the human mind. This club is also involved in (6) ... work in the local area, helping disadvantaged families.
We also have more light-hearted clubs such as a music club, where you can sing in a (7) ... or even play in a (8) ... . So whatever you're into, come and (9) ... one of our clubs and (10) ... your skills today.

comment ● share ●

School objects and people

BASIC

9 Choose the correct options.

1 A: Can I write the answers in my *coursebook / notebook*?
B: Only in pencil. At the end of the year you must delete them with a *compass / rubber* and we will use it again.
2 A: How can I measure 60 degrees?
B: Use a *compass / set square*.
3 A: Have you got any *rulers / paper clips*? I need to keep these worksheets together.
B: Better to use a *stapler / hole punch*, it'll be more secure.
4 A: I like your *school bag / pencil case*, is it new?
B: Yes, it's great for carrying all my felt-tip pens in.
5 A: Can I borrow your *rubber / pencil sharpener*? My pencil's blunt.
B: Sure, here you go.

10 Choose the correct options to complete the sentences.

1 We're lucky to have a nice ... teacher this year. Every morning she asks us how we are.
a form **b** head **c** staff
2 Do you get on well with all your ... ?
a caretakers **b** head teachers **c** classmates
3 My brother's a bit of a ... . He's always got his head in a book.
a bookworm **b** booksnake **c** bookfrog
4 When you take the writing exam, think about the impression your text will have on the ... when they read it.
a lecturer **b** teacher **c** examiner
5 My aunt is a ... of mathematics at university.
a teacher **b** professor **c** librarian

EXTENDED

11 Translate the phrases in brackets into English.

1 Judy was misbehaving really badly in class so she (*została wysłana do dyrektora szkoły*) ... .
2 When Mr Wilkins left, Mrs Dowbury took over as (*pełniąca obowiązki zastępcy dyrektora szkoły*) ... .
3 My exam was marked by the (*głównego egzaminatora*) ... !
4 Mr Viney isn't (*członkiem grona pedagogicznego*), ... he's the caretaker.
5 Today the class is going to (*wybrać przedstawiciela samorządu uczniowskiego*) ... .

School life

BASIC

12 Who does the following things: a teacher (T), a student (S) or both (B)?

be absent/present • be excluded • go to assembly
go on a school trip • have a lunch break
have a staff meeting • pay attention in class • play truant
set homework • speak to parents at a parent's evening
skip classes • take the register • wipe the board

13 Choose the correct options.

1 We're ... next week to the Houses of Parliament. I can't wait!
a going on a school trip
b having a staff meeting
c skipping classes

2 Milena, can you ... clean while I give out the worksheets, please?
a play truant
b go to assembly
c wipe the board

3 I'll be late home tonight, I ... with the other teachers in our department.
a have a lunch break
b have a staff meeting
c am absent

4 Mr Wilkins ... today, he's got the flu.
a is absent
b has a staff meeting
c is present

5 It's difficult to ... with all the noise from the building work outside.
a set homework
b pay attention in class
c skip classes

EXTENDED

14 Match 1–9 with a–i to make phrasal verbs.

1	drop	**a**	up a new sport or interest
2	hand	**b**	in a subject
3	take	**c**	out of school
4	sign	**d**	in an assignment to the teacher
5	sail	**e**	up some useful tips
6	break	**f**	over the main points
7	major	**g**	up for a new course
8	pick	**h**	through a subject
9	go	**i**	up for the holidays

15 Translate the phrases in brackets into English.

Last year Steve (*zapisał się na*) (1) ... sixth form college and decided to (*specjalizować się w*) (2) ... history. But after a few weeks he realised he didn't like the subject and couldn't wait to break up for the holidays. When he went back after the holidays he became less and less interested. He didn't (*brał udziału w*) (3) ... discussions in class and (*oddawał*) (4) ... assignments late. Eventually he (*rzucił*) (5) ... college and went travelling round Europe.

Assessment and grades

BASIC

16 Choose the odd one out in each group.

1 *sit / take / revise for* an exam
2 *take / get / score* 56 marks in a test
3 *pass / do / fail* an exam
4 *grade / mark / pass* a test
5 *cheat / do well / do badly* in an exam
6 *prepare / revise / go* for an exam

17 Choose the correct options to complete the text.

Worried about (1) *sitting / marking* exams? Well you shouldn't be. As long as you have a clear strategy, you'll be fine. If you want to (2) *do / get* a good mark in a test, the first thing you need to do is make sure you prepare properly. Firstly, you need to set yourself a schedule to help you (3) *revise / retake* everything you've learnt over the year or term. The night before your exam, try not to think about it – watch a movie or listen to music to take your mind off it and get a good night's sleep so that you're feeling refreshed on the morning you (4) *take / pass* the exam. And remember, if the worst happens and you do (5) *well / badly*, you can always (6) *revise / retake* it again in the future.

EXTENDED

18 Discuss the difference in meaning between the following pairs of words and phrases in bold.

1 **a** Congratulations, you got 96% in the exam. You **passed with flying colours**!
b Jackie just managed to **scrape a pass** in physics but her grade wasn't that good.

2 **a** Have a break from revising this evening and come out with us. Don't be such a **swot**.
b You chose the same topic as me! You're such a **copycat**!

3 **a** I forgot about tomorrow exam. I'm going to have to **cram** to try and remember all this information.
b Don't even think about trying to **cheat** in the exam – you'll get caught.

4 **a** When my grandad was at school they just got a **school certificate** when they finished. Not like now where we have GSCEs in each subject.
b To get into the top universities you usually have to sit a **university entrance exam** as well as get good grades at school.

19 Complete the sentences with the correct form of the words and phrases in exercise 18.

1 I'm rubbish at revision. I always leave it to the last minute then have to ... and try and remember lots of facts.
2 Carla told me she ... in her maths exam by writing the answers on her arm!
3 You're such a ... . Take a break from revision and come and play football for a bit.
4 I got 61%! I really thought I'd fail, but I just managed to ... .

Learning and life-long learning

BASIC

20 Complete the sentences with the words in the box.

attend • concentrate • get • memorise
solving • work • write

1 Which school did you ... before coming here?
2 Matt really enjoys ... problems. That's why he's good at maths, I think.
3 Ugh, I have to ... an essay this weekend.
4 I much prefer working in the morning. I find it difficult to ... on schoolwork in the evening.
5 If you ... hard this year you might be able to ... a scholarship to university.
6 We need to ... these dates for the history test tomorrow.

EXTENDED

21 Do these pairs of words and phrases have a similar (S) or different (D) meaning?

1 a piece of cake / demanding
2 catch up on something / fall behind
3 learn something by heart / memorise something
4 have a good head for science / be gifted at science
5 jog your memory / prompt you

22 Complete the sentences with the missing words.

1 I'm very good at ... things. I have an excellent memory.
2 I find English a piece of ... , but physics, on the other hand, is very ... .
3 My teachers tell me I have a good ... for figures.
4 I can remember most things I learn in biology, as long as I have something to ... my memory.
5 I fell ... in maths a bit this month, so next month I'll have to ... up on what I've missed.

University and graduating

BASIC

23 Match the words 1–6 with definitions a–f.

1 research
2 graduate
3 diploma
4 tuition fees
5 lecture
6 hall of residence

a someone who has finished university
b serious study of a subject in order to discover new facts or test new ideas
c the money you pay to attend university
d a document to show you have finished your studies
e a place where students live together while they study
f a long talk to a group of students

EXTENDED

24 Complete the text with the words in the box. There are two extra words.

attend • doing (x2) • got • graduate • having
paying • studying • take • write

I'm (1) ... an undergraduate degree in Sociology. I (2) ... into university last year after getting four A-levels at school. On my course we only have to (3) ... lectures three times a week. The rest of the time we spend (4) ... research or (5) ... tutorials. I'm really enjoying it at the moment. I think the final year will be tough though, I'll have to (6) ... a dissertation and have lots of exams if I want to (7) ... from university with a good degree. But for now it's not too difficult – the hardest thing is (8) ... the tuition fees!

Listening

BASIC

1 Work in pairs. Describe your favourite teacher (past or present), or a teacher who has made a good impression on you.

2 22 Listen to people describing their favourite teachers. Which of these things do they mention?

a school dinners
b teaching politeness
c being strict
d bullying
e teaching sport
f providing extra tuition

E WYBÓR WIELOKROTNY

3 22 Listen again and choose the correct option a, b or c.

Recording 1

1 The speaker thinks what she says about her old teacher
a is something everyone has experienced.
b she might not have remembered properly.
c might sound less important to other people.

Recording 2

2 What did the speaker think about the teacher before he met him?
a He was very serious.
b He was very silly.
c He was very kind.

3 How did the class feel at the end of the year?
a They were unhappy not to have him teach them any more.
b They were looking forward to meeting their next teacher.
c They were sad to be leaving school.

Recording 3

4 How does the girl describe her maths teacher at first?
a funny
b easy-going
c punctual

5 The boy had problems with maths last year
a until he had this teacher.
b because of other students in the class.
c while he was preparing for an exam.

6 At the end the boy describes the maths teacher as
a clever.
b selfless.
c silly.

4 Choose the correct options to complete the sentences.

1 Please don't *misbehave / disobey* in class, it won't help you in the long run.
2 Saying 'please' and 'thank you' is just good *moods / manners*.
3 Our new teacher is very *strict / rigid*. We're not even allowed to talk in class!
4 Bullies will be *disciplined / regulated* by the head teacher.
5 Students who keep *breaking / cutting* the rules will be excluded.

5 Discuss the questions in pairs.

1 Do you like studying online? Why/Why not?
2 Which school subjects do you think are more suitable for online learning? Which do you think are less suitable? Why?

6 23 You are going to listen to a radio interview with a student at an online university. Listen and put the topics in the order she describes them.

a advice for online students
b the advantages of online learning
c a funny experience
d the disadvantages of online learning

E UZUPEŁNIANIE LUK

7 23 Listen again and complete gaps 1–5 with information from the recording.

Studying online

ADVANTAGES
lectures are recorded so:
- *you can (1) ... when you want to*
- *you can listen to (2) ... points more than once*

DISADVANTAGES
- *it feels strange having classes at (3) ...*
- *studying online is very different but it becomes easier*

ADVICE
- *make sure you don't send (4) ... messages to the group!*
- *create a schedule and organise your time because you need to meet (5) ...*

EXTENDED

8 24 Listen to four speakers describing skills they think should be taught at school. Which of these do they describe?

a gardening
b driving
c personal finances
d housework
e how to set up a company
f dealing with failure
g negotiating
h building maintenance

E DOBIERANIE

9 24 Listen again. Match Speakers 1–4 with sentences A–E. There is one extra sentence.

This Speaker mentions

A how they taught themselves this skill.
B how everyone will benefit from it.
C a teacher who taught them this skill.
D problems they had in the past related to this skill.
E a second skill which should be taught at the same time.

1	2	3	4
...	...	...	...

10 Complete the sentences with the words in the box. There are two extra words.

clue • end • fail • flying • grounding
hard • head • start • struggle

1 Getting good marks at school can give you a head-... in life.
2 Every child needs a good ... in literacy skills.
3 I ... with maths, I find it really difficult.
4 You should study accounting, you have a good ... for figures.
5 Carla passed her English exam with ... colours!
6 Setting a study schedule before you start revising will help you no ... .
7 Sorry, I can't help you with your homework. I haven't got a ... about physics!

11 Think of a new subject you would like to learn at school that you don't already study. Make notes on the following things:

- the advantages of studying it at school
- any special equipment you'll need
- what you'll be able to do at the end of the year

12 25 Listen to an interview with a professor about STEAM education and answer the questions.

1 What does the acronym STEAM stand for?
2 How is it different from traditional curricula?
3 What two examples of STEAM activities does the professor give?
4 What is the Maker Movement?

E UZUPEŁNIANIE LUK

13 25 Listen to the interview again. Complete sentences 1–4 with the missing information.

1 The goal of STEAM teaching is to ... rather than teach facts.
2 The main focus of STEAM activities is for students to ... , not answer questions.
3 Students are encouraged to make use of skills such as ... , testing hypotheses and then evaluating information.
4 A 'Makerspace' is a ... where students can collaborate in order to build things.

14 25 Complete the extracts with one missing word. Then listen again and check your answers.

1 It basically aims to integrate the teaching of these subjects into lessons which ... from different aspects of each subject.
2 … rather than having them ... long lists of facts and 'knowledge'.
3 Students take part in practical, ...-on projects by collaborating in groups.
4 Students are then encouraged to make use of skills such as critical thinking by asking questions, testing hypotheses and then ... information.
5 Again, students are working in groups and need to ... in order to build things.

15 Work in pairs. Use the following objects to make a model. It can be of anything you want, but it must have a purpose or function and you must use all of the objects.

- a ruler
- paper clips
- three sheets of paper
- a rubber
- two pencils

Present your ideas to the class.

Reading

BASIC

1 Discuss the questions in pairs.

1 How are school buildings usually designed?
2 What do you like about the design of your school building? What don't you like? Why?
3 Do you think the design of a school building can affect how well you learn? In what ways?

2 Look at the photos of two schools. What do you think is unique about them? Read about the schools and check your predictions.

Much of the focus in education these days is on the quality of teaching, and how best to deliver it in a supportive learning environment. But how often is the design of a school building taken into account? Well two schools in Europe have done just that. Here we take a look at them and their unique designs, as well as how they contribute towards the students' education. First, we travel to the north of England.

Monkseaton High School, Whitley Bay, England



Monkseaton High School, Whitley Bay, England

Monkseaton High School in the north of England is a secondary school with many differences. Firstly, they pride themselves on smaller class sizes, which allow for more student-teacher interaction. (1) ... Several 'wind catchers' on the sides of the building allow it to control the temperature naturally, without using too much energy. The classrooms are different, too – they're triangular. (2) ... It also includes a number of independent learning areas, where students can study parts of subjects on their own, without the help of a teacher.

Ørestad Gymnasium



The philosophy behind this Danish upper-secondary school is to help prepare students for the real world by developing students' skills through active participation in activities rather than just learning knowledge. (3) ... The design of the building is unique in that there are no actual classrooms. The places where students have lessons either don't have walls or have glass walls. (4) ... This is because if one student is misbehaving or being disruptive, then it affects the whole school, not just that lesson. There are sections called 'drums' where students can sit and think, and reflect on what they've learnt.



Ørestad Gymnasium, Denmark

E UZUPEŁNIANIE LUK

3 Read the text again. Complete gaps 1–4 with sentences A–E. There is one extra sentence.

A Real-life cases are included in lessons as part of its core curriculum.

B This allows for different types of interaction within lessons, whether students are working in pairs, groups or individually.

C This is a huge building.

D But the building is also unique.

E This helps students learn to respect each other.

4 Which of the school designs do you like best? Why?

5 Choose the correct options to complete the sentences.

1 In the UK, students finish *primary / secondary* school at 16 or 18.

2 Most classes have around 30 students, but this school has smaller class *numbers / sizes*.

3 Our school encourages more student – teacher *interaction / discussion* during lessons.

4 The aim of any school should be to *practise / prepare* students for the real world.

5 Our teacher always encourages *active / reactive* participation in activities.

EXTENDED

6 Discuss the questions in pairs.

1 Do you prefer exams or continuous assessment? Why?
2 Does it depend on the subject? How so?
3 What techniques do you use to revise for exams?

7 Read the introduction to the article and look at the subheadings A–D. What do you think each technique involves?

E DOBIERANIE

8 Read the text again. Match questions 1–5 with parts A–D. In one part there are answers to two questions.

In which paragraph does the author

1 suggest using your physical surroundings to help you study?
2 say where and when the technique was developed?
3 talk about the length of time you study?
4 suggest creating cues to help you remember things?
5 talk about using music?

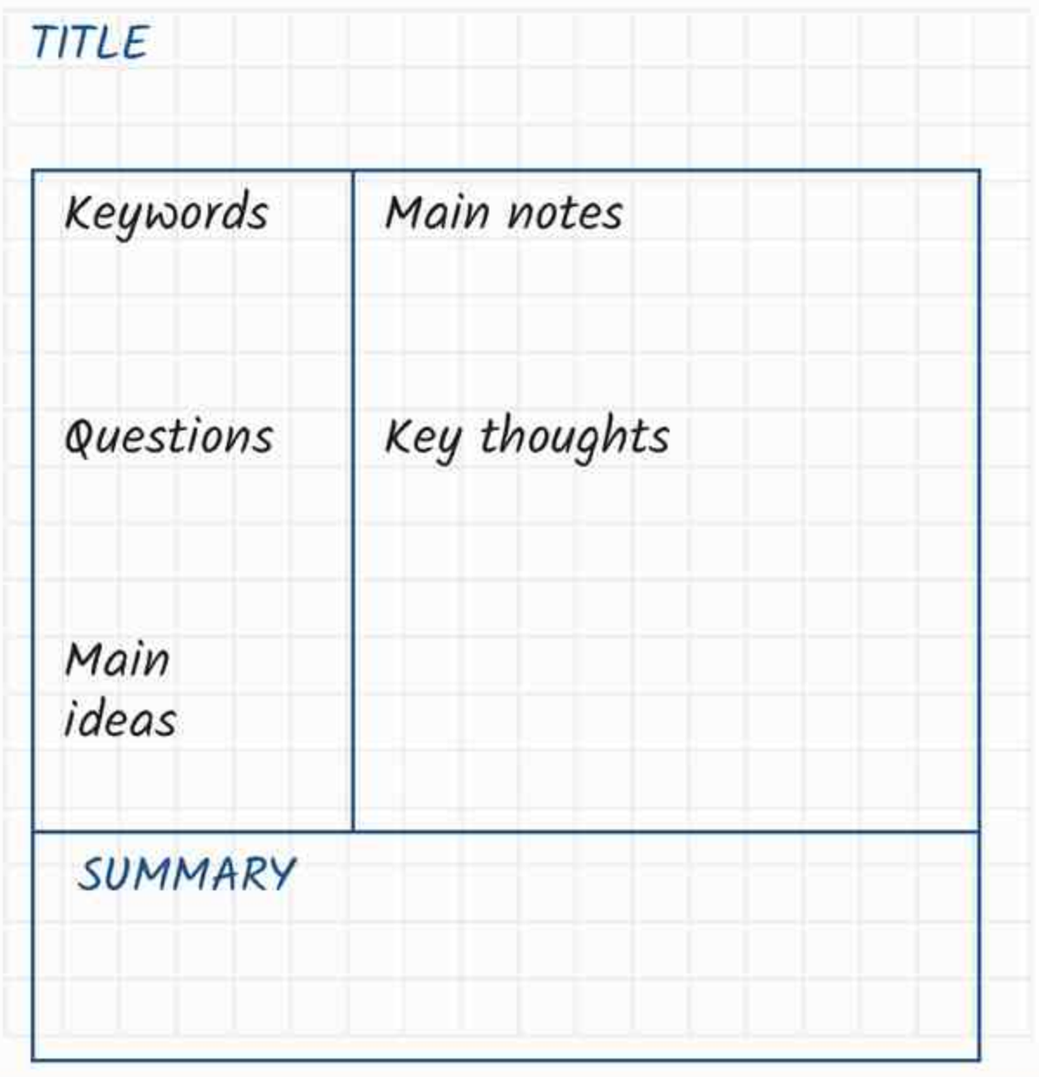
Get creative with revision

Do you struggle when revising for exams? Perhaps you find it difficult just to find the motivation to even get started? And once you do, maybe it's hard to maintain that motivation and set up a system? If that's the case, then check out our creative revision activities below and prepare for your exams like a pro. Make use of these and you'll be sailing through exam time.

A Cornell Note taking

Named after Cornell University, where it was developed in the 1950s, this way of making notes has been shown to be an effective way of reviewing information when preparing for an exam. One of things that makes this such a useful technique is that it's simple to use. Basically, you just take a piece of paper and divide it into three sections, as in the diagram.

A main note-taking section for your actual notes on the subject, a smaller column on the left which acts as a memory aid with small cues to help jog your memory of the main points, and another small section across the bottom with a short summary of the main points. As you look back on your notes and books on the subject, fill out the relevant sections on your paper. The reason it's so useful is that it helps you actively reflect on the information by summarising it in your own words. It also then serves as a useful memory aid when you read it back to yourself later.



B Flashcards

These are small cards on which you list the main points you want to remember for the exam. One of the best things about them is they're easy to carry around with you. So whether you're revising at home or sitting on the bus, you can simply pull them out and have a bit of extra revision. And revisiting information frequently in short bursts is the best way to help you remember it for when it comes to exam time. You can either then use these to test yourself, or with a classmate you can use them to test each other. A good way to use them is to write self-testing questions on the other side of the card, then try to answer them, only flipping the card over when you can't remember something. Again, this helps you actively go over the necessary and important information. Another great use of flashcards is to pin them up around the house - on your walls, doors, furniture. That way you're passively picking things up as go about your life.

C Record yourself

While reading through your work from the previous school year or term, record yourself summarising the main information you're trying to revise on your mobile device. You can then listen to your recordings while you're out and about. It might feel a bit strange at first, listening to yourself talking about the history of your country while you walk to the shops, for example, but even if you're not actively listening, the information is being fed into your brain. And you might just find that it sticks. For the more musically minded, you could even try creating a rap or song and sing along as you listen. Rhythm is a proven way to remember things. A variation on this is to record yourself making slightly longer summaries of the information, then listen and make notes of your own 'lecture' as it were, just like in the real classroom.

D Pace yourself

Remember to take regular breaks while studying for exams. Research shows that we tend to remember best what we learn at the start and end of study sessions, so you can decrease the 'surface area' of learning with short, sharp study periods and frequent breaks. One well-known technique for achieving this is the 'Pomodoro' (tomato) technique, named after the use of a tomato-shaped timer which goes off every twenty minutes. The idea is that you study in twenty-minute bursts, interspersed with five-minute breaks. After four of these sessions, you then take a longer break of around 15-20 minutes to unwind and have a cup of tea, or whatever you fancy. There are many free apps which you can download to help you with this, too.

9 Complete the text with the words in the box. There are two extra words.

aid • bursts • jogs • memory • over • reflect • study

Whenever I study for exams, I use the same techniques. First of all, I usually study in short (1) ... and take frequent breaks. I go (2) ... the information I've learnt that school year, and make notes on little pieces of paper. Each piece of paper has just a few key words which act as a memory (3) ... . I then stick these up around my house, so every time I walk past one it (4) ... my memory. This helps me actively (5) ... on what I've learnt that year and what I need to know for the exam.

10 Choose the correct options to complete the sentences. Then check with the text.

1. Don't write full sentences. You just need small *keys / cues / leads* to help you remember the information.
2. As you look back *on / in / to* your notes from the year, try to remember what happened in each lesson.
3. When you've answered the question, *twist / bend / flip* the card over to check the answer on the other side.
4. Reading about a subject several times can help you pick things *off / up / down*.
5. Make sure your study time is *interspersed / divided / connected* with regular, short breaks. Be kind to yourself!

Use of English

BASIC

E MINIDIALOGI

1 Complete the short dialogues. Choose a, b or c.

1 X: How was your history exam?
Y: ...
X: Oh, great! Well done, congratulations!
a I failed it again.
b I got one of the best scores in my class.
c I will have to retake it.

2 X: Have you submitted your geography project to Professor Adams yet?
Y: ...
a Not yet, but I will soon.
b Not yet, although I have.
c Not yet, because I didn't.

3 X: I don't know which language to choose for my A-levels, German, Spanish or French.
Y: ...
X: Maybe you're right. I have to decide by the end of the month.
a If I had to choose, I'd take German, because it's easier for me.
b If I were you, I would choose Spanish. You speak it really well.
c As far as I know, most students in our school choose French.

4 X: What are the entry requirements for this university?
Y: ...
X: Good idea. Give me my laptop, please.
a They expect hand-written letters of application.
b Candidates must be graduates with A-levels in IT.
c Why don't you check the details in the email you got?

5 X: Please fill in this form if you want to join the photography club.
Y: ...
X: In the bottom right-hand corner, with your full name, please.
a Where are the club meetings?
b When should I bring it back?
c Where should I sign it when I finish?

E UZUPEŁNIANIE ZDAŃ

2 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Students with specific learning difficulties like dyslexia ... (*allow / write*) their tests and exams longer than the standard time.

2 After ... (*revise / my / test*) for the whole week, I was sure I would pass it without any problems.

3 We can ... (*afford / send / we*) son to a private school, but the tuition fee is too high for many parents.

4 I'm thinking of ... (*take / part*) an exchange programme when I start my studies next year.

5 I'm worried about Tom. Why ... (*not / he / decide*) which course of studies to take up yet?

E TRANSFORMACJE

3 Choose answer a, b or c which means the same as the highlighted phrase.

1 Tim was absent from school for a month and **found it hard** to catch up with the rest of the class.
a it wasn't easy for him
b it wasn't necessary for him
c it wasn't difficult for him

2 **I don't mind doing** a lot of homework, because practice makes perfect.
a It's not necessary for me to do
b It's OK for me to do
c I hate it when I have to do.

3 I have **taken up** a course of Spanish recently.
a stopped going to
b started going to
c passed an exam in

4 Jimmy **was fond of** subjects like biology or chemistry at high school and that's why he decided to study medicine.
a was interested in
b had to take extra lessons in
c helped friends with

5 **We used to play** a lot of team sports when I was in primary school.
a It was forbidden for us to play
b We refused to play
c It often happened that we played

EXTENDED

E TRANSFORMACJE ZDAŃ

Zadanie polega na przeformułowaniu zdania w taki sposób, aby zachować jego sens i znaczenie.

Najważniejsze kroki:

- ✓ porównaj zdanie oryginalne i docelowe pod kątem konstrukcji,
- ✓ zastanów się, w jakiej konstrukcji gramatycznej lub leksykalnej występuje słowo, którego musisz użyć,
- ✓ pamiętaj, aby nie zmieniać formy podanego słowa,
- ✓ upewnij się, że dopisany fragment jest gramatycznie poprawny i spójny z resztą zdania.

Przykład:
The school authorities are going to introduce new regulations regarding online learning.
BE
New regulations regarding online learning ... by the school authorities.

Odpowiedź: are going to **be** introduced

Analiza:

Konstrukcja zdania drugiego sugeruje konieczność użycia strony biernej. Wskazuje na to użycie dopełnienia (*new regulations*) ze zdania pierwszego jako podmiotu w zdaniu drugim. Słowo kluczowe *BE* w tym zdaniu może być użyte tylko w stronie biernej.

4 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 We went to Professor Sanders's classes on Thursday afternoon, which wasn't necessary because they were cancelled.
NEEDN'T
We ... to Professor Sanders's classes on Thursday afternoon because they were cancelled.

2 I write a lot of essays in English – it's a routine in my case.
USED
... a lot of essays in English.

3 After learning Spanish for six years, Mark had no problems studying law at a university in Barcelona.
BEEN
Mark had no problems studying law at a university in Barcelona, because ... Spanish for six years.

4 Chris had been revising for the exam for over a month, but he still failed.
SPITE
In ... for over a month, Chris failed the exam.

5 You submitted your assignment after deadline and that's why it still hasn't been checked.
HAVE
If you had submitted your assignment on time, it ... by now.

E ZESTAW LEKSYKALNY

5 Use one word to complete the three sentences.

1 ...

- After a month in hospital, I ... behind with the lessons so much that I needed help from a private tutor to catch up.
- I stayed up revising for the test so long last night that I finally ... asleep at my desk.
- My English workbook ... out of my backpack on the floor when I was walking along the corridor.

2 ...

- I'm sure I put my new pen into my pencil ... , but it's not here now.
- Write down the sources of information at the end of your report, in ... the teacher wants to check if your information is true.
- I don't know about others, but in my ... , German has always been an easy language to learn.

3 ...

- Linda has signed up for a ... of Italian, because she wants to study fashion in Milan.
- Of ... I did the project on my own! How dare you accuse me of plagiarism?!
- I used to hate history when I started high school, but in the ... of time, I got to really like it.

4 ...

- I was ill so I asked my brother to ... my biology assignment on to Professor Adams.
- The Matura exams aren't really that hard to ... – you only have to score more than 30%.
- This was our first lesson of rugby – we only learned how to catch and ... the ball.

5 ...

- School should mainly teach us how to verify and process information; instead, we are often forced to learn information by ... .
- The first aid workshops were really useful – we all learnt how to help a person who has had a ... attack or a stroke.
- This is the only school within twenty kilometres or so, but it's easily accessible because it's in the ... of our town.

Speaking

1 Discuss the questions in pairs.

1 What subject would you like to study at university? Why?

2 How important are each of these things when choosing what to study at university?

- a subject that you enjoy
- a subject which teaches practical skills for the job you want to do
- the school grades you need to study this subject
- the reputation of the university in this subject.

3 What else might you consider?

2 26 Listen to two friends discussing what to study at university. Which of the things in exercise 1, question 2 do they mention?



3 26 Listen again. Which phrases can you hear?

Useful phrases

Referring to key points

It might be a good idea to (consider the reputation of the university).
How about (the skills you need in your job)?
Maybe it would be better to (go for something like business studies).
Why not (choose something you enjoy)?

Useful phrases

Reacting to suggestions

I understand your suggestion, but (it wouldn't be practical).
I get your point, but (I don't want to fail).
That's definitely important, but (I'd rather do something I like).
I see what you mean.

Matura hacks

Pamiętaj, że w tym zadaniu oprócz **odniesienia się do czterech kwestii** i **rozwinięcia ich**, bardzo ważne jest **prawidłowe reagowanie na pytania i sugestie rozmówcy**.
W czasie dyskusji używaj odpowiedniego słownictwa i stosowych wyrażeń.

E ROZMOWA Z ODGRYWANIEM ROLI

4 Work in pairs. Read the instructions and practise the task. When you have finished, swap roles and practise again.

STUDENT A

You and student B are discussing what subject you are going to study at university.
There are four things you need to discuss:

- how much you like the subject,
- what practical job skills it will teach you,
- the school grades you need to study this subject,
- the reputation of different universities in this subject.

You start the conversation.

STUDENT B

You and student A are discussing what subject they are going to study at university. Make the following points during the conversation:

- Disagree with one of their suggestions.
- You think the reputation of different universities in a subject isn't important.

Writing

BASIC

1 Complete the following sentences so that they are true for you.

1 I want to become a/an ... , so the subjects I have to be good at are ... .
2 Teachers in my school often ... , which is quite *convenient / irritating* for students.
3 The best way to learn a foreign language is by ... .

2 Here are some aspects which students consider when they are looking for a good high school. List them from the most to the least important.

friendly teachers • interesting extra lessons
short distance from home to school
high level of education • new technologies used in education
cooperation with universities

3 Read the blog entry. Match questions A–D with paragraphs 1–4.

A What made your school so good?
B Which was the subject you disliked most? Why?
C What are your plans for the future?
D How much time did you spend at this school?

Title: **TIME TO SAY GOODBYE**

(1) This will probably be my last entry as a high school student. Tomorrow I'm collecting my certificate and starting my longest holidays ever. And I still remember my first days at school. I started three years ago and I had no idea that my time here would pass by so fast!

(2) There were some subjects I never liked. Particularly German because of the complicated grammar, and history as I have poor memory for dates. Luckily, I did quite well in most of the remaining subjects.

(3) But never mind the hard subjects; I actually liked my school quite a lot! Mainly because of my great classmates and the variety of extracurricular activities.

(4) Now it's all over. I'm starting a new stage in my life soon. I'd like to study computer science in the UK. I'm taking entrance exams next month.

Wish me luck! And good luck to all of you who have also graduated this year!

comment ● share ●

4 Read the sample task. Match each sentence 1–5 with the instruction a–d that it refers to. One instruction matches two sentences.

Rozpoczyna się rekrutacja do szkół ponadpodstawowych i chcesz na swoim blogu dać przydatne wskazówki potencjalnym kandydatom wybierającym Twoją szkołę. W swoim wpisie:
a napisz, dlaczego Ty wybrałeś/wybrałaś tę szkołę,
b wspomnij o czymś, co Cię rozczarowało na początku i jak sobie z tym poradziłeś/poradziłaś,
c opisz jeden z nietypowych zwyczajów panujących w szkole,
d poproś o ewentualne pytania dotyczące szkoły.

1 One thing I didn't really like was ...
2 The reason why I decided to go to this school was ...
3 I found a way to solve the problem – ...
4 When you've finished reading, I'd like you to ...
5 It was pretty surprising to see ...

5 Match sentences and phrases 1–6 with categories describing the elements of a blog entry A–C.

1 School of my dreams!
2 Let me know if you think the same.
3 I'll get back to the topic in my next entry.
4 Have you ever wondered what makes a good school?
5 No tests, no exams, no stress
6 This time, I'm going to take a look at school systems in other countries.

A TITLE: ... B INTRODUCTION: ... C SUMMARY: ...

Matura hacks

✓ Odnieś się do wszystkich punktów i je rozwiń.
✓ Dostosuj styl wypowiedzi do formy i odbiorcy.

E BLOG

6 Write a blog.

Dostałeś/Dostałaś się na wybrany kierunek studiów. Napisz o tym na swoim blogu. W swoim wpisie:
- napisz, dlaczego wybrałeś/wybrałaś ten kierunek studiów,
- wspomnij, jakich formalności musiałeś/musiałaś dopełnić podczas naboru,
- napisz, jakie nadzieje wiążesz ze studiami i jakie masz obawy,
- poproś o porady tych, którzy studiują ten kierunek.

Rozwiń *swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić* ***od 100 do 150 słów****.*

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 When the pupils ..., don't punish them, but talk to them. **BEHAVE**

2 The percentage of male ... is decreasing. **TEACH**

3 The ... introduced himself and then went on to show the presentation. **LECTURE**

4 All that's missing in my pencil case is a pencil ... . **SHARP**

5 If you can't find the book you need, ask the ... for help. **LIBRARY**

E MINIDIALOGI

2 Complete the short dialogues. Choose a, b or c.

1 X: What was your first day at school like?
Y: ...
X: Neither do I.
a I don't remember anything.
b It was on Monday.
c I liked it very much.

2 X: What are you planning to do after passing your finals?
Y: ... Then I'll decide.
X: Let me know when you get them.
a I've already passed my finals.
b Well, it will depend on the results.
c I hoped to pass them. They were easy.

3 X: Excuse me, sir. Could you put off the test till next week?
Y: When exactly would you like to take it?
X: ...
a We'd rather you took it this week.
b Only if the day doesn't matter to you.
c Any day next week should be fine.

4 X: You're late for school again, Brian.
Y: ...
X: Why don't you ask someone to wake you up?
a Yes, I overslept and missed the bus.
b I met my friend and we had a chat.
c Of course, the lessons started later than usual.

5 X: Why don't we go on a school trip next month?
Y: ...
X: That would be great!
a I won't say 'no'. Do you have any idea where to go?
b I'd really love to, but I can't do that next month.
c Sounds good! How about visiting a seaside resort?

E UZUPEŁNIANIE ZDAŃ

3 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 My form teacher said she would be happy if all her students ... (*get / well*) one another.

2 Mary ... (*be / absent*) school for the last two weeks because of health problems.

3 Bill didn't write the essay himself. He ... (*have / it / write*) by his mate.

4 I admit that I'm ... (*terrible / solve*) maths problems.

5 Cheating in the exam ... (*be / forbid*). If they catch you, you'll have to retake it.

E TRANSFORMACJE

4 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 'Don't forget to go over the main points before the test,' the teacher told us.
REMINDED
The teacher ... the main points before the test.

2 The school authorities are going to introduce new regulations to discipline students.
BE
New regulations to discipline students ... by the school authorities.

3 We have English classes on Mondays, Tuesdays and Fridays.
TIMES
We have English classes ... week.

4 Can I borrow your stapler?
MIND
Do ... your stapler?

5 I have never had such a strict teacher as Mr Jones.
THE
Mr Jones ... teacher I have ever had.

EXTENDED

E SŁOWOTWÓRSTWO

5 Transform the words in bold to complete the sentences.

1 There has been a growing demand for ... training in recent years. **VOCATION**

2 My classmates have chosen me to be their ... at the meeting with the headmaster. **REPRESENT**

3 As an extremely ... student, Richard gets more challenging academic assignments. **GIFT**

4 Mr Peters is a charismatic and ... teacher respected by all the students. **DEMAND**

5 Jason expected his exam to be a great success, but it turned out to be a complete ... . **FAIL**

E UZUPEŁNIANIE LUK

6 Complete the sentences with one word in each gap.

1 There are many reasons why students drop ... of university, for example because of poor attendance.

2 What happens if I hand ... an assignment late?

3 When does school ... up for the holidays?

4 Tomorrow is the last day I can ... up for a language course.

5 The teacher asked us to learn the poem ... heart.

E UZUPEŁNIANIE LUK

7 Complete the sentences. Choose answer a, b, c or d.

1 I'm going to ... a series of lectures on the history of the USA next month.

a attend **c** come
b participate **d** go

2 Writing a 'for and against' essay is ... for Betty.

a a crust of bread **c** a slice of pizza
b a piece of cake **d** a bite of a doughnut

3 ... all night before the exam, Jack felt too tired to understand the exam questions.

a To cram **c** Having crammed
b Crammed **d** To have been cramming

4 Carla can't have written the dissertation herself. Somebody ... her to write it.

a had had to help **c** must have helped
b must be helping **d** had to be helped

5 As a junior, I thought I would ... foreign languages, but I switched to medicine in my senior year.

a go over **c** take on
b catch up **d** major in

E TRANSFORMACJE

8 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 'I have a good head for figures,' Jerry said proudly.
BOASTED
Jerry ... a good head for figures.

2 I'm surprised that I will have to memorise all these dates.
BE
I'm surprised that all these dates ... .

3 It's a pity you didn't stick pieces of paper with irregular verbs on around your room.
SHOULD
You ... pieces of paper with irregular verbs on around your room.

4 He struggled with maths at high school, but he managed to pass the exam with flying colours.
IN
Although he struggled with maths at high school, he ... the exam with flying colours.

5 If I were to choose an optional subject, I would decide on a foreign language.
GIVEN
... an optional subject, I would decide on a foreign language.

E UZUPEŁNIANIE ZDAŃ

9 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 I wish I ... (*study / hard*). I might have got better marks.

2 Patricia ... (*can / not / graduate*) from university last year. She was still at high school back then.

3 George's parents ... (*forget / pay*) the tuition fee, which made them feel awkward.

4 Our exam papers ... (*be / still / evaluate*). When they are ready, we will log in to check the results.

5 Only if my music teacher insists ... (*I / agree*) to sing in the school choir.

Wordlist

SCHOOL AND SCHOOL ROOMS

canteen /kæn'tiːn/ stołówka
classroom /'klɑːsrʊm/ klasa
computer room /kəm'pjuːtə rʊm/ sala komputerowa
corridor /'kɒrədɔː/ korytarz
gym /dʒɪm/ sala gimnastyczna; siłownia
headmaster's office /ˌhed'mɑːstəz 'ɒfɪs/ pokój dyrektora/dyrektorki
laboratory, lab, science lab /lə'bɒrətri/læb/ 'saɪəns læb/ pracownia naukowa
library /'laɪbrəri/ biblioteka
locker /'lɒkə/ szafka
playground /'pleɪgraʊnd/ plac zabaw
secretary's office /'sekrətəriz 'ɒfɪs/ sekretariat
sports field /spɔːt s fiːld/ boisko sportowe
staffroom /stɑːf rʊm/ pokój nauczycielski

SCHOOL SUBJECTS

art /ɑːt/ sztuka
biology /baɪ'ɒlədʒi/ biologia
business studies /ˌbɪznəs 'stʌdiz/ przedsiębiorczość
chemistry /'keməstri/ chemia
economics /ˌekə'nɒmɪks/ ekonomia
engineering /ˌendʒə'nɪərɪŋ/ inżynieria
foreign languages /ˌfɒrɪn 'læŋgwɪdʒ/ języki obce
geography /dʒi'ɒgrəfi/ geografia
history /'hɪstəri/ historia
humanities /hjuː'mænətiz/ nauki humanistyczne
Information and Communication Technology (ICT/IT) /ˌɪnfəˌmeɪʃən ənd kəˌmjuːnɪˌkeɪʃən tek'nɒlədʒi ˌaɪ siː 'tiː/ˌaɪ 'tiː/ informatyka
maths/mathematics /mæθs/ˌmæθə'mætɪks/ matematyka
music /'mjuːzɪk/ muzyka
physical education /ˌfɪzɪkəl ˌedjʊ'keɪʃən/ wychowanie fizyczne
physics /'fɪzɪks/ fizyka
psychology /saɪ'kɒlədʒi/ psychologia
science /'saɪəns/ przyroda
social sciences /ˌsəʊʃəl 'saɪənsɪz/ nauki społeczne
sociology /ˌsəʊsi'ɒlədʒi/ socjologia

LEARNING, LIFE-LONG LEARNING

a piece of cake /ə piːs əv keɪk/ łatwizna
abilities /ə'bɪlətiz/ zdolności, talent
assignment /ə'saɪnmənt/ zadanie; zadana praca
attend (a course, school) /ə'tend (ə kɔːs, skuːl/ uczęszczać (na kurs, do szkoły)
catch up on sth/with the rest of the class /kætʃ ʌp ɒn sʌmθɪŋ/wɪð ðə rest əv ðə klɑːs/ nadążać za resztą klasy
concentrate on /'kɒnsəntreɪt ɒn/ skupiać się na
copy (homework) /'kɒpi ('həʊmwɜːk)/ ściągać (pracę domową)
cram /kræm/ wkuwać
deadline /'dedlaɪn/ ostateczny termin
do a course /duː ə kɔːs/ chodzić na kurs; robić kurs
do a project /duː ə 'prɒdʒekt/ realizować projekt
do a task /duː ə tɑːsk/ wykonywać zadanie
do an experiment /duː ən ɪk'sperəmənt/ przeprowadzać eksperyment
do revision /duː rɪ'vɪʒən/ powtarzać
fall behind /ˌfɔːl bɪ'haɪnd/ pozostawać w tyle; być gorszym
get down to sth/to work /ˌget 'daʊn tə sʌmθɪŋ/tə wɜːk/ wziąć się do czegoś/ do pracy
give/make a presentation /gɪv/meɪk ə ˌprezən'teɪʃən/ zrobić prezentację
have a good head for figures /həv ə gʊd hed fə 'fɪgəz/ mieć głowę do liczb
jog one's memory /dʒɒg wʌnz 'meməri/ odświeżać sobie pamięć
learn sth by heart /lɜːn sʌmθɪŋ baɪ hɑːt/ uczyć się na pamięć
learning difficulties /'lɜːnɪŋ 'dɪfɪkəltiz/ trudności w uczeniu się
long-term memory /lɒŋtɜːm 'meməri/ pamięć długotrwała
make progress /meɪk 'prəʊgres/ robić postępy
make/take notes /meɪk/teɪk nəʊts/ robić notatki
memorise /'meməraɪz/ zapamiętywać
note down /ˌnəʊt 'daʊn/ notować
ring a bell /rɪŋ ə bel/ brzmieć znajomo
scholarship (get a scholarship) /'skɒləʃɪp (get ə 'skɒləʃɪp)/ stypendium (dostać stypendium)
set books /set bʊks/ lektury
solve problems /sɒlv 'prɒbləmz/ rozwiązywać problemy
stick to deadlines /stɪk tə'dedlaɪnz/ dotrzymywać terminów
study (hard) /'stʌdi (hɑːd)/ (ciężko) uczyć się
use cribs /juːz krɪbz/ używać ściąg
submit /səb'mɪt/ dostarczać, składać (np. pracę domową nauczycielowi)
work on a project /wɜːk ɒn ə 'prɒdʒekt/ pracować nad projektem

SCHOOL OBJECTS

calculator /'kælkjəleɪtə/ kalkulator
compass /'kʌmpəs/ cyrkiel
felt-tip pen /felttɪp pen/ pisak, mazak
folder /'fəʊldə/ teczka, katalog
fountain pen /'faʊntɪn pen/ pióro wieczne
highlighter /'haɪlaɪtə/ zakreślacz
hole punch /həʊl pʌntʃ/ dziurkacz
notebook /'nəʊtbʊk/ zeszyt
paper clips /'peɪpə klɪp/ spinacze do papieru
pencil case /'pensəl keɪs/ piórnik
pencil sharpener /ˌpensəl 'ʃɑːpənə/ temperówka
rubber /'rʌbə/ gumka do ścierania
ruler /'ruːlə/ linijka
set square /set skweə/ ekierka
stapler /'steɪplə/ zszywacz

ASSESSMENT AND GRADES

A-level /'eɪ ˌlevəl/ egzamin końcowy z jednego przedmiotu w szkole średniej w Wielkiej Brytanii
assessment /ə'sesmənt/ ocena
cheat in an exam /tʃiːt ɪn ən ɪg'zæm/ ściągać na egzaminie
cheat, cheating /tʃiːt/tʃiːtɪŋ/ ściągać, ściąganie
computer-based (exam) /kəm'pjuːtəbeɪst ɪg'zæm/ komputerowy (egzamin)
do badly in an exam /duː 'bædli ɪn ən ɪg'zæm/ kiepsko poszło na egzaminie
do well in an exam /duː wel ɪn ən ɪg'zæm/ dobrze poszło na egzaminie
do/sit/take an exam /duː/sɪt/ teɪk ən ɪg'zæm/ przystępować do egzaminu
examination/exam /ɪgˌzæmə'neɪʃən/ ɪg'zæm/ egzamin
exam paper /ɪg'zæm ˌpeɪpə/ arkusz egzaminacyjny
exam results /ɪgˌzæm rɪ'zʌlts/ wyniki egzaminu
external/internal exam /ɪk'stɜːnl/ɪn'tɜːnl ɪg'zæm/ zewnętrzny/wewnętrzny egzamin
fail an exam /feɪl ən ɪg'zæm/ nie zdać egzaminu
GCSE /ˌdʒiː siː es 'iː/ egzamin zdawany na zakończenie nauki w szkole średniej (w Wielkiej Brytanii)
get poor results /get pɔː rɪ'zʌlt/ otrzymać kiepskie wyniki
grade/mark /greɪd/mɑːk/ stopień
grade/mark a test /greɪd/ mɑːk ə test/ oceniać test
grade/mark exam papers /greɪd/mɑːk ɪg'zæm ˌpeɪpəz/ oceniać arkusze egzaminacyjne
grade/mark homework /greɪd/ mɑːk 'həʊmwɜːk/ oceniać pracę domową
make a mistake /meɪk ə mə'steɪk/ popełnić błąd
mark (n, v) /mɑːk/ stopień, ocena; oceniać
mock exam /mɒk ɪg'zæm/ egzamin próbny
oral/paper (exam) /'ɔːrəl/ 'peɪpə (ɪg'zæm)/ (egzamin) ustny/pisemny
pass an exam /pɑːs ən ɪg'zæm/ zdać egzamin
pass with flying colours /pɑːs wɪð ˌflaɪ-ɪŋ 'kʌləz/ zdać rewelacyjnie, śpiewająco, na piątkę
results /rɪ'zʌlts/ wyniki
retake an exam /ˌriːˌteɪk ən ɪg'zæm/ ponownie przystąpić do egzaminu
revise for an exam /rɪˌvaɪz fə ən ɪg'zæm/ powtarzać do egzaminu
school-leaving exam /skuːlliːvɪŋ ɪg'zæm/ egzamin końcowy; matura
study for an exam /ˌstʌdi fər ən ɪg'zæm/ uczyć się do egzaminu
swot /swɒt/ wkuwać
university entrance exam /juːnəˌvɜːsəti 'entrəns ɪg'zæm/ egzamin wstępny na uczelnię

SCHOOL LIFE

absence /'æbsəns/ nieobecność
assembly /ə'sembli/ zebranie; zbiórka; apel
attendance /ə'tendəns/ obecność
be absent /bi 'æbsənt/ być nieobecnym/ nieobecną
be late /bi leɪt/ spóźnić się
be present /bi 'prezənt/ być obecnym/ obecną
be suspended /bi sə'spendɪd/ być zawieszonym/zawieszoną

break up for the holidays /breɪk ʌp fə ðə ˈhɒlədi/ mieć przerwę w nauce
break/lunch break /breɪk/lʌntʃ breɪk/ przerwa/przerwa na lunch
chalk /tʃɔːk/ kreda
class /klɑːs/ klasa
collaborate /kəˈlæbəreɪt/ współpracować
drop out of school /drɒp aʊt əv skuːl/ porzucić szkółkę
end of term /end əv tɜːm/ koniec semestru
exchange programme /ɪksˌtʃeɪndʒ ˈprəʊgræm/ program wymiany
fail to achieve /feɪl tə əˈtʃiːv/ nie osiągnąć
follow the curriculum /ˈfɒləʊ ðə kəˈrɪkjələm/ być zgodnym z programem nauczania
go over/discuss /gəʊ ˈəʊvə/ dɪˈskʌs/ dyskutować
hand in /hænd ɪn/ wręczać
major in sth /ˈmeɪdʒə ɪn sʌmθɪŋ/ specjalizować się w czymś
miss lessons /mɪs ˈlesənz/ opuszczać lekcje
overcome problems /ˌəʊvəˌkʌm ˈprɒbləmz/ pokonywać problemy
parent's evening /ˈpeərənts ˌiːvnɪŋ/ zebranie z rodzicami w szkole
participate /pɑːˈtɪsəpeɪt/ brać udział
pick sth up /pɪk sʌmθɪŋ ʌp/ nauczyć się czegoś; dosł.: podłapać
play truant; truancy /pleɪ ˈtruːənt; ˈtruːənsi/ iść na wagary; wagary
private tuition /ˈpraɪvət tjuˈɪʃən/ korepetycje
register /ˈredʒɪstə/ dziennik
sail through sth /seɪl θruː sʌmθɪŋ/ poradzić sobie z czymś bez problemu
schedule /ˈʃedjuːl/ plan lekcji/zajęć
school fee /skuːl fiː/ czesne
set homework /set ˈhəʊmwɜːk/ zadawać pracę domową
sick note /sɪk nəʊt/ zwolnienie lekarskie
sign up for a course /saɪn ʌp fə ə kɔːs/ zapisać się na kurs
sit at your desk /sɪt ət jə desk/ siedzieć przy biurku
skip classes /skɪp klɑːsɪz/ opuszczać zajęcia
staff meeting /stɑːf ˈmiːtɪŋ/ rada pedagogiczna
stick to deadlines /stɪk tə ˈdedlaɪnz/ dotrzymywać terminów
take a gap year /teɪk ə gæp jɪə/ zrobić sobie rok przerwy w nauce
take sth up /ˌteɪk sʌmθɪŋ ˈʌp/ zainteresować się czymś
take the register /teɪk ðə ˈredʒɪstə/ sprawdzać obecność
term (summer, winter) /tɜːm (ˈsʌmə, ˈwɪntə) semestr (letni, zimowy)
timetable /ˈtaɪmˌteɪbəl/ plan zajęć
wear a uniform /weə ə ˈjuːnəfɔːm/ nosić mundurek

PEOPLE AT SCHOOL

bookworm /ˈbʊkwɜːm/ mól książkowy
caretaker /ˈkeəˌteɪkə/ woźna/woźny; opiekun/opiekunka
classmate /ˈklɑːsmeɪt/ kolega/koleżanka z klasy
deputy head /ˈdepjəti hed/ wicedyrektor/ wicedyrektorka szkoły
examiner /ɪgˈzæmənə/ egzaminator/ egzaminatorka
form teacher /fɔːm ˈtiːtʃə/ wychowawca/ wychowawczyni
head teacher /hed ˈtiːtʃə/ dyrektor/ dyrektorka
lecturer /ˈlektʃərə/ wykładowca
librarian /laɪˈbreəriən/ bibliotekarz/ bibliotekarka
secretary /ˈsekrətəri/ sekretarka
student council representative /ˌstjuːdənt ˌkaʊnsəl ˌreprɪˈzentətɪv/ przedstawiciel samorządu szkolnego
teaching staff /ˈtiːtʃɪŋ stɑːf/ grono pedagogiczne
tutor /ˈtjuːtə/ korepetytor/korepetytorka

EXTRACURRICULAR ACTIVITIES

choir /kwaɪə/ chór
develop (skills) /dɪˈveləp skɪlz/ rozwijać (umiejętności)
do a course /duː ə kɔːs/ robić kurs; chodzić na kurs
extracurricular /ˌekstrəkəˈrɪkjələ/ pozaszkolny
go on trips /gəʊ ɒn trɪps/ jeździć na wycieczki
join a club /dʒɔɪn ə klʌb/ przyłączyć się do klubu
play in a band /pleɪ ɪn ə bænd/ grać w zespole
society /səˈsaɪəti/ towarzystwo, organizacja np. towarzysko literackie
voluntary/charity work /ˈvɒləntəri/ˈtʃærəti wɜːk/ praca charytatywna

EDUCATION SYSTEM

boarding school /ˈbɔːdɪŋ skuːl/ szkoła z internatem
college /ˈkɒlɪdʒ/ uniwersytet; szkoła pomaturalna
compulsory /kəmˈpʌlsəri/ obowiązkowy
core curriculum / kɔː, kəˈrɪkjələm/ podstawa programowa
high school /haɪ skuːl/ szkoła średnia
home-schooling /həʊm skuːlɪŋ/ edukacja domowa, nauczanie domowe
independent school /ˌɪndəˈpendənt skuːl/ szkoła prywatna
kindergarten /ˈkɪndəgɑːtn/ przedszkole
language school /ˈlæŋgwɪdʒ skuːl/ szkoła językowa
mixed ability class /mɪkst əˈbɪləti klɑːs/ klasa mieszana pod względem uzdolnień
nursery school /ˈnɜːsəri skuːl/ przedszkole
optional /ˈɒpʃənəl/ nieobowiązkowy
primary school /ˈpraɪməri skuːl/ szkoła podstawowa
private school /ˈpraɪvət skuːl/ szkoła prywatna
secondary school /ˈsekəndəri skuːl/ szkoła średnia
single-sex school /ˈsɪŋgəlseks skuːl/ szkoła wyłącznie żeńska lub męska
state school/education /steɪt skuːl ˌedjʊˈkeɪʃən/ szkoła/edukacja publiczna
technical school /ˈteknɪkəl skuːl/ technikum
university /uni ˌjuːnəˈvɜːsəti/ˈjuːni/ uniwersytet
vocational school /vəʊˈkeɪʃənəl skuːl/ szkoła zawodowa

PROBLEMS AT SCHOOL

be excluded /bi ɪkˈskluːd/ być zawieszonym
bully (n; v) /ˈbʊli/ łobuz; zastraszać
bullying /ˈbʊlɪŋ/ zastraszanie, znęcanie się nad słabszymi
expel sb from school /ɪkˈspel sʌmbɒdi frəm skuːl/ zostać wydalonym ze szkoły
expulsion /ɪkˈspʌlʃən/ usunięcie (ze szkoły)
misbehave /ˌmɪsbɪˈheɪv/ źle się zachowywać
special educational needs /ˌspeʃəl ˌedjʊˈkeɪʃənəl niːdz/ specjalne potrzeby edukacyjne
weaker areas /wiːkəˈeərizə/ słabsze obszary

UNIVERSITY AND GRADUATING

academic year /ˌækəˈdemɪk jɪə/ rok akademicki
apply to university /əˈplaɪ tə ˌjuːnəˈvɜːsəti/ złożyć podanie na uniwersytet, na studia
attend lectures /əˌtend ˈlektʃəz/ chodzić na wykłady
BA /ˌbiː ˈeɪ/ tytuł licencjata w dziedzinie nauk humanistycznych
BSC diploma /ˌbiː es ˈsiː dəˈpləʊmə/ tytuł licencjata w dziedzinie nauk ścisłych
do a research /duː ə rɪˈsɜːtʃ/ przeprowadzać badania
get into university /ˌget ˈɪntə ˌjuːnəˈvɜːsəti/ dostać się na uczelnię
graduate /ˈgrædʒuət/ absolwent/ absolwentka
graduate from university /ˈgrædʒuət frəmˌjuːnəˈvɜːsəti/ ukończyć uniwersytet
lecture /ˈlektʃə/ wykład
MA /ˌem ˈeɪ/ tytuł magistra w dziedzinie nauk humanistycznych
MSc /ˌem es ˈsiː/ tytuł magistra w dziedzinie nauk ścisłych
pay tuition fees /peɪ tjuˈɪʃə n fiːz/ płacić czesne
PhD /ˌpiː eɪtʃ ˈdiː/ tytuł doktora nauk humanistycznych
postgraduate course /ˌpəʊstˈgrædjuət kɔːs/ studia podyplomowe
receive/obtain/get a certificate/degree/diploma /rɪˈsiːv/əbˈteɪn/get ə səˈtɪfɪkət/ dɪˈgriː/dəˈpləʊmə/ uzyskać certyfikat/stopień naukowy/dyplom
study abroad /ˌstʌdi əˈbrɔːd/ studiować za granicą
undergraduate /ˌʌndəˈgrædʒuət/ student na studiach licencjackich

ADJECTIVES

demanding /dɪˈmɑːndɪŋ/ wymagający
engaging /ɪnˈgeɪdʒɪŋ/ angażujący
fair /feə/ sprawiedliwy
gifted /ˈgɪftɪd/ utalentowany
hard-working /ˌhɑːd ˈwɜːkɪŋ/ pracowity
lenient /ˈliːniənt/ pobłażliwy, łagodny
motivated /ˈməʊtɪveɪtɪd/ zmotywowany
outstanding /aʊtˈstændɪŋ/ wyróżniający się, wybitny
punctual /ˈpʌŋktʃuəl/ punktualny
rewarding /rɪˈwɔːdɪŋ/ satysfakcjonujący
strict /strɪkt/ surowy
talented /ˈtæləntɪd/ utalentowany
unfair /ˌʌnˈfeə/ niesprawiedliwy

Moduł 6

Nauka i technika

Vocabulary

Science and scientists

BASIC

1 Work in pairs. How many types of science can you think of? Make a list.

2 Match the types of science in the box to the things they study.

biology • biotechnology • chemistry • computer science
economics • genetics • geography • linguistics
mathematics • physics • psychology • sociology

1 the physical features of the Earth and its atmosphere, human activity and its effects on these
2 the use of biological processes for industrial and medicinal purposes
3 the production, consumption and transfer of money
4 language and it's structure
5 the use and principles of computers
6 numbers, quantity and space
7 human society
8 living things
9 characteristics people inherit from their family and ancestors
10 the nature and properties of matter and energy
11 the human mind and its functions
12 substances which make up the matter of things

EXTENDED

3 Discuss the questions in pairs.

1 What type of science do you find most interesting? Why?
2 What types of science do you find least interesting? Why?

4 Complete the sentences with the person form of the nouns in brackets.

1 A ... (**GEOLOGY**) studies rocks and processes inside the Earth, while a ... (**GEOGRAPHY**) studies things on the surface of the Earth.
2 Martin has always been fascinated with the sea, that's why he wants to be an ... (**OCEANOGRAPHY**) when he's older.
3 The company employs a team of ... (**STATISTICS**) to analyse the market data.
4 I could never be a ... (**MATHEMATICS**), I'm no good with numbers.
5 We're looking for an ... (**ENGINEERING**) to work closely with our construction team on the new development in town.
6 Government ... (**ECONOMICS**) and ... (**SOCIOLOGY**) often work together to look at how people's lives can be improved.

Maths, physics, chemistry and biology

BASIC

5 Choose the correct options.

1 If you ... three by three, you get nine.
a divide **b** subtract **c** multiply
2 Combine the two liquids in the ... tube.
a test **b** exam **c** pass
3 There are big differences between plant and animal ... .
a bits **b** cells **c** bacteria
4 ... is the force which keeps us on the ground.
a Mass **b** Gravity **c** Neutron
5 The ... for speed is distance/time.
a formula **b** equation **c** addition
6 A ... has four sides.
a cube **b** triangle **c** rectangle

7 There are over 40,000 different ... of spider in the world.
a bacteria **b** cells **c** species

8 A water ... is made up of two atoms of hydrogen and one of oxygen.
a molecule **b** neutron **c** crystal

6 For each sentence in exercise 5, decide if it relates to maths (M), physics (P), chemistry (C) or biology (B). More than one answer may be possible.

EXTENDED

7 Complete the text with the adjective form of the words in brackets.

My favourite subject at school is science. I like all three of the main sciences, and we always do interesting activities in class. For example, in chemistry we recently made (1) ... (**SULPHUR**) acid in test tubes, as part of our study of different elements at the (2) ... (**MOLECULE**) level. In biology, we often use microscopes to study different animal and plant material at the (3) ... (**CELL**) level, and last week we learnt how to map the (4) ... (**GENE**) code of flowers. Physics is also really interesting. Recently we used (5) ... (**RECTANGLE**) pieces of metal in an experiment on (6) ... (**MAGNET**) forces.

Scientific discoveries

BASIC

8 Complete the sentences with the words in the box. There are two extra words.

advancement • estimate • evidence • phenomenon
predictions • prove • researchers • theory

1 Gravity is a natural ... which can be easily explained.
2 Scientists ... that there are nearly 10 million species on the planet.
3 With the latest data we can ... the medicine is effective.
4 ... do experiments and try out new medicines.
5 Scientists often start with a ... and then try to show if it's true or not.
6 The speed of ... in computer science is very fast.

9 Choose the correct options.

My uncle is a scientist and works in (1) *a laboratory / an appliance*. Most of the time he does (2) *advancements / experiments* there with his colleagues. They (3) *invent / observe* human cells and (4) *analyse / prove* the data they collect because eventually they want to (5) *estimate / discover* a cure for cancer. They measure the data they have against a set of (6) *predictions / criteria*, hoping to find (7) *evidence / theories* that their (8) *predictions / inventions* are correct. They have all the latest information and it really is (9) *cutting-edge / outdated* work.

EXTENDED

10 What is the difference in meaning between these pairs of words?

1 an invention / a discovery
2 a hypothesis / a prediction
3 estimate / determine
4 research / findings
5 theory / evidence

11 Translate the phrases in brackets into English.

THE NEXT BIG THING?

Do you have an idea for a new invention? Or do you think you can (1) (*dokonać odkrycia*) ... ? Here at XL Labs we can help you.
We (2) (*specjalizujemy się w*) ... helping young inventors and researchers making their dream a reality. Once you have managed to (3) (*postawić hipotezę*) ... , we can help you (4) (*przeprowadzić badania*) ... to enable you to either (5) (*odrzucić lub potwierdzić*) ... your hypothesis. If your work is successful, we can also help you (6) (*opatentować Twój wynalazek*) ... .

comment ● share ●

Information and communication technologies

BASIC

12 Decide if the words relate to physical things (P), things connected with software and the online environment (S) or verbs (V).

antivirus software • app • attach • (flat) battery
broadband • browser • charge • charger • click • cut
data • device • download • drag • extension lead • gadget
hard disk • headphones • install • internet connection
keyboard • machine • monitor • mouse • password • paste
photocopier • print • remote control • save • scan
screen • search • search engine • send • share • socket
social networking site • speakers • spreadsheet
text (message) • undo • unplug • update • upload
website • WiFi

13 Choose the correct options.

1 What's the WiFi *password / app* here? I need to *drag / download* something.
2 Make sure you have good *social networking site / antivirus software* on any new *keyboard / device* you buy in order to protect your data.
3 Don't forget to *click / save* your work before you close the document.
4 Have you got a *charger / extension lead*? My phone *hard disk / battery* is flat.
5 I've got a new *website / app* on my phone which lets me take photos and *search / attach* for them on the internet.
6 When was the last time you *uploaded / updated* your software? It's important to do it regularly.
7 Can you put your *headphones / speakers* on please? We don't all want to hear the video you're watching.
8 *Send / Paste* me a *browser / text message* when you get there so I know you have arrived safely.

EXTENDED

14 Choose the correct options.

1 Oh no, my computer's gone ... ! No power, nothing!
a stopped **c** dead
b flat **d** live

2 Don't click on that link – it's an internet ... .
a scam **c** app
b trick **d** geek

3 Don't forget to take your power ... with you in case you need to charge your phone.
a charger **c** card
b link **d** bank

4 What's the screen ... on this model?
a power **c** connection
b resolution **d** processor

5 People my age are often called digital ... because we were born after the internet was invented.
a millennials **c** immigrants
b natives **d** users

6 We're going to ... your performance live online so all the family can see it.
a publish **c** stream
b scan **d** press

7 You need to double ... on the icon to open the software.
a click **c** switch
b press **d** touch

8 It's £800. But that's just the computer, you need to buy the ... separately.
a ingredients **c** factors
b fixings **d** peripherals

9 Are you ready to update your operating ... ?
a app **c** computer
b system **d** unit

10 My new monitor has a ... screen, which is fantastic.
a point **c** touch
b soft **d** click

15 Complete the phrasal verbs in the text with the missing particles.

Portable games console

Congratulations on purchasing your new portable games console. Follow the instructions below to **set** (1) ... your console and you'll be enjoying the action in no time!
First, to **turn** it (2) ... , locate the main on/off switch on the front of the machine. You use this to **switch** it **on** and (3) ... . If you don't have an account with us, you'll need to create one. Choose a username, then **key** (4) ... a password with a minimum of eight characters using your controller. Remember this password as you'll need it to **sign** (5) ... from other devices. Then you'll be directed to the main menu, where you can **scroll** (6) ... or down to select games to play. The volume control is at the side of the console. You use this to **turn** (7) ... the volume if it's too quiet. That's it, you're ready to play!

Computer crashes

BASIC

16 Complete the definitions with the words in the box. There are two extra words.

backup • crash • faulty • fix
freeze • malware • reboot • virus

1 ... is software designed to damage your computer or gain access to it.
2 A computer ... is when an operating system or application stops working.
3 If you ... a computer, you make it work again.
4 A ... is a copy of a file or data to keep in case the original is damaged.
5 If something is ... , it doesn't work properly.
6 If you ... your computer, you switch it off then on again.

EXTENDED

17 Translate the phrases in brackets into English.

Forum

Malik: Hi, my name's Malik. How can I help you today?

Me: Hi Malik. My computer's (1) (*nie działa*) ... . It's not (2) (*odpowiada*) ... .

Malik: Have you tried restarting it?

Me: Yes, I've tried that. When it came back on it started to (3) (*wydawać śmieszne dźwięki*) ... , then I lost my (4) (*połączenie z internetem*) ... and there was just a (5) (*pusty ekran*) ... .

Malik: Was there a power surge before it happened?

Me: No, I don't think so. But I did hear a spark.

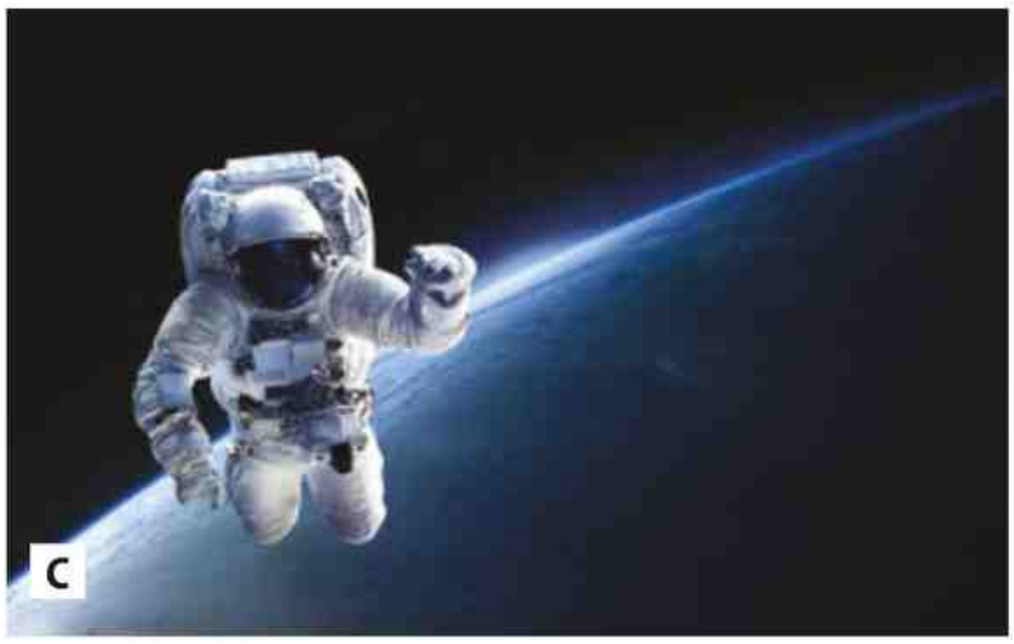
Malik: OK, I think you'll need to bring it in to one of our centres so we can look at it.

Me: Oh, OK. Do you think you can (6) (*odzyskać dane*) ... on it? It's got all my important files and documents.

Malik: We'll do our best, sir.

SUBMIT







Astronomy

BASIC

18 Match the words in the box with photos A–D. There are two extra words.

astronaut • comet • planet • spaceship
space station • universe



EXTENDED

19 Complete the text with the words in the box. There are two extra words.

asteroid • debris • exploration • launch • lift
matter • orbit • outer • rotate

For many years people have been interested in space (1) ... . There are many reasons why people (2) ... a rocket into space: it could be to reach other planets, to study dark (3) ... in the universe, or even to try and reach (4) ... space. But there is a problem – space (5) ... . Right now there are thousands of old satellites and broken pieces of spacecraft in (6) ... round the Earth. And they can be a real problem for a spacecraft soon after (7) ... off. Space travel is great, but just as on Earth, we need to take our junk home with us.

Listening

BASIC

1 Discuss the questions in pairs.

1 What kind of experiments do you do in science lessons at school?

2 Do you like doing experiments? Why/Why not?

2 Match words and phrases 1–4 with definitions a–d.

1 pressure

2 static electricity

3 rub

4 particles

a move your hand or an object against another object quickly

b force or weight that is put on something

c very small pieces of something

d a type of electricity that collects on the surface of an object

E WYBÓR WIELOKROTNY

3 27 Listen to three recordings. Choose the correct option a, b or c.

Recording 1

1 Which of these things do you NOT need to do the experiment?
a an item of clothing
b an electric cable
c some plastic

Recording 2

2 What does the teacher ask a student to do?
a make the room dark
b make the room light
c shine a torch through the glass

3 The teacher compares the effect in the glass to
a the sky at the start of the day.
b the sky in the middle of the day.
c the sky at the end of the day.

Recording 3

4 At first, the girl thinks the boy is
a clever.
b silly.
c childish.

5 The rocket flies because of a
a chemical mixture.
b chemical reaction.
c chemical element.

6 Which variation of the experiment do they NOT mention?
a with a different size bottle
b with more or less water
c with warmer water

4 27 Complete the sentences with the words in the box. Then listen again and check.

atmosphere • attracts • charged • dioxide
launch • pressure • reaction

1 The plastic becomes ... with static electricity.

2 The charged plastic ... the water.

3 The milk behaves the same way as dust particles in the Earth's ... .

4 I'm going to ... the rocket into the air!

5 The chemical ... produces carbon ... .

6 The ... slowly builds up.

E UZUPEŁNIANIE LUK

5 28 Listen to the information about a virtual laboratory. Complete gaps 1–4 with the information from the recording.

Benefits of a virtual laboratory	
• It's a (1) ... environment. • It's practical and motivating. • You can explore different environments.	
Uses of a virtual laboratory	
Who?	What?
The teacher	• teaches (2) ... procedures in the lab • explains (3) ... using images
The students	• do practice experiments before the real thing • review and revise their work before (4) ...

6 28 Listen again and find words or phrases with these meanings.

1 a thin, round glass container used in laboratory experiments.

2 ways of doing things to avoid accidents

3 a material which carries genetic information

4 the natural home of a plant or animal

5 a substance formed of two or more separate elements

EXTENDED

7 Discuss the questions in pairs.

1 Do you think you use your phone too much? Why/Why not?

2 What problems can be caused with too much use of electronic devices?

E WYBÓR WIELOKROTNY

8 29 Listen to three recordings. Choose the correct option a, b or c in 1–2 and a, b, c or d in 3–6.

Recording 1

1 Speaker 1 thinks
- **a** it's better to chat to friends online.
- **b** the boy should chat to her more online.
- **c** it's better to chat in person.

Recording 2

2 Which of the following things does Speaker 2 say?
- **a** She's an expert in technology.
- **b** Most computer problems have a simple cause.
- **c** She hates it when people rely on her to fix their tech problems.

Recording 3

3 Speaker 3 gives advice for people
- **a** who want to stop using devices.
- **b** who want to use different devices.
- **c** who want to regulate their use of devices.
- **d** who want to use new devices.

4 Speaker 3 suggests changing
- **a** the device you use.
- **b** your routine every day.
- **c** which apps you use.
- **d** some settings on your phone.

5 Which of these things does Speaker 3 NOT mention as a benefit of alternative activities?
- **a** You'll have a better social life.
- **b** You can learn something new.
- **c** You can improve your health.
- **d** Small things will become more enjoyable.

6 What activity does Speaker 3 compare notifications to?
- **a** swimming
- **b** fishing
- **c** sleeping
- **d** reading

9 29 Complete the phrases with antonyms of the words in brackets. Then listen again and check.

1 Don't waste your time ... (*purposefully*) scrolling through social media.

2 Once you've downloaded it, ... (*remove*) the new software on your system.

3 Here at Horley repairs, we ... (*break*) all your broken machines.

4 Make sure you ... (*activate*) mobile data when you travel abroad.

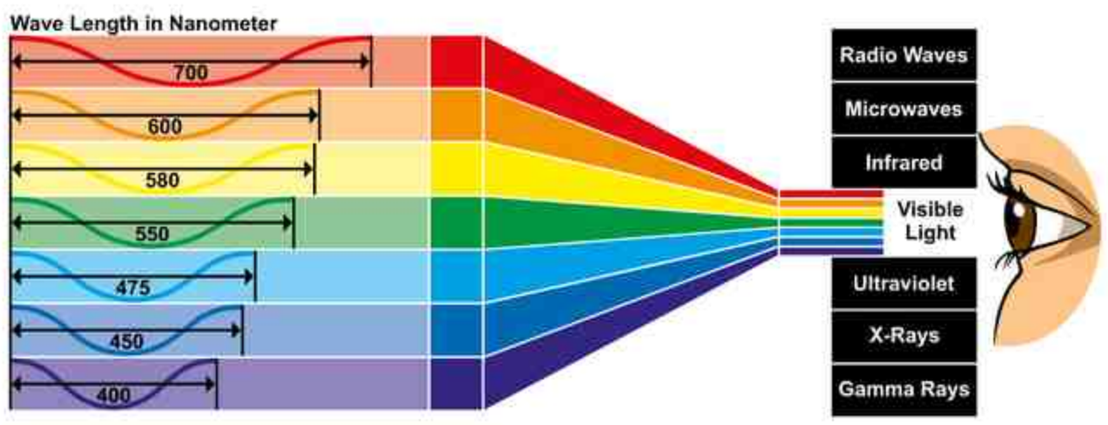
5 Please ... (*enable*) notifications on your device during the service.

E UZUPEŁNIANIE LUK

10 30 Listen and complete gaps 1–4 with the information from the recording.

Why traffic lights use red, yellow and green

- it relates to how light is scattered = how dust particles in Earth's atmosphere (1) ... and re-emit light
- (2) ... colours form white light
- colours with the longest (3) ... are at the top of the spectrum; shortest at the bottom
- the four colours with the longest wavelengths are red, orange, yellow and green
- red is used for 'stop' as it can be seen from (4) ...



11 Read the extracts from the recording and match words and phrases in bold 1–5 with definitions a–g.

1 There's logic and a **scientific explanation** behind the use of these colours.

2 We need to look at how light is **scattered**.

3 How dust **particles** in the atmosphere **absorb** and **re-emit** light.

4 White light is made up of an **electromagnetic spectrum**.

5 Because it has the longest **wavelength**.

- **a** take in
- **b** a reason for something based on facts
- **c** tiny pieces of matter
- **d** the range of types of radiation
- **e** the distance between high points of something which moves up and down
- **f** distributed in various random directions
- **g** release again

Reading

BASIC

1 Discuss the questions in pairs.

1 Can you code? If so, what coding projects have you done? If not, would you like to learn? Why/Why not?
2 What do you think the best things are about being able to code? What are the biggest challenges?

2 Choose the correct options.

1 I would love to *design* / *draw* my own app one day.
2 The only way to make this software to work is to find and fix the *bug* / *snake* in its code.
3 My sister's *opened* / *created* a bit of software to check the system for problems.
4 Please share your ideas on our *online* / *net* forum.

E DOBIERANIE

3 Match sentences 1–3 with texts A–D. There is one extra text.

1 This text invites people to join a summer camp.
2 This text gives information about regular (weekly) coding.
3 This text gives a reason why someone might want to bring their own device to the camp.

Text A

Title: **About us**

Welcome to the Wyechester Youth Coding Club. Here your children can learn coding, as well as working on special coding projects such as designing apps, fixing bugs and creating software. We also provide a summer coding camp for teenagers.

There are three levels, depending on ability: basic, intermediate and advanced. We meet weekly after school on Wednesdays for two hours, from 4 p.m. to 6 p.m.

A year's membership costs £180 (£15 per month), and the club is open to 15–18 year olds. If you're interested, please complete the application form on our website, and do the online test to help determine your level.

comment ● share ●

Text B

JOIN OUR SUMMER CODING CAMP!



The coding camp at Timisoara, Romania 13.10.2018

Learn and improve your coding skills this summer while having fun and making new friends.

Who is it for?
Anyone 15–18, with a keen interest in coding and/or computers.

When is it?
2nd–15th August

What will you do?
You will work on one of three levels: basic, intermediate or advanced.
In the first week, you'll be set a software problem to fix, learning the necessary code as you work.
In week two, you'll design and create your own app!

How much does it cost?
£300. Wyechester Youth Coding Club (WYCC) members get a 20% discount.

How can I join?
Via the WYCC website or call Alice on 09164 763218.
Spaces are limited so don't delay!

Text C

Email

TO: **CODING CAMPERS**

SUBJECT: **ONE WEEK TO GO!**

Hi coding campers!

Just one week to go now until this summer's coding camp. We hope you're all as excited as we are! Please remind your parents that you need to be at the centre at 9 a.m. on Monday. When everyone's there, we'll go through all the camp rules with you and show you where you're staying. We'll also arrange you into your three level groups.

Please remember not to bring your own laptops or other devices (except for the advanced group), as we have everything you'll need here.

We've set up three online forums: basic here, intermediate here and advanced here. Please take the opportunity this week to join your forum and introduce yourselves to each other.

See you next week!
Alice and Josh.

SEND

Text D

Forum INTERMEDIATE GROUP FORUM

Maisie: Hi everyone! I'm Maisie. Looking forward to the camp, though I'm not sure my coding is that good.

Ryan: Hi Maisie! Don't worry, I feel the same. I'm sure we're going to have a lot of fun.

Steve: Hi everyone, is anyone taking their own laptops? I'd really like to use mine, it's a new one and I have all my stuff on there.

Ryan: @Steve I'm afraid we can't bring our own devices. Only the advanced group are allowed to do that.

Steve: @Ryan Oh no! but I've got all my apps on there to help me code.

Maisie: @Steve don't worry, we're all in the same boat.

SUBMIT

E UZUPEŁNIANIE LUK

4 Read the text and complete gaps 1–4 with information from texts A–D. Each gap should be completed with no more than two words.

Hi Sofia
How are you? I'm writing to tell you about a coding camp I went to this summer, it was brilliant! As you know, I'm a member of a local coding club for teenagers. We meet (1) ... a week after school, and learn all about coding. Well this summer, the people who run the club, Alice and Josh, organised a two-week summer camp. It's quite expensive, but because I'm a member of the coding club I got a (2) ... of twenty per cent. We didn't have to take any of our own devices as they provide all the computers, which I thought was great, although one boy there was a bit upset he couldn't take his own (3) ... .

On the first day Alice and Josh went through all the (4) ... with us, then we got started. In the first week we had to solve coding problems, but in the second week we learnt how to make our own app!

Anyway, speak soon.
Maisie

5 Read texts A–D again and answer the questions.

1 How many hours does each WYCC meeting last?
2 What two things do you have to do to join?
3 Can you go on the coding camp if you're not a coding club member?
4 What time does coding camp start?
5 What do Alice and Josh ask people to do before camp starts?
6 What has Steve got on his laptop that he wants to use?

6 Complete the sentences with the words in the box. Then check your answers with texts A–D.

boat • delay • keen • take • that

1 My brother has a ... interest in computer programming.
2 Tickets are selling fast, so don't ... , get yours today!
3 I'd like to ... this opportunity to introduce myself.
4 I'm not sure my computer skills are ... good, to be honest.
5 It's a difficult task, but at least we're all in the same ... .

EXTENDED

7 Discuss the questions in pairs.

1 What do you know about 'space tourism'?
2 Would you like to visit space as a tourist? Why/Why not?

E WYBÓR WIELOKROTNY

9 Read Text 1 and choose the correct answer a, b, c or d.

8 Choose the correct options.

1 I wonder what it's like to feel the effects of *nothing / zero* gravity.
2 There are thousands of satellites currently *in / on* orbit around the Earth.
3 Neil Armstrong was the first person to *place / set* foot on the moon.
4 Please remain seated in the passenger *room / cabin* until it's safe to leave.
5 How long do astronauts usually stay *on / in* board the ISS?

Text 1

A history of space tourism

For years people have wanted to visit space, to feel the effects of zero gravity while floating around in a spacecraft. However, for a long time this reality has only been within reach of a select few. In fact, given how few people have had the pleasure since, it's sometimes hard to believe that it's over sixty years since Yuri Gagarin's pioneering flight in 1961. But this looks set to change in the near future, with a number of companies offering the chance to break free of the Earth's atmosphere and travel in orbit on a commercial basis.

So where did it all begin? No history of space tourism can start without looking at our early expeditions into space exploration. In the 1960s, fierce competition between the USA and the USSR led to what became known as the 'space race', with both sides competing to put people in space. This was initially won by the East with Yuri Gagarin's mission. But the West responded with the Apollo missions, eventually culminating with Neil Armstrong becoming the first man to set foot on the moon in 1969.

As the 1970s rolled on, successful space missions were repeated and the idea that space exploration might be opened up to other people (not just highly-trained astronauts) began to be floated. In 1972 President Nixon announced the creation of the space shuttle program. Early designs included a special cabin for 74 passengers where they would remain in orbit for 3 days. Though this idea never took off, the idea of space tourism was born. By the 1980s, there was even talk of orbiting the moon and lunar bases, with the successful work of the space shuttle program the main driving force behind these ideas.

In 1984, NASA launched the Spaceflight Participant Program, whereby non-government astronauts would join shuttle missions. The first of these was Charles D. Walker, who joined three missions in 1984 and 1985. In 1985, Christa McAuliffe was selected to become the first teacher in Space. Tragically, however, all of this came to a standstill after the 1986 Challenger disaster, when the space shuttle Challenger broke apart just 73 seconds after lift-off.

This was a major setback to the space tourism industry and thoughts of civilians visiting space fell by the wayside. However, routine space programs continued into the 1990s, which saw China begin to develop its own space program. However, by the late 1990s talk of space tourism was very much back on the agenda and several new companies were set up to help achieve this goal.

At the turn of the millennium, and with passenger safety at the forefront of everyone's minds, space tourism finally started to become a reality, but only for those who could afford it. In 2001, Dennis Tito paid 20 million dollars to stay on board the International Space Station (ISS) for nearly 8 days. With this he became the first true space tourist. From 2002 to 2009, six more private citizens visited the ISS, all of them millionaires or billionaires. The seeds of space tourism were officially sown, with Jeff Bezos and Sir Richard Branson establishing their own space travel companies in the early 2000s.

The 2010s saw the space tourism industry really start to gather momentum. Despite early success, Sir Richard Branson's company suffered a major setback in 2014 when one of its spacecraft broke up during a test flight. However, by 2017 they were running test flights again. During this time other companies started to enter the scene and we saw the first real development of a commercial space tourism industry. Finally, on 11th July, 2021, Sir Richard Branson completed a successful journey into orbit, with Jeff Bezos following a week later on 18th July, with an 11-minute journey to the outer reaches of the Earth's atmosphere. With this, the 2020s look set to bring in a new era of space tourism.

1 Putting the first people into space
   a was easy but expensive.
   b was fuelled by international politics.
   c was achieved by the USA.
   d was achieved in the late 1960s.

2 When did the first civilian astronauts go into space?
   a in the 1960s
   b in the 1970s
   c in the 1980s
   d in the 2000s

3 The NASA Spaceflight Participant Program ended because
   a not enough people wanted to go into space.
   b the space shuttle missions ended.
   c it was too expensive.
   d of an accident.

4 In the 2010s
   a the first space tourists went into space.
   b the space tourism industry became smaller.
   c the space tourism industry started to mature.
   d several space tourism companies failed.

E UZUPEŁNIANIE LUK

10 Read Text 2 and complete sentences 1–4 with information from the text.

1 After the writer put on his spacesuit, he couldn't believe ... .

2 At the start of lift-off, the writer felt ... .

3 When they were in orbit, the most important activity for the writer was ... .

4 According to the writer, the whole experience ... .

11 Read the texts again. Decide if each of these ideas are expressed in Text 1, Text 2 or both.

1 The first person in space.

2 The cost of space tourism.

3 How long it takes to reach space.

4 Problems with a spacecraft.

5 A successful space flight.

6 Humans' effect on nature.

12 Match the highlighted phrases in Texts 1–2 with definitions 1–7.

1 become stronger or more successful

2 experience high levels of fear or anxiety

3 something which causes other things to happen

4 when something becomes unimportant or impossible to complete

5 be suddenly very surprised about something

6 stop

7 experience a significant problem which delays progress

Text 2

A life-changing journey

They call it 'The Overview effect', and from my first glimpse out of the window, I immediately understood what it meant. Seeing the whole of planet Earth as one entity overwhelmed me with a fresh, life-changing perspective.

Having woken up long before dawn, I put on the spacesuit I'd tried on many times before, but this time it was for real. Overcome with trepidation, I was racked with several different emotions at once: fear, anxiety, excitement and disbelief. I had to keep pinching myself to check this was all real and not some elaborate dream unfolding. As I climbed into my passenger seat and the engines fired up, I was struck by how slow the movement felt. Then, all of a sudden, the G-Force made me sink deeper and deeper into my seat as we reached the 17,500 mph necessary to escape from the clutches of Earth's atmosphere. And then, as if by magic, eight and a half minutes later we were in orbit. It felt like nothing else I'd ever felt.

I had been told before the trip (for which I'd paid nearly a quarter of a million dollars) to have a plan for when I was up there. We were only to have a few minutes in orbit before our descent back to Earth, and that I should use the time wisely. At first everyone unlocked their seatbelts and revelled in the follies of weightlessness, spinning, turning and floating. But then I looked out of the window and the view struck me.

I could see weather patterns, not unlike the 'satellite view' of a weather forecast, but this was real. I was witnessing a living, breathing Earth. I could see man-made changes too, like how much forest clearing had taken place in the Amazon, and in Africa too. Every major river had a dam, every mountain range had a road system running through it. I saw that there's almost no true wilderness left on planet Earth, and it didn't feel right.

That image has stayed with me, etched into the deepest crevices of my mind, and it influences how I live on a day-to-day basis now, mindful of how my behaviour influences the environment around us. This truly was a life-changing journey.

Use of English

BASIC

E ZESTAW LEKSYKALNY

1 Use one word to complete the two sentences.

1 ...

- The battery in my phone is dead. I need to ... it before I leave home.
- This Internet service is quite expensive – they ... you 10 euros per month for a subscription.

2 ...

- The new archaeological discovery will help to find ... more about Polish towns in the Middle Ages.
- The paintings that were found in the old church turned ... to be over 500 years old.

3 ...

- All the important data is stored on this external ... disk.
- It was ... work, but the medical company finally found the cure for the exotic disease.

4 ...

- The ... in my laptop are broken and I can only listen to music on my headphones.
- There were three ... at the scientific conference and each of them gave an interesting speech on artificial intelligence.

5 ...

- Before you turn off your computer, ... your work so that you don't lose any files.
- With this software, scientists will ... a lot of time that they usually spend on data analyses.

E TŁUMACZENIE

2 Choose answer a, b or c which is the correct translation of the phrase in brackets.

1 You will see the 'Sign up' button (*jeśli przewiniesz*) ... to the bottom of the page.
a if you scrolled
b if you scroll
c if you had scrolled

2 In the future, you will be able to pay for your shopping using your fingerprints (*zamiast*) ... your credit card or phone.
a except for
b in spite of
c instead of

3 Stephen Hawking was a scientist (*którego*) ... theories helped us understand space.
a who
b whom
c whose

4 The media have just (*ogłosiły*) ... that scientists have found traces of water on one of Jupiter's moons.
a announced
b suggested
c complained

5 With new technology, the chances of finding life on other planets are (*o wiele wyższe*) ... than before.
a by far the highest
b much higher
c high enough

E UZUPEŁNIANIE LUK

3 Complete the text. Choose the correct answer a, b or c.

Have you noticed how fast our payment methods are changing? Of course, traditional money (in the form of notes and coins) (1) ... and it will never disappear completely. However, you (2) ... cash in most transactions any more. The number of shops which don't accept payment by card is constantly decreasing. Smart cards which enable contactless payment make the process even faster.

However, you won't even need a bank card if you (3) ... your smartphone with you. With a bank app installed on your phone, (4) ... you have to do is hold it close to the terminal for a second or two. Alternatively, you can pay using a safely generated code called BLIK. This is also a convenient option for fans of online shopping, which (5) ... in popularity in the last few years.

1 **a** is still being used
b has used
c are still using

2 **a** can't pay
b mustn't spend
c don't need to use

3 **a** had **b** have **c** will have

4 **a** some **b** all **c** none

5 **a** is growing **b** grows **c** has grown

EXTENDED

E TŁUMACZENIE

W tym zadaniu należy samodzielnie przetłumaczyć na język angielski podany fragment zdania po polsku.

Najważniejsze kroki:

- ✓ przeczytaj całe zdanie wraz z polskim fragmentem,
- ✓ zastanów się, jaka konstrukcja gramatyczna najlepiej odda jego znaczenie,
- ✓ upewnij się, że tłumaczenie pasuje logicznie i gramatycznie do reszty zdania.

Przykład:

(*Nie powinieneś był instalować*) ... this app on your smartphone. Most of its functions are paid services.

Odpowiedź:

You shouldn't have installed

Analiza:

Pierwsze zdanie wyraża krytykę działań w przeszłości i dlatego należy użyć konstrukcji *should + have + past participle* (*III forma czasownika*).

4 Translate the parts of sentences in brackets into English. Use a maximum of five words in each gap.

1 These controversial hypotheses (*będą musiały zostać potwierdzone*) ... by reports from other laboratories.
2 There (*musiało być za mało*) ... data to consider the experiment successful.
3 The management (*nalega na budowę*) ... a local electronic components factory to avoid the high costs of imported parts.
4 I had to save up for six months before I (*mogłem sobie pozwolić na zakup*) ... this hi-tech gaming laptop.
5 I (*niepotrzebnie kupiłem*) ... this cable as it is not compatible with my phone.

E UZUPEŁNIANIE ZDAŃ

5 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 This is a very old computer. There's ... (*no / point / try*) install such modern software.
2 This antivirus software has ... (*prevent / I / open*) email messages with a virus lots of times.
3 Experts predict that the first colony ... (*build*) on Mars by the end of this decade.
4 Not until we find the cause of the system failure ... (*we / able*) to avoid similar breakdowns in the future.
5 I'm still ... (*get / use / drive*) with my satnav on – I don't always react to the instructions on time.

E TRANSFORMACJE

6 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 Could you please provide some statistics which prove your point of view?
MIND
... some statistics which prove your point of view?
2 The commercial says it won't be expensive for the owner to use this electric car.
FIND
The commercial says the owner ... to use this electric car.
3 'It would be advisable if the password had both letters and numbers in it.' – the log-in page suggested.
INCLUDE
The log-in page suggested ... both letters and numbers.
4 A real technological revolution was caused by the invention of the internet.
BROUGHT
The invention of the internet ... a real technological revolution.
5 We're sure that the experiment didn't fail because of the wrong proportions of the substances.
CAUSED
The wrong proportions of the substances ... the failure of the experiment.

E UZUPEŁNIANIE LUK

7 Complete each sentence with the correct form of the word in the box. There are two extra words.

apply • connect • explore • infect
intense • respond • theory

1 It took me a while before I realised that my laptop had got ... from the internet.
2 The company took ... for the faulty microwave ovens and offered the customers free replacements.
3 This computer simulation helps scientists understand why ... diseases sometimes spread so quickly.
4 In the 21st century most household ... are connected to the internet and remotely controlled.
5 When the first station is built on Mars, it will be a great starting point for further space ... .

Speaking

1 Discuss the questions in pairs.

1 What are some of the most important inventions of all time?

2 Match the famous scientists to their branch of science. What are/were they famous for discovering/inventing? Can you think of any other famous scientists in each field?

1 Charles Darwin	**a** astronomy
2 Stephen Hawking	**b** biology
3 Tim Berners-Lee	**c** computer science
4 Galileo Galilei	**d** economics
5 John Maynard Keynes	**e** physics

3 Name five gadgets you can't live without.

2 31 **Listen to two people discussing the most important inventions of all time. Which things 1–6 do they mention?**

1 The number of people the invention has affected.
2 How it's changed people's lives.
3 Different ways it's used.
4 How you use it personally.
5 If it was immediately successful.
6 Problems it's caused and how these can be solved.

3 31 **Listen again and tick the phrases you hear.**

Useful phrases

Keeping the conversation on track

We need to say why/how/what
What/How about …?
Don't forget this point.
That's a good point. OK, so
That's true. And
We should also discuss
OK, we've covered … shall we go on to the next point?
Let's move on to talk about

E ROZMOWA Z ODGRYWANIEM ROLI

4 **Work in pairs. Read the instructions and practise the task. When you have finished, swap roles and practise again.**

Discuss what you think is the most important invention of all time.

There are four things you need to discuss:

- how it's changed people's lives,
- different ways it's used,
- how you use it personally,
- problems it's caused and how these can be solved.


A


B


C


A


B


C


D


E


F

5 Which invention A-F is the most useful, in your opinion?

Writing

EXTENDED

1 Choose three technological concepts from the box and write one advantage of using each of them.

CCTV • satnav • VR goggles • smartwatch
cloud data storage • drone • wireless earplugs

cloud data storage
You can have access to important files from anywhere in the world.

2 For each concept you chose in exercise 1, write a warning which you believe a user should be aware of.

cloud data storage
Your cloud may be hacked into and your files stolen.

3 Read the sample article about the effect of new technologies on education. Complete paragraphs 1–4 with sentences A–F. There are two extra sentences.

Schools need upgrading, too.

(1) ... . Teachers are **increasingly** familiar with new technologies and schools install interactive monitors in classrooms. Does it change the way students learn?

(2) ... . Teachers use them to present interesting videos or animations during their lessons. We also visit websites with quizzes, articles and games related to the topics we are studying. **Obviously**, these devices need to be connected to the internet, but my school provides a broadband internet connection in each classroom. Students are also often allowed to use their smartphones to search for information they need during the lesson.

(3) ... . It has **undoubtedly** improved the quality of education. I have noticed that my classmates and I are more interested in lessons with visual material. I'm sure what we learn this way stays in our brains for longer than knowledge we get from paper schoolbooks. The good effects can be **clearly** seen in the exam results of students in our school.

(4) ... . Today's technology proves **extremely** useful and efficient in education and I can't wait to see a similar process of 'upgrade' in other schools in Poland.

A Not all technological solutions are effective, though.

B There didn't use to be a lot of technology in my primary school.

C Information and Communication Technology (ICT) is more and more common in Polish schools nowadays.

D The way my school has been modernised should be a standard for all schools.

E My school has recently installed interactive whiteboards and monitors in a few classrooms.

F This really is a modern approach to teaching and learning.

4 Translate the phrases in brackets into English using the phrases in bold from the sample article.

1 (*Bez wątpienia*), ... the weakest point of the device is still its battery.

2 The quality of the device has (*wyraźnie*) ... improved since the first model was released.

3 You should be (*niezwykle*) ... careful when using the gadget in the car.

4 In spite of its high price, the device is (*coraz bardziej*) ... popular among teenagers.

5 (*Oczywiście*) ... it makes everyday communication much easier.

5 Match the phrases from the box with their functions.

Here's how it is right now
However, you should keep in mind • What I like about it is
As a result, • Be careful, though, not to • At present,
Another great advantage is • This has led to

a Presenting the current situation:

b Discussing effects and consequences:

c Presenting positive features:

d Warning about risks:

E ARTYKUŁ

6 Write an article.

Prowadzisz bloga o nowych technologiach. Napisz artykuł, w którym opiszesz najciekawsze funkcje swojego nowego gadżetu elektronicznego, jak również ostrzeżesz przed konsekwencjami nadmiernego korzystania z niego.
Długość tekstu powinna wynosić od 200 do 250 słów.

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 I'm sure you'll find it easy to learn how to use that ... I downloaded onto your laptop. **APPLY**

2 Scientists have used genetic ... to protect tomatoes against the effects of freezing. **ENGINEER**

3 The tempo of ... in the field of robotics doubles every couple of years. **ADVANCE**

4 Expensive off-shore oil ... was continued in spite of the high costs. **EXPLORE**

5 The scientists' ... concerning the volcanic eruption has turned out to be correct. **PREDICT**

E UZUPEŁNIANIE LUK

2 Complete the sentences with one word in each gap.

1 If you ... twenty by four, you get five.

2 Animal bodies are made ... of cells.

3 I put some liquids into the ... tubes in our chemistry class to check what the reaction would be.

4 Scientists hope there will be a breakthrough in the search ... a cure for cancer.

5 Astronomers believe that one day they will ... evidence to prove that life on other planets exists.

E ZESTAW LEKSYKALNY

3 Use one word to complete the two sentences.

1 ...

- The result of the experiment depends ... team work.
- Jack is keen ... archaeology.

2 ...

- The American astronauts remained inside the ... station during the operation.
- Early experiments with rockets prepared the foundation for ... tourism.

3 ...

- We'll ... this opportunity to listen to the lecture on the human mind.
- There's no better way to learn how to ... excellent photos than from the professionals.

4 ...

- When I ... my headphones on, it seems to me that I enter my own world.
- Please don't ... my laptop so close to the edge of the table.

5 ...

- When the professor walked into the new lab he said it was the perfect place to ... experiments.
- We have a week to ... a project on ancient Egypt.

E UZUPEŁNIANIE ZDAŃ

4 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 My brother ... (*be / interest*) genetics for many years.

2 Do you know when people first ... (*launch / rocket*) space?

3 When you buy a computer, install good antivirus software ... (*order / protect*) your equipment.

4 An extension lead ... (*must / use*) if you want to switch on the CD player.

5 ... (*not / forget / charge*) the battery in your phone before you leave home.

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as the first one.

1 Mary says geography is more interesting than maths.
Mary says maths is not ... geography.

2 I don't like anatomy, that's why I don't study medicine.
If I liked anatomy, ... medicine.

3 Astronomy is Robert's favourite subject.
Robert enjoys ... astronomy.

4 A new application needs installing on my computer.
A new application must ... on my computer.

5 Let's buy a monitor with a touch screen.
How ... a monitor with a touch screen?

EXTENDED

E SŁOWOTWÓRSTWO

6 Transform the words in bold to complete the sentences.

1 The scientists couldn't complete the experiment due to the ... equipment. **FAULT**

2 David Johnston was an American ... who predicted the 1980 eruption of Mount St. Helens. **GEOLOGY**

3 Alan Turing was an English ... who was highly influential in the development of theoretical computer science. **MATHEMATICS**

4 Deep-sea ... includes oceanography, biology, geography, archaeology and engineering. **EXPLORE**

5 There is no clear ... to support Wilson's thesis. **EVIDENT**

E UZUPEŁNIANIE LUK

7 Complete each sentence with the correct form of the word in the box. There are two extra words.

attach • carry • key • patent • send • share • turn

1 Make sure the cable is securely ... to the appliance.

2 What are the criteria for ... an invention?

3 You should ... in a password after choosing a username. Why didn't you do it?

4 The research has ... out without delay, or they will lose the grant money.

5 If the lecturer ... the screen with the students, they wouldn't have seen the whole presentation.

E UZUPEŁNIANIE ZDAŃ

8 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 By the time I met Thomas, he ... (*already / patent*) nine inventions.

2 I could not find ... (*way / solve*) the equation, so I asked my friend to help me.

3 Yesterday's rocket launch ... (*postpone / due*) unfavourable weather conditions.

4 While Jim ... (*try / recover*) his important files, the battery in his laptop went dead.

5 By 2030, a new method of treating some incurable diseases ... (*be / invent*).

E TRANSFORMACJE

9 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 The computer is the most useful invention.
AS
No other invention is ... the computer.

2 The IT worker is updating his operating system right now.
IS
The IT worker's operating system ... right now.

3 The scientists should have confirmed or rejected your hypothesis.
BEEN
Your hypothesis ... or rejected by the scientists.

4 I could not find a way of solving the equation.
TOO
The equation was ... to solve.

5 Luckily the asteroid didn't hit the ocean. It didn't create massive tidal waves.
WOULD
If the asteroid had hit the ocean, it ... massive tidal waves.

E ZESTAW LEKSYKALNY

10 Use one word to complete the three sentences.

1 ...
- A power ... enables us to charge our phones when the mains supply is not available.
- Archaeologists found the ruins of an ancient castle on the left ... of the river.
- A seed ... is a place where seeds are stored to preserve genetic diversity for the future.

2 ...
- I have a mobile phone with an app that allows me to ... a record of what I am doing.
- ... vaccines in original boxes in the refrigerator at 2°C to 8°C.
- Don't ... data in your laptop for longer than you need it.

3 ...
- Almost everyone in my class would like to ... an important discovery.
- I feel I have just started to ... progress in the field of computer science.
- Many successful people focus on meditation to help ... their dreams a reality.

4 ...
- The rocket is scheduled to lift ... at noon on Friday.
- Remember to switch ... your computer.
- I had to put ... working on my presentation.

Wordlist

SCIENTISTS

archaeologist /ˌɑːkiˈɒlədʒɪst/ archeolog/archeolożka
archaeology /ˌɑːkiˈɒlədʒi/ archeologia
artificial intelligence /ˌɑːtɪˈfɪʃəl ɪnˈteləʤəns/ sztuczna inteligencja
astronomer /əˈstrɒnəmə/ astronom
astronomy /əˈstrɒnəmi/ astronomia
biologist /baɪˈɒlədʒɪst/ biolog/biolożka
biology /baɪˈɒlədʒi/ biologia
biotechnologist /ˌbaɪəʊtekˈnɒlədʒɪst/ biotechnolog/biotechnolożka
biotechnology /ˌbaɪəʊtekˈnɒlədʒi/ biotechnologia
chemist /ˈkemɪst/ chemik/chemiczka
chemistry /ˈkeməstri/ chemia
computer science /kəmˌpjuːtə ˈsaɪəns/ informatyka
computer scientist /kəmˌpjuːtə ˈsaɪəntɪst/ informatyk/informatyczka
ecologist /ɪˈkɒlədʒɪst/ ekolog/ekolożka
ecology /ɪˈkɒlədʒi/ ekologia
economics /ˌekəˈnɒmɪks/ ekonomia
economist /ɪˈkɒnəmɪst/ ekonomista/ekonomistka
engineer /ˌenʤəˈnɪə/ inżynier
engineering /ˌenʤəˈnɪərɪŋ/ inżynieria
genetic engineering /ʤəˌnetɪk ˌenʤəˈnɪərɪŋ/ inżynieria genetyczna
geneticist /ʤəˈnetɪsɪst/ genetyk/genetyczka
genetics /ʤəˈnetɪks/ genetyka
geographer /ʤiˈɒgrəfə/ geograf
geography /ʤiˈɒgrəfi/ geografia
geologist /ʤiˈɒlədʒɪst/ geolog/geolożka
geology /ʤiˈɒlədʒi/ geologia
linguist /ˈlɪŋgwɪst/ językoznawca
linguistics /lɪŋˈgwɪstɪks/ językoznawstwo
mathematician /ˌmæθəməˈtɪʃən/ matematyk/matematyczka
maths/mathematics /mæθs/ˌmæθəˈmætɪks/ matematyka
microbiologist /ˌmaɪkrəʊbaɪˈɒlədʒɪst/ mikrobiolog
neuroscientist /ˈnjʊərəʊˌ ˌsaɪəntɪst/ neurobiolog
nuclear physics /ˌnjuːkliə ˈfɪzɪks/ fizyka jądrowa
oceanographer /ˌəʊʃənˈɒgrəfə/ oceanograf
oceanography /ˌəʊʃənˈɒgrəfi/ oceanografia
philosopher /fəˈlɒsəfə/ filozof
philosophy /fəˈlɒsəfi/ filozofia
physicist /ˈfɪzɪsɪst/ fizyk/fizyczka
physics /ˈfɪzɪks/ fizyka
psychologist /saɪˈkɒlədʒɪst/ psycholog/psycholożka
psychology /saɪˈkɒlədʒi/ psychologia
robotics /rəʊˈbɒtɪks/ robotyka
scientist /ˈsaɪəntɪst/ naukowiec
sociologist /ˌsəʊsiˈɒlədʒi/ socjolog
sociology /ˌsəʊsiˈɒlədʒi/ socjologia
statistics /stəˈtɪstɪks/ statystyka

SCIENTIFIC DISCOVERIES

advancement /ədˈvɑːnsmənt/ postęp; rozwój
analyse /ˈænəlaɪz/ analizować
analysis /əˈnælɪsɪs/ analiza
appliance /əˈplaɪəns/ urządzenie
be awarded the Nobel Prize in /bi əˈwɔːdɪd ðə nəʊˈbəl praɪz ɪn/ otrzymać Nagrodę Nobla
carry out/conduct/do research /ˈkæri aʊt/ kənˈdʌkt/duː rɪˈsɜːtʃ/ prowadzić badania
come to the conclusion that /kʌm tə ðə kənˈkluːʒən ðæt/ dojść do wniosku, że
confirm a hypothesis/findings /kənˈfɜːm ə haɪˈpɒθəsɪs/ˈfaɪndɪŋz/ potwierdzić hipotezę/odkrycia
criterion, criteria /kraɪˈtɪəriən, kraɪˈtɪəriə/ kryterium, kryteria
current /ˈkʌrənt/ powszechny; obecny, bieżący
cutting-edge /ˈkʌtɪŋedʒ/ nowatorski
determine /dɪˈtɜːmɪn/ ustalać, określać
discover/find out (a cure for cancer) /dɪsˈkʌvə/faɪnd aʊt (ə kjʊə fə ˈkænsə/ odkryć (lekarstwo na raka)
discovery /dɪsˈkʌvəri/ odkrycie
estimate (v; n) /ˈestəmət/ szacować, określać w przybliżeniu; szacunek, przybliżona liczba
evidence /ˈevɪdəns/ dowód
exploration /ˌeksplәˈreɪʃən/ badanie; poszukiwanie
formulate a hypothesis /ˈfɔːmjəleɪt ə haɪˈpɒθəsɪs/ formułować hipotezę
hypothetical /ˌhaɪpəˈθetɪkəl/ hipotetyczny
innovative /ˈɪnəvətɪv/ innowacyjny
invent /ɪnˈvent/ wynaleźć
invention /ɪnˈvenʃən/ wynalazek
inventor /ɪnˈventə/ wynalazca
keep records /kiːp ˈrekɔːdz/ prowadzić księgi
make a discovery /meɪk ə dɪsˈkʌvəri/ dokonać odkrycia
make predictions /meɪk prɪˈdɪkʃənz/ dokonać prognozy
obtain /əbˈteɪn/ uzyskiwać, otrzymywać
patent an invention /ˈpeɪtnt ən ɪnˈvenʃən/ opatentować wynalazek
phenomenon /fɪˈnɒmənən/ zjawisko
predict /prɪˈdɪkt/ przewidywać
predictions /prɪˈdɪkʃənz/ przewidywania
prove /pruːv/ udowadniać, dowodzić
reject a hypothesis /rɪˈdʒekt ə haɪˈpɒθəsɪs/ odrzucić hipotezę
research/study findings/results /rɪˈsɜːt/ˈstʌdi faɪndɪŋz/rɪˈzʌlts/ wyniki badań
researcher /rɪˈsɜːtʃə/ badacz/badaczka
science /ˈsaɪəns/ nauka
scientific /ˌsaɪənˈtɪfɪk/ naukowy
scientifically /ˌsaɪənˈtɪfɪklɪ/ naukowo
specialise in sth /ˈspeʃəlaɪz ɪn sʌmθɪŋ/ specjalizować się w czymś
study/investigate /ˈstʌdi/ɪnˈvestɪgeɪt/ badać; dociekać
supported (by evidence) /səˌpɔːtɪd baɪ ˈevɪdəns/ poparte (dowodem)
survey (n; v) /ˈsɜːveɪ/ badanie; badać
test (n; v) /test/ test; testować
theory /ˈθɪəri/ teoria
undertake research /ˌʌndəˌteɪk rɪˈsɜːtʃ/ prowadzić badania naukowe
up-to-date /ʌptədeɪt/ aktualny, nowoczesny

INVENTIONS

camcorder /ˈkæmˌkɔːdə/ przenośna kamera wideo
electricity /ɪˌlekˈtrɪsəti/ elektryczność
engine /ˈendʒɪn/ silnik
food processor /fuːd ˈprəʊsesə/ robot kuchenny
gunpowder /ˈgʌnˌpaʊdə/ proch strzelniczy
internal combustion engine /ɪnˌtɜːnl kəmˌbʌstʃən ˈendʒɪn/ silnik spalinowy
jet engine /dʒet ˈendʒɪn/ silnik odrzutowy
microwave /ˈmaɪkrəweɪv/ kuchenka mikrofalowa
motor /ˈməʊtə/ silnik (zazwyczaj elektryczny)
nuclear power /ˈnjuːkliə ˌpaʊə/ energia jądrowa
printing press /ˈprɪntɪŋ pres/ prasa drukarska
satellite dish /ˈsætəlaɪt dɪʃ/ antena satelitarna
satnav /ˈsæt næv/ nawigacja satelitarna
steam engine /stiːm ˈendʒɪn/ silnik parowy
wheel /wiːl/ koło

INFORMATION AND COMMUNICATION TECHNOLOGIES

anti-virus software /æntɪ ˌvaɪərəs ˈsɒftweə/ oprogramowanie antywirusowe
app/application /æp/ˌæplɪˈkeɪʃən/ aplikacja
attach /əˈtætʃ/ załączać
attachment /əˈtætʃmənt/ załącznik
battery/battery life /ˈbætəri/ˈbætəri laɪf/ bateria/czas pracy baterii
broadband /ˈbrɔːdbænd/ szerokopasmowy
browse the internet /ˈbraʊz ðə ˈɪntənet/ przeglądać internet
browser /ˈbraʊzə/ przeglądarka internetowa
charge /ˈtʃɑːdʒ/ ładować
charger /ˈtʃɑːdʒə/ ładowarka
chat with friends /tʃæt wɪð frendz/ rozmawiać z przyjaciółmi na czacie
computer geek /kəmˌpjuːtə giːk/ maniak komputerowy
computer hacker /kəmˌpjuːtə ˈhækə/ haker
connect to the internet /kəˈnekt tə ðə ˈɪntənet/ połączyć się z internetem
controls /kənˈtrəʊlz/ sterowniki (komputerowe)
data, statistical data /ˈdeɪtə, stəˌtɪstɪkəl ˈdeɪtə/ dane, dane statystyczne
database /ˈdeɪtəˌbeɪs/ baza danych
delete /dɪˈliːt/ usuwać
desktop /ˈdesktɒp/ pulpit; biurko
device /dɪˈvaɪs/ urządzenie
digital native /ˌdɪdʒətl ˈneɪtɪv/ dosł.: cyfrowy tubylec, przedstawiciel nowoczesnego pokolenia
display/screen resolution /dɪˈspleɪ/skriːn ˌrezəˈluːʃən/ rozdzielczość ekranu
download /ˌdaʊnˈləʊd/ pobierać; ściągać
drag /dræg/ przeciągnąć (np. ikonę na ekranie)
e-waste /ˈiːweɪst/ elektrośmieci
extension lead /ɪkˈstenʃən liːd/ przedłużacz
file /faɪl/ plik
flash card/memory card /flæʃ/ kɑːd/ˈmeməri kɑːd/ karta pamięci
flat battery /flæt ˈbætəri/ rozładowana bateria
flat screen monitor /flæt skriːn ˈmɒnɪtə/ monitor z płaskim ekranem
folder icon /ˌfəʊldə ˈaɪkɒn/ ikona folderu
go dead /gəʊ ded/ rozładować się, przestać działać
go online /gəʊ ˈɒnlaɪn/ przejść w tryb online
hard disk /hɑːd dɪsk/ dysk twardy w komputerze
inbox /ˈɪnbɒks/ skrzynka odbiorcza
information technology/IT /ˌɪnfəˈmeɪʃən tekˌnɒlədʒi/ˌaɪ ˈtiː/ informatyka
install /ɪnˈstɔːl/ instalować
instant messaging /ˈɪnstənt ˌmesɪdʒɪŋ/ natychmiastowe przesyłanie wiadomości (na czacie)
internet scam /ˈɪntənet skæm/ oszustwo internetowe
key in sth /kiː ɪn sʌmθɪŋ/ wpisać coś z klawiatury
landline /ˈlændˌlaɪn/ naziemna linia telefoniczna
laser printer /ˈleɪzə ˌprɪntə/ drukarka laserowa
man-made /mænmeɪd/ wytworzony przez człowieka
manual /ˈmænjuəl/ ręczny
operating system /ˈɒpəreɪt ˌsɪstɪm/ system operacyjny
password /ˈpɑːswɜːd/ hasło
paste /peɪst/ wklejać

peripherals /pə'rɪfərəlz/ urządzenia peryferyjne, zewnętrzne
photocopier /'fəʊtəʊˌkɒpiə/ fotokopiarka, ksero
plug /plʌg/ wtyczka
plug in /plʌg ɪn/ podłączać
power cord /'paʊə kɔ:d/ kabel zasilający
press a button /pres ə 'bʌtn/ nacisnąć przycisk
print /prɪnt/ drukować
remote control /rɪˌməʊt kən'trəʊl/ pilot
replace /rɪ'pleɪs/ zastępować, zamieniać
save /seɪv/ zachowywać, zapisywać
scan (v; n) /skæn/ skanować; skan
scanner /'skænə/ skaner
scroll down/up /skrəʊl daʊn/ʌp/ przewijać w dół/górę (np. na komputerze lub telefonie)
search engine /sɜ:tʃ 'endʒɪn/ wyszukiwarka
search results /sɜ:tʃ rɪ'zʌlt/ wyniki wyszukiwania
send a text message /send ə tekst 'mesɪdʒ/ wysyłać wiadomość tekstową
set up /set ʌp/ konfigurować
share /ʃeə/ udostępniać
sign in/log in/on /saɪn ɪn/lɒg ɪn/ɒn/ zalogować się
sign out/log out/off /saɪn aʊt/lɒg aʊt əv/ wylogować się
smartphone /'smɑ:tfəʊn/ smartfon
social networking site /ˌsəʊʃəl 'netwɜ:kɪŋ saɪt/ portal/serwis społecznościowy
socket /'sɒkɪt/ gniazdo
software /'sɒftweə/ oprogramowanie
speakers /'spi:kəz/ głośniki
spreadsheet /'spredʃi:t/ arkusz kalkulacyjny
stream sth live /stri:m sʌmθɪŋ lɪv/ przesyłać coś na żywo, strumieniowo
surf the net /sɜ:f ðə net/ surfować po internecie
switch (n) /swɪtʃ/ wyłącznik (np. sieciowy)
switch on/off /swɪtʃ ɒn/ɒf/ włączać/wyłączać
technique /tek'ni:k/ metoda; sposób, technika
technological innovation /ˌteknəˌlɒdʒɪkəl ˌɪnə'veɪʃən/ innowacja technologiczna
technology /tek'nɒlədʒi/ technologia
text message/text /tekst 'mesɪdʒ/tekst/ wiadomość tekstowa; SMS
touch screen /tʌtʃ skri:n/ ekran dotykowy
turn on/off /tɜ:n ɒn/ɒf/ włączać/wyłączać
turn up/down /tɜ:n ʌp/daʊn/ podgłośnić/przyciszać
type in your password /taɪp ɪn jə 'pɑ:swɜ:d/ wpisywać hasło
undo /ʌn'du:/ cofać
unplug /ʌn'plʌg/ wyłączyć z sieci; odłączyć
update (n, v) /ʌp'deɪt/ aktualizacja; aktualizować
upgrade (n; v) /ʌp'greɪd/ aktualizacja; aktualizować
upload /ʌp'ləʊd/ załadować pliki na serwer
username /'ju:zəneɪm/ nazwa użytkownika
virtual reality /ˌvɜ:tʃuəl ri'æləti/ wirtualna rzeczywistość
voice mail /vɔɪs meɪl/ poczta głosowa
website /'websaɪt/ strona internetowa
wireless /'waɪələs/ bezprzewodowy

COMPUTER CRASHES

backup (n; v) /'bækʌp/ kopia zapasowa; robić kopię zapasową
be in working order /bi ɪn ˌwɜ:kɪŋ 'ɔ:də/ działać, być sprawnym
blank screen /blæŋk skri:n/ pusty ekran
bounce back /baʊns bæk/ odrzucić wiadomości (e-mail) – np. z powodu złego adresu
break down /breɪk daʊn/ popsuć się
crash (n, v) /kræʃ/ zawieszenie (komputera), awaria; zawiesić się, zepsuć
error message /'erə ˌmesɪdʒ/ komunikat o błędzie
faulty /'fɔ:lti/ wadliwy, błędny
fix /fɪks/ naprawiać; rozwiązanie
freeze /fri:z/ zawiesić się (np. o ekranie)
hack into a system /hæk 'ɪntə ə'sɪstɪm/ włamać się do systemu
lose internet connection /lu:z 'ɪntənet kəˌnekʃən/ stracić połączenie internetowe
malware /'mælweə/ złośliwe oprogramowanie
mend/fix/repair /mend/fɪks/rɪ'peə/ naprawiać
out of order /aʊt əv 'ɔ:də/ niesprawny, nieczynny, niedziałający
paper jam /'peɪpə dʒæm/ zakleszczenie papieru
power cut, surge /'paʊə kʌt, sɜ:dʒ/ przerwa w dostawie prądu
reboot/restart a computer /ˌri:'bu:t/ˌri:'stɑ:t ə kəm'pju:tə/ zrestartować komputer
recover data /rɪ'kʌv ˌdeɪtə/ odzyskać dane
run down /rʌn daʊn/ wyczerpać się, wyładować (o baterii)
run out of /rʌn aʊt əv/ nie mieć już czegoś, wyczerpać się
safety precautions /'seɪfti prɪˌkɔ:ʃənz/ środki ostrożności
spare parts /speə pɑ:ts/ części zapasowe
spark (v) /spɑ:k/ iskrzyć
stop responding /stɒp rɪ'spɒndɪŋ/ przestać odpowiadać (o komputerze)
take out the battery /teɪk aʊt ðə 'bætəri/ wyjąć baterię
troubleshooting guide /'trʌbəlˌʃu:tɪŋ gaɪd/ instrukcja naprawy
virus /'vaɪərəs/ wirus

SCIENCE

Maths

add /ˌæd/ dodawać
addiction /ə'dɪkʃən/ dodawanie
cube /kju:b/ sześcian
divide /də'vaɪd/ dzielić
equation /ɪ'kweɪʒən/ równanie
fraction /'frækʃən/ ułamek
multiply /'mʌltəplaɪ/ mnożyć
rectangle /'rektæŋgəl/ prostokąt
sphere /sfɪə/ sfera; kula
subtract /səb'trækt/ odejmować
subtraction /səb'trækʃən/ odejmowanie
triangle /'traɪæŋgəl/ trójkąt

Physics

air pressure /eə 'preʃə/ ciśnienie powietrza
atom /'ætəm/ atom
electric current /ɪ'lektrɪk 'kʌrənt/ prąd elektryczny
elementary particle /ˌeləˌmentəri 'pɑ:tɪkəl/ cząstka elementarna
emit /ɪ'mɪt/ emitować
formula /'fɔ:mjələ/ wzór; formuła
gas /gæs/ gaz
gravity /'grævəti/ grawitacja
liquid /'lɪkwɪd/ ciecz
magnetic forces /mæg'netɪk fɔ:siz/ siły magnetyczne
mass /mæs/ masa
neutron /'nju:trɒn/ neutron
nucleus /'nju:kliəs/ jądro atomu
solid /'sɒlɪd/ ciało stałe
steam /sti:m/ para
surface tension /'sɜ:fɪs 'tenʃən/ napięcie powierzchniowe
ultraviolet radiation /ˌʌltrə'vaɪəlɪt ˌreɪdi'eɪʃən/ promieniowanie ultrafioletowe

Chemistry

chemical element /ˌkemɪkəl 'eləmənt/ pierwiastek chemiczny
chemical reaction /ˌkemɪkəl ri'ækʃən/ reakcja chemiczna
compound /'kɒmpaʊnd/ związek chemiczny
concentrated /'kɒnsəntreɪtɪd/ stężony
element /'eləmənt/ pierwiastek
molecule /'mɒlɪkju:l/ molekuł
solution /sə'lu:ʃən/ roztwór
sulphuric acid /sʌlˌfjʊərɪk 'æsɪd/ kwas siarkowy
test tube /test tju:b/ próbówka

Astronomy

asteroid /'æstərɔɪd/ asteroida
astronaut /'æstrənɔ:t/ astronauta/astronautka
atmosphere /'ætməsfɪə/ atmosfera
big bang /bɪg bæŋ/ Wielki Wybuch
black hole /blæk həʊl/ czarna dziura
comet /'kɒmɪt/ kometa
dark matter /dɑ:k 'mætə/ ciemna materia
debris /'debri:/ śmieci; szczątki
galaxy /'gæləksi/ galaktyka
in orbit /ɪn 'ɔ:bɪt/ na orbicie
launch a rocket /lɔ:ntʃ ə 'rɒkɪt/ odpalić rakietę
lift-off /lɪftɒf/ start; odpalenie (rakiety)
orbit (n; v) /'ɔ:bɪt/ orbita; orbitować
outer space /'aʊtə speɪs/ przestrzeń kosmiczna
planet /'plænɪt/ planeta
revolve around the Sun /rɪˌvɒlv ə'raʊnd ðə sʌn/ obracać się dookoła Słońca
rocket /'rɒkɪt/ rakieta
rotate /rəʊ'teɪt/ obracać się
satellite /'sætəlaɪt/ satelita
space centre /'speɪs ˌsentə/ centrum lotów kosmicznych
space exploration /'speɪs ˌekspləˌreɪʃən/ badanie kosmosu
space shuttle /'speɪs ʃʌtl/ prom kosmiczny
space station /'speɪs ˌsteɪʃən/ stacja kosmiczna
space waste /'speɪs weɪst/ kosmiczne śmieci
spacecraft /'speɪs-krɑ:ft/ statek kosmiczny
spaceship /'speɪsʃɪp/ statek kosmiczny
spacetime /speɪstaɪm/ czasoprzestrzeń
the solar system /ðə 'səʊlə ˌsɪstɪm/ układ słoneczny
universe /'ju:nəvɜ:s/ wszechświat

Biology and medicine

antibiotic-resistant bacteria /ˌæntɪbaɪ'ɒtɪk rɪˌzɪstənt bæk'tɪəriə/ bakteria odporna na antybiotyki
cell /sel/ komórka (część żywego organizmu)
evolve /ɪ'vɒlv/ rozwijać się, ewoluować
fatal /'feɪtl/ śmiertelny
genetic code /dʒə'netɪk kəʊd/ kod genetyczny
germ /dʒɜ:m/ drobnoustrój, zarazek
habitat /'hæbətæt/ środowisko życia
infectious/contagious disease /ɪn'fekʃəs/ kən'teɪdʒəs dɪ'zi:z/ choroba zakaźna
protein /'prəʊti:n/ białko
species /'spi:ʃi:z/ gatunek
theory of evolution /ˌθɪəri əv ˌi:və'lu:ʃən/ teoria ewolucji
tissue /'tɪʃu:/ tkanka
vaccine /'væksi:n/ szczepionka

Moduł 7

Praca

Vocabulary

Jobs and duties

BASIC

1 Discuss the questions in pairs.

1 What's your dream job? Why?
2 What do you think are some of the worst jobs? Why?
3 Is it better to be a boss or an employee? Why?

2 Complete the table with the jobs in the box.

accountant • actor • architect • car mechanic • carpenter
chef • cleaner • computer programmer • cook • dentist
doctor • economist • editor • electrician • engineer
factory worker • firefighter • flight attendant • hairdresser
journalist • lawyer • librarian • lorry driver • manager
miner • musician • nurse • pharmacist • plumber
police officer • politician • postman • receptionist • scientist
secretary • soldier • taxi driver • teacher • translator
travel agent • vet • waiter

General business/office work	...
Education/entertainment and the media	...
Public sector	...
Manual labour	...
Health	...
Other skilled	...

3 Complete the sentences with jobs from exercise 2.

1 My uncle's a(n) ... . He often rescues people from burning buildings.
2 After university I'd like to train to become a(n) ... . I really like writing and I'd like to work for a big national newspaper.
3 It's very difficult to become a successful ... . You need to get auditions, and that's difficult until you've appeared in plays or on TV.
4 I'd love to be a(n) ... . Can you imagine working with all those interesting books?
5 Marissa always loved animals as a child so it's no surprise she became a(n) ... .
6 Being a(n) ... isn't as glamorous as people think. You get to travel a lot, but you work long hours in the plane.
7 Do you know a good, local ... ? I need to get my hair cut.
8 We need to call a(n) ... to come and repair the fridge.

4 Choose the correct options.

Farm manager required

Cotsdale Farm is looking for someone to (1) *manage / manager* a group of agricultural workers this summer. You will (2) *work / lead* a team of young people as they (3) *pick / feed* animals and (4) *pick / feed* fruit. As well as (5) *supervising / charging* the team, you will also be in (6) *charge / lead* of making sure daily targets are met.

Please contact info@cotsdalefarms.com to apply.

EXTENDED

5 Discuss the questions in pairs.

1 Do you think it's right that some jobs pay more than others, or do you think everyone should earn the same? Why?
2 How important do you think these things are in a job? Put them in order of importance:
   - money,
   - short working day,
   - good colleagues,
   - long holidays,
   - doing something you enjoy.

6 Complete the sentences with the jobs in the box. There are two extra jobs.

careers advisor • civil servant • composer • IT specialist
sales rep • security guard • stockbroker • tailor
tour guide • traffic warden

1 A(n) ... helps people decide what job to do.
2 A(n) ... helps people manage their investments.
3 A(n) ... writes music.
4 A(n) ... sells things (usually big things like cars).
5 A(n) ... protects buildings.
6 A(n) ... makes clothes.
7 A(n) ... shows people around on holiday or when visiting a place.
8 A(n) ... works for the government.

7 What is the difference between these pairs of jobs?

1 software designer / web designer
2 graphic designer / interior designer
3 surgeon / doctor
4 barrister / lawyer
5 PA / secretary
6 beautician / barber
7 checkout assistant / shop assistant
8 newsreader / journalist

8 Complete the job description with the missing words. Can you guess the job?

In my job I deal (1) ... different people every day, which makes it interesting. I work (2) ... a small team and we're responsible (3) ... making sure we (4) ... our deadlines every day so that the news goes out on time. It's not always easy, especially if someone in the team is travelling (5) ... business to investigate a story.

Positions and casual jobs

BASIC

9 Choose the correct options.

1 Gasco systems has won an award for best *employee / employer* this year, claiming that 98% of its *employees / employers* reported being very happy to work there.
2 My new *boss / staff* at work is really friendly, she seems to really care about her *boss / staff*.
3 We've got a new *employer / trainee* at work. He's nice and gets on well with my other *colleagues / boss*.
4 Apart from the manager, everyone else who works here is a *boss / volunteer*.

10 Complete the text with the words in the box. There are two extra words.

babysitter • fruit picker • lifeguard
permanent • seasonal • temporary • voluntary

Title: **Looking to earn some extra cash…**

Looking to earn some extra cash this summer? We have a wide range of (1) ... positions available for young people. Perhaps you'd like to spend time on the beach as a (2) ... and also work on your tan (though you'll need to get a licence first)? Or if you like working with children, we can find you work as a (3) ... . Another option if you're looking for an interesting experience is our (4) ... work placements, where we have some amazing local projects in which you can help other people. Our agency specialises in providing (5) ... work during the school holidays for young people and we have many years' experience.

So get in touch today.

comment ● share ●

EXTENDED

11 Complete the text with the correct noun (person) forms of the words in brackets.

The company I work for is an (1) ... (**EMPLOY**) who believes in investing in its staff. We have a number of (2) ... (**INTERNSHIP**) who are actually university students working for us to get valuable work experience. Each one has a dedicated (3) ... (**TRAIN**) who helps them develop the workplace skills they need. We also employ a number of (4) ... (**FREELANCE**) who help bring new ideas into the company. It's a great place to work, I think.

12 Discuss the questions in pairs. Talk about the jobs in the box.

au pair • babysitter • charity worker
fruit picker • lifeguard • pizza deliverer

1 What are the advantages and disadvantages of each job?
2 What skills do you think are most important for each one? Why?

Looking for a job/the job market and unemployment

BASIC

13 Put stages a–e of getting a job in the correct order.

a You have an **interview**.

b You read **job advertisements** and find a **vacancy**.

c You **accept** the job offer and you **sign a work contract**.

d You complete an **application form** and **attach your CV** (**curriculum vitae**), showing your **qualifications** and **experience**.

e The **interviewer** thinks you are a good **candidate** and you are **offered the job**.

14 Match words and phrases 1–6 with definitions a–f.

1 fire/sack somebody

2 resign

3 go bankrupt

4 lose a job

5 retire

6 be unemployed

a when your company fails

b not have your job any more, but not because you choose to leave it

c not have a job

d make somebody lose their job because they did something bad

e choose to leave your job

f stop working when you're old

15 Complete the text with words and phrases from exercises 13 and 14.

Last year Marcus was made redundant from his job with an IT company. It was very difficult for him because he'd worked there for many years. He went to the job centre, read lots of (1) ... advertisements and completed lots of (2) ... forms but just couldn't get an (3) ... . Even though he had lots of qualifications and (4) ... in his occupation, the job market just wasn't very good for a long time. Finally though last week he found one and they thought he was the best (5) ... for the (6) ... so they offered him the job!

EXTENDED

16 Complete the text with the missing prepositions.

Title: **Getting you back to work**

Whatever type of job you're applying (1) ... , we're here to support you. We can help you fill (2) ... forms and offer advice about when is best to hand (3) ... your application. Whether you're fluent (4) ... a foreign language or don't have many skills, contact us for help. We can also offer advice for that happy moment when you're invited to come (5) ... an interview and whether you decide to take (6) ... the job or turn it (7) ... .

comment ● share ●

17 Translate the parts of the sentences into English.

1 I've been (*bez pracy*) ... for some time now. It's no fun being (*na zasiłku dla bezrobotnych*) ... .

2 Kate was so fed up with her job last year that in the end she decided to (*złożyć wypowiedzenie/rezygnację*) ... .

3 Because they had such a bad year, the company had to (*zwolnić*) ... over a hundred staff.

4 Pete wasn't enjoying his work and got worse at it, so in the end he decided to (*rzucić*) ... his job.

5 (*Wysokie bezrobocie*) ... in the country means that nearly 20% of the population is (*bez pracy*) ... .

Working and employment conditions

BASIC

18 Do the phrases in bold in these sentences refer to working conditions (W), salary (S) or holidays and days off (H)?

1 You **earn a good salary**, even after you **pay tax**.

2 You have **flexible working hours** where you can choose your start and finish time.

3 You earn **commission** on how many sales you make.

4 You need to take **sick leave** and receive **sick pay**.

5 You've worked hard this year and **get a pay rise** as well as an **annual bonus**.

6 You have a company **pension** for when you retire.

7 You need to **take a day off work** to go to the doctor's.

8 You receive **tips** from customers.

9 You are a member of a **trade union** which ensures your **job satisfaction**.

10 Monday is a **bank holiday** and you don't have to work.

19 Complete the text with phrases from exercise 18.

Employee handbook

Congratulations on joining us here at Mansford Car Sales! We hope it will be the start of a great career journey. We offer (1) ... working hours – you can choose to start your day between 8 and 10 a.m. and finish between 4 and 6 p.m. (that includes your lunch hour). As well as your basic salary, you'll also receive a generous (2) ... on every sale you make. And if you meet your sales targets, then at the end of the year you'll receive an (3) ... .

We're open on (4) ... and if you work then you'll receive overtime pay. We also offer full (5) ... in case you're ill.

We hope you're happy here. Your (6) ... is important to us.

EXTENDED

20 Decide which word or phrase is the odd one out in each group and explain why.

1 **a** salary **b** wages **c** pay **d** tax

2 **a** sick leave **b** be off sick **c** maternity leave **d** sick pay

3 **a** promotion prospects **b** perks **c** fringe benefits **d** a company car

21 Choose the correct options to complete the sentences.

1 We offer ..., so you can choose when to start and finish work.
a flexible **b** flexi-time **c** full **d** time

2 It's important to manage your time carefully so you can maintain your work-life ... .
a balance **b** share **c** free time **d** status

3 I need your details so I can put you on the ... to make sure you get paid.
a register **b** schedule **c** pay list **d** payroll

4 It's shocking that some school staff only get paid the minimum ... .
a salary **b** wage **c** income **d** pay

Adjectives to describe work and people at work

BASIC

22 Decide if the adjectives describe work (W) or people (P) at work.

badly/well-paid • boring • challenging • competent
confident • creative • demanding • highly-skilled
outgoing • overworked • part/full-time
motivating • permanent • reliable • repetitive
rewarding • stressful • temporary

23 Choose the correct options.

1 I never want to do a ... job, I want to do something interesting where there is something different every day.
a challenging **b** boring **c** repetitive

2 This is only a ... position, covering for someone who is on maternity leave.
a temporary **b** permanent **c** long

3 Being a police officer is a ... job – it's not easy at all. But it's very rewarding when you can help people.
a fun **b** repetitive **c** challenging

4 I've been feeling very ... lately, I've just got so much work on.
a stressful **b** outgoing **c** overworked

5 Janice is a very ... employee. She always comes in on time and you can trust her to do her job properly.
a creative **b** reliable **c** badly-paid

EXTENDED

24 Complete the conversation with the adjective forms of the words in brackets.

A: So who do we think should get promoted?
B: I think Perla in HR is a good candidate. She's very (1) ... (**COMMIT**) to the company having worked here for so long, and she has a very (2) ... (**PROFESSION**) attitude.
C: Hmm, my only reservation about Perla is that she can be very (3) ... (**COMPETE**). That's not a very good trait in a manager.
A: Who do you suggest, then?
C: What about Angela in sales? She's always very (4) ... (**DETERMINE**) when it comes to hitting her sales targets. She's very conscientious too, she always makes sure the right people in her team get the credit for good work.
B: Yes, she's definitely a (5) ... (**TALENT**) sales rep.

25 Translate the parts of the text into English.

Are you tired of your monotonous (1) (*pracą fizyczną*) ..., doing the same old thing every day? Why not (2) (*prowadzić własną firmę*) ... ?
It's easier to (3) (*być samozatrudnionym*) ... than you think. The hardest part is that first step when you (4) (*zacząć pracę na własny rachunek*) ... .
With our support, however, it won't be long before you're running your own (5) (*dochodowy interes*) ... .

Listening

BASIC

1 Discuss the questions in pairs.

1 What's the most unusual job you've heard of? Would you like to do it? Why/Why not?

2 Look at the jobs below. What do you think each one involves?

bed tester • chief listening officer • film or TV extra
food stylist • online guideperson • professional queuer
water slide tester • wedding guest

2 32 Listen to five people (1–5) describing their jobs. Which jobs in exercise 1 do they do?

E DOBIERANIE

3 32 Listen again. Match Speakers 1–5 with sentences A–F. There is one extra sentence.

This person:

A complains about sitting down a lot.

B uses social media to find work.

C works outside.

D doesn't work long hours.

E says people think the job is better than it is.

F says there aren't any perks in their job.

1	2	3	4	5
...	...	...	...	...

4 Complete the text with the words in the box. There are two extra words.

benefits • company • flexible • long • paid
pay • repetitive • team

Last summer I did some work delivering leaflets to houses for a local company. I thought it would be easy, but it soon got a bit (1) ... doing the same thing over and over, and I had to work (2) ... hours to deliver them all. Also, you don't get any of the normal (3) ... of a job such as sick (4) ... or a pension. But on the plus side, I was able to work (5) ... hours. The company didn't mind when I worked, as long as I got the job done. And it was nice when I'd finished them all and got (6) ... .

5 33 Listen to the information about a jobs fair. Which of these things can participants do today?

a get help looking for a job

b get a qualification

c find out what jobs are available at the moment

d meet potential employers

e get a job

E UZUPEŁNIANIE LUK

6 33 Listen again and complete gaps 1–4 with information from the recording.

Who?	What?	Where?	When?
Andy	A talk on preparing your (1) ...	Room 45	9.30 a.m.
Erin	• Information on the jobs market • How to fill in an application form	(2) ...	(3) ...
	Meet different (4) ... at the exhibition	Main hall	1 p.m.

7 33 Choose the correct options to complete the sentences. Then listen again and check.

1 Make sure you include all your relevant qualifications and *experience / experiences* on your CV.

2 You can also mention extra- *curriculum / curricular* activities you have done to show what skills you have.

3 If your CV looks good to the company, you might get *selected / given* for an interview.

4 Before you look for a job, it's important to find out about the current state of the jobs *area / market*.

5 I can help you fill *in / up* the application form if you like.

6 Please visit our website for information on the application *system / process*.

EXTENDED

8 Discuss the questions in pairs.

1 Would you ever consider working abroad? If so, where would you like to work? Why?
2 What would be the good things and bad things of working abroad?

9 34 Listen to an interview with someone who worked abroad for a year before going to university. Put the things she talks about in the correct order.

a description of the work
b advice for others
c her reasons for doing it
d description of her lifestyle
e how she got the job

E UZUPEŁNIANIE LUK

10 34 Listen to the interview again. Complete gaps 1–4 with the missing information.

1 Every time Naomi travelled somewhere, she ... .
2 She says the work can be ... at times because of the deadlines.
3 Before she goes somewhere she has to ... about the places she's going to.
4 She says that you need to be able to ... in order to meet deadlines.

11 34 Listen again and write the adjectives which match synonyms 1–5. They are in the same order as they appear in the recording.

1 dedicated
2 very satisfying
3 difficult
4 able to do something properly
5 able to keep something up

12 35 Listen to three recordings. What is the common theme they refer to?

a the best places to look for jobs
b what skills and qualities are needed for all jobs
c looking for jobs when you have no experience

E WYBÓR WIELOKROTNY

13 35 Listen again. Choose the correct option a, b or c in 1–2 and a, b, c or d in 3–6.

Recording 1

1 Amanda thinks Harry should
a apply for more jobs.
b do temporary work for now.
c try a job in a different sector.

Recording 2

2 Which of these skills does Angela mention is important when she's recruiting staff?
a working well in a team
b being reliable
c working to deadlines

Recording 3

3 At the beginning of the talk, the speaker
a talks about the current state of the jobs market.
b explains why it's so difficult to get a job without experience.
c offers practical advice on finding a job.
d gives an example from when they were looking for a job.

4 The speaker says it's important NOT to
a include gaps in employment on your CV.
b look for relevant experience from other areas.
c hide the fact you have no experience.
d tell the truth on your CV or application.

5 According to the speaker, when talking about skills, you should
a mention any you think are relevant.
b always mention being part of a team.
c say what you think the employer wants to hear.
d show how you've used them in the past.

6 What does the speaker think about applying to companies who are not currently advertising any jobs?
a It's a waste of time and effort.
b It's a useful way to show an interest in the company.
c The company might create a job for you if they like you.
d It's best to just stick to applying for advertised vacancies.

14 35 Complete the extracts with the words from the box. There are two extra words. Then listen again and check your answers.

agency • dole • internship • interview
prospects • shortlisted • temping

1 Have you thought about signing up with a recruitment ... ?
2 Even if they just find you ... work, you'll be able to get some experience, at least.
3 Experience in the same field goes a long way to helping them get ... for an interview.
4 Even graduates may find themselves on the ... for a while before landing a decent job.
5 You could do some voluntary work or do a/an ... .

Reading

BASIC

1 Discuss the questions in pairs.

1 What job did you want to do when you were a child? Do you still want to do that job? Why/Why not?

2 Do you know what career you want to do in the future? If yes, why do you want to do that?

2 Look at the photos. What do you think the people are famous for? Read the text and check your ideas.





So you want to be an influencer?

Back in 2020, French teenager Chloé started her own video channel, *Fashion and make-up*, in which she gives advice on fashion and make-up in different situations. By 2021 she had landed contracts with major fashion and make-up companies.
She now has over half a million subscribers.

Social media influencers such as Chloé have grown in popularity to extreme levels in recent years. These internet celebrities are able to market and sell new products in a way never before achieved.
In fact, 70% of teenagers now say they trust them more than traditional celebrities, and companies are willing to spend thousands of dollars on a social media marketing campaign. Overall, this industry could be worth billions of dollars within a few years' time.
And it's not just a good salary, it's a lot of fun!
So how can YOU become a social media influencer?

First you need to choose an area that you're passionate about. While being a successful social media influencer is challenging, choosing an area you love makes it rewarding. Jaylan Barnes, for example, always loved technology, so he developed his own software, and now has over 100,000 followers.

You also need to have good practical knowledge of your field so that you have something new to say. You need to be a specialist. If you choose a broad area, you won't be able to get many followers.

Before you can do this, you need to know what it is they want. The first step is to know your audience. Remember there is lots of competition out there, so you need to be able to give them something new. People will just scroll past the usual, repetitive content, so you need to catch their eye and make them feel like they're truly getting something new. People aren't stupid – they can easily spot a 'faker' from someone who truly believes in what they're doing. Think about things in your personality that make you different. People love the weird and wonderful, and it will help you truly engage with your audience. To be a successful social media influencer you need to regularly provide new and interesting content over time.

Being a social media influencer is a business, and like any good business you need a plan. A useful strategy is #R3MAT – this means posting the right message, to the right audience at the right time. Make sure you also study responses and you'll find out what works best over time.

And remember, the only thing preventing you from succeeding is your ambition. If you want others to believe in you, then you have to believe in yourself. Be confident right from the beginning and this will help you succeed.

E WYBÓR WIELOKROTNY

3 Read the article again. Choose the correct answers.

1 Most teenagers
- **a** think social media influencers earn more than traditional celebrities.
- **b** believe what social media influencers have to say more than traditional celebrities.
- **c** don't always believe what social media influencers say.
- **d** like celebrities on tv more than on the internet.

2 When choosing what area to focus on as a social media influencer, you need to
- **a** focus on a wide area to reach a big audience.
- **b** choose something you know people will like.
- **c** use as many social media channels as possible.
- **d** avoid covering a very wide area.

3 You must be able to offer your audience something
- **a** they haven't seen before.
- **b** they already know.
- **c** they don't like.
- **d** for free.

4 You always need to be
- **a** fake.
- **b** responsive.
- **c** authentic.
- **d** open to new ideas.

5 A clear strategy is important because you need to ensure
- **a** you say the right things to the right people, even if it's not what you believe.
- **b** the right social media channel is used.
- **c** the right people see the right message in the right place.
- **d** the right people see the right message at the right time.

4 Choose the correct options. Then check your answers with the text.

1 The most important thing a company needs to do is *catch / land* contracts with clients.

2 Many companies have a successful social media marketing *program / campaign*.

3 The social media industry is *worth / value* billions of dollars.

4 It's difficult for new companies to survive as there's so much *competition / cooperation* out there.

5 To be a successful influencer, you need to be able to *speak / engage* with your audience.

5 Work in pairs. You are going to plan how to become a social media influencer. Answer the questions.

- What topic/area are you going to focus on?
- Which social media platforms are you going to use? Why?
- Who exactly is your target audience (age, interests, location, etc.)?
- When will be the best time to post things?
- What can you do to make sure you're successful?

6 Present your plan to the class. Which idea do you like best? Why?



EXTENDED

7 Discuss the questions in pairs.

1 Have you ever had a summer job? Do you intend to next summer? What did you do, or would like to do?
2 What kinds of summer jobs do teenagers usually do?
3 What would be your ideal summer job? Why?

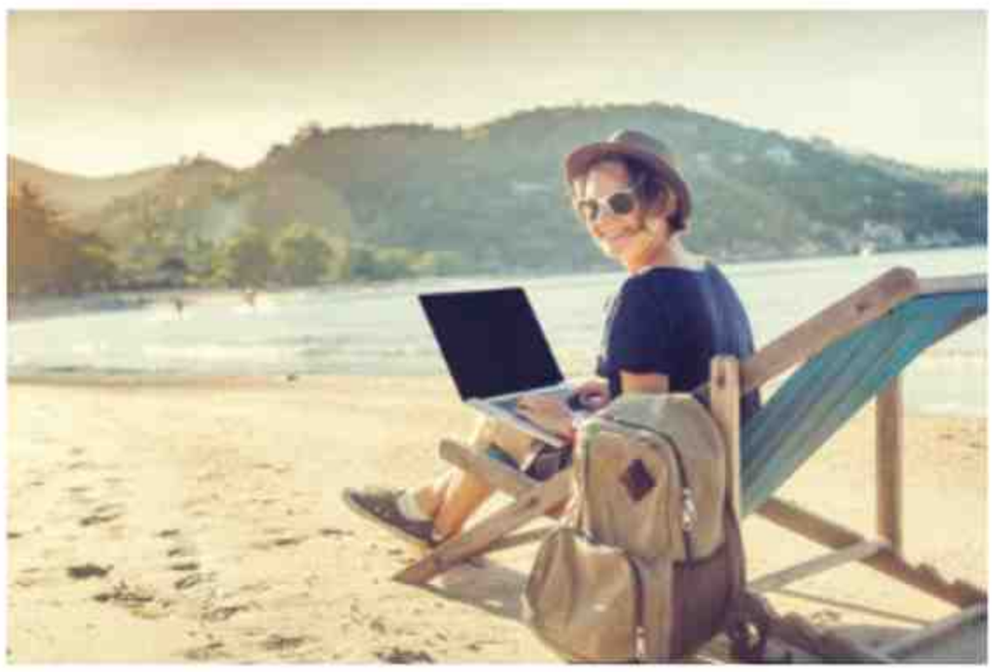
8 Work in pairs. Cover the article and read the title and introduction. What jobs do you think it will mention? Read the text and check your ideas.

Make the most of the summer!

Facing long, cash-strapped summer holidays with no money and nothing to do? Why not try one of these unique summer jobs, particularly suitable for teenagers.

A Blog writer

If Polish is one of your top subjects at school and you enjoy writing, then why not get your work out there and get paid for it? Blogs are easy and free to set up, and once you get the ball rolling there's no limit to how much content you can add. Pick a topic you're passionate about and keep it relevant, and if people who are on the same page read it, eventually you can start to monetise it through the use of adverts for local companies. You'll need to be good at working to deadlines regularly though, and this can sometimes be quite demanding, but it can be quite well-paid.



B Cinema worker

If you don't mind burning the midnight oil and working unsociable hours, then consider working at a cinema as an usher. It's great work if you're a bit of a movie buff and want to keep up with all the latest action from the world of movies. Admittedly a lot of the time you'll be working as a glorified cleaner, clearing up each screen before ushering in the next wave of cinema goers for the next film. But think of the perks and fringe benefits – you get to see all the latest films as and when they come out (just make sure you don't get stuck working on the popcorn counter as a cashier)!



C Food deliverer

Everyone loves a decent takeaway, and restaurants and cafés are always looking for people to get their food out there. If you don't mind working shifts and working evenings, then this can be a good way to make money in the holidays. It can be quite demanding physically, riding your bike around the city to get people's food to them while it's still warm, and you can't cut corners. But if you put your nose to the grindstone and work more hours, you can earn better pay. It's also a great way to get exercise and keep fit. Just make sure you eat first, or you'll be starving by the end of your shift!



D Upcycler

There are a multitude of websites online where people buy and sell things. These either work locally or nationally and are a great way to make money buying and selling things online. You don't need any specialist qualifications or experience and can start right away. All you need is a few crafting materials and the ability to see how something can be improved by thinking outside the box. You'll need to get hold of old, unwanted items and fix or improve their appearance, so get those creative juices flowing and think about things you can upcycle and sell on for a profit. It's much better than throwing things away!



E DOBIERANIE

9 Read the text again and match parts A–D with questions 1–5. In one part there are answers to two questions.

In which paragraph does the author

1. talk about the pay being related to how much work you do?
2. say it's easy to get started?
3. say that you'll feel tired?
4. suggest it's best to work in a particular part of a building?
5. state that you need lots of new ideas?

10 Match the highlighted idioms in the texts with definitions 1–6.

1. work late into the night
2. start a process
3. have unusual ideas
4. do something not up to standard to save time or money
5. think the same way
6. work hard

11 Think of an unusual summer job (real or invented). Make notes on these things:

- working hours,
- what you do,
- well or badly paid (and why),
- where you work.

Work in groups. Share your ideas and choose the best summer job.



Use of English

BASIC

E TŁUMACZENIE

1 Choose the answer a, b or c which is the correct translation of the phrase in brackets.

1 Don't call me at 2 p.m.; I (*nadal będę pracować*) ... on the project.
- **a** will still be working
- **b** would still work
- **c** still want to work

2 I don't want (*żebyś rozmawiał*) ... about this contract with other employees.
- **a** to talk to you
- **b** that you talk
- **c** you to talk

3 (*Nie miałem pojęcia*) ... how to talk to my boss about the pay rise.
- **a** I had no chance
- **b** I had no clue
- **c** I had no choice

4 (*To było takie łatwe*) ... task that our team completed it a week before the deadline.
- **a** It was so easy
- **b** It was an easy
- **c** It was such an easy

5 Sheila has been promoted recently, (*prawda*) ... ?
- **a** has she
- **b** hasn't she?
- **c** didn't she?

E MINIDIALOGI

2 Complete the short dialogues. Choose a, b or c.

1 X: I'm thinking of giving up my job.
Y: ...
X: It's too stressful.
- **a** What's the reason for your decision?
- **b** What are the consequences of your decision?
- **c** What could change your mind?

2 X: ... I lack experience.
Y: You never know. I think you should give it a try anyway.
- **a** I won't get this job.
- **b** I didn't like this job.
- **c** I'm not happy doing this job.

3 X: Where's Martha?
Y: ...
X: Oh, I didn't know. Who's replacing her in the meantime?
- **a** She's been promoted to another department.
- **b** She's been retired since last month.
- **c** She's on sick leave until next Monday.

4 X: When will the report be ready? I need it tomorrow at 10 a.m.
Y: ...
X: Great. I'm glad I can always rely on you.
- **a** I'll still be doing it at that time.
- **b** I'll finish it after that time.
- **c** I'll have done it by that time.

5 X: How do you get on with your colleagues?
Y: Pretty well with most of them. But there's one ...
X: Oh, I'm sorry to hear that. What's wrong with him?
- **a** I can't look down on.
- **b** I can't put up with.
- **c** I can't fall out with.

E UZUPEŁNIANIE LUK

3 Complete the text with one word in each gap.

An advertisement (1) ... a unique position appeared in Poland in 2021. The city of Krakow was looking for a person to perform the anthem trumpet call (called 'hejnał' in Polish) from the tower of St. Mary's Church. The tradition of the trumpet call dates back to the 14th century. It is now played every hour. Trumpeters are employees of the local fire brigade and they work 24-hour shifts, followed (2) ... 48 hours off work. One of the trumpeters retired in 2020 and that was the reason (3) ... the city had to hire a new one.

What were the requirements that the candidates had to meet? Obviously, they had to show their skill at playing the trumpet. Additionally, good physical fitness was also necessary, which is not surprising, as (4) ... are 272 stairs to climb before a trumpeter can start their shift.

It is worth noting that the whole recruitment procedure took six months, but finally, two new trumpeters were hired in May 2021. (5) ... of them are men, although at the initial stage, there were also women among the candidates.

EXTENDED

E UZUPEŁNIANIE ZDAŃ

W tym zadaniu należy uzupełnić zdania odpowiednimi formami słów w nawiasach.

Najważniejsze kroki:

✓ zastanów się nad znaczeniem całego zdania,

✓ pamiętaj, że podane słowa można odmieniać – dzięki temu dopasujesz niezbędny czas gramatyczny, formę czasownika, przymiotnika itd.,

✓ niektóre formy wymuszają użycie dodatkowych słów (przedimków, przyimków itp.) – dopisz je, jeśli to konieczne,

✓ nie zmieniaj kolejności podanych słów,

✓ sprawdź w poleceniu, jaki jest limit słów, które możesz wpisać,

✓ pamiętaj, że podane słowa wliczają się do tego limitu.

Przykład:
I (*be / glad / see*) ... that my job application had been accepted.

Odpowiedź: I was glad to see

Analiza:
Czas *past perfect* w drugiej części zdania wymusza użycie czasu *past simple* czyli formy '*was*'.
Forma bezokolicznika '*to see*' występuje po przymiotnikach w zwrotach '*be happy/glad to*'

4 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 If you take a job in another city, it will mean having ... (*leave / home / early*) than you do now.

2 My father ... (*work*) at a primary school for over ten years before he decided to become a self-employed tutor.

3 Was the driving instructor ... (*sit / next / you*) when you drove off the road?

4 My mother ... (*not / become*) such a good surgeon if she hadn't been an excellent student at university.

5 The candidate that ... (*be / interview*) right now seems to have the highest qualifications for the job.

E ZESTAW LEKSYKALNY

5 Use one word to complete the three sentences.

1 ...

- It's been two years since Janet ... up her own business.
- I'm afraid the goals our company has ... for this year will be hard to achieve.
- Our boss is going to ... some new rules regarding the dress code in the office.

2 ...

- My recent project was so complicated that I found it hard to ... the deadline.
- I would like to ... you all tomorrow at 8 a.m. to discuss our new marketing strategy.
- With a salary way below the average, Jenny barely manages to make ends ... .

3 ...

- The waitress was very cheerful and patient, so we left quite a big ... with our bill.
- Let me give you a ... before you go to this job interview: do not criticise your previous employer or show off about achievements you cannot prove.
- What is the surname of our insurance agent? I've got it on the ... of my tongue, but I can't remember now.

4 ...

- I hope more candidates ... up for an interview than last time.
- I would like to be a doctor in the future. My brother, in ... , is more into engineering; we're so different!
- It's your ... to take the weekend shifts next month, Mike. I worked weekends this month.

E UZUPEŁNIANIE LUK

6 Complete each sentence with the correct form of the word in the box. There are two extra words.

beauty • compete • employ • execute
intern • promote • represent

1 This is a dead-end job – I don't have any prospects of ... at all.

2 Jack works as a sales ... for an international cosmetics company.

3 Camilla is the most popular ... in the city; you need to make an appointment at least two weeks in advance if you need a manicure or want to have your make-up done in her parlour.

4 After a year-long ... , the bank offered Linda a full-time position as a senior accountant.

5 Having been ... for over six months, Simon desperately looked for any kind of work he might do.

Speaking

1 Discuss the questions in pairs.

1 Have you ever done a summer job?
2 Would you like to have a temporary job to earn some extra money?
3 Have you ever taken part in a job interview?

2 Work in pairs. Look at the photo of a job interview and discuss the questions.



1 What questions do you think the interviewers are asking?
2 What is the most difficult question to answer in a job interview? Why?
3 Describe an interview (for a job or something else) that you or someone you know had.

3 36 Listen to someone answering the questions in exercise 2.

4 36 Listen again and match phrases 1–5 with endings a–e.

1 **I imagine**	**a** I applied to study law at university.
2 **For me,**	**b** **well**, I think.
3 **This happened when**	**c** they're asking the woman about her experience and qualifications.
4 **At first**, I was really nervous,	**d** **but after a while** I felt better and calmer.
5 **In the end it went**	**e** the most difficult question to answer is about my strengths and weaknesses.

5 Add the parts of the phrases in bold in exercise 4 to the *Useful phrases* below.

Useful phrases

Giving opinions	Describing an experience
I strongly believe that	To start with,
I could be wrong, but	First of all,
In my opinion,	Afterwards,

Matura hacks

W tym zadaniu oprócz opisu zdjęcia musisz odpowiedzieć na trzy pytania, które dotyczą:
1 interpretacji sceny i odpowiedzi na pytanie: dlaczego?,
2 Twoich zainteresowań, poglądów, opinii, planów na przyszłość,
3 Twoich doświadczeń i wymagają relacjonowania przeszłych wydarzeń.

E OPIS ILUSTRACJI

6 Describe the photos and answer the questions in pairs.

STUDENT A



1 What advice do you think the shop assistant is giving the customer?
2 Would you like to work as a shop assistant? Why/Why not?
3 Tell me about a time you or someone else gave somebody advice.

STUDENT B



1 What do you think the police officer is doing now?
2 What do you think are the easiest/most difficult things a police officer has to do?
3 Tell me about a time when you or someone else was questioned by a police officer.

Writing

BASIC

1 Complete the following sentences so that they are true for you.

1 If you want to be a successful *teacher / police officer / scientist*, you have to ... .
2 The main advantage of being a/an ... is that you ... .
3 I wouldn't like to work as a/an ... because ... .

2 Here are some conditions that might make a good workplace. List them from the most to the least important for you. Discuss in pairs.

flexible working hours • friendly colleagues
high salary • working with people/alone
extra benefits • chances for development/promotion
direct contact with customers
kind and supportive boss

3 Choose four of the aspects above and write one sentence explaining why they might be important for you.

4 Read the forum entry. Match questions A–D with paragraphs 1–4.

A What decision do you think they will make?
B How did you find out about this job?
C What was the hardest question at the interview and why?
D How did the interview go?

(1) Hi everybody, I've just come back from my first job interview! It all started when I found a job advert on the internet and sent off my CV and application letter.

(2) They invited me to an interview and I went there this morning. There were two people who asked me about my qualifications and previous experience. I think I did quite well.

(3) I was pretty confused when they asked me about my knowledge of French and Spanish.

(4) Anyway, they thanked me and promised to call me back within a week. I have no idea what impression I have made. I feel I might get the job because I've got suitable qualifications.

Keep your fingers crossed for me! I'll let you know when they contact me!

5 Read the sample task. Match each sentence 1–5 with the instruction a–d that it refers to. One instruction matches two sentences.

Jesteś niezadowolony/niezadowolona z pracy wakacyjnej, którą wykonujesz, i chcesz poszukać czegoś innego. Przygotuj wpis na forum dla młodzieży. W swoim wpisie:
a opisz swoje odczucia dotyczące obecnego zajęcia,
b wyjaśnij, jaką pracę chciałbyś/chciałabyś podjąć zamiast obecnej,
c zapytaj, gdzie warto szukać ofert pracy,
d obiecaj poinformować o rezultatach poszukiwań.

1 I can guarantee that I will ...
2 This situation is making me ...
3 I'd be much happier to ...
4 It's pretty depressing because ...
5 Please give me some ideas regarding ...

6 Complete each sentence in exercise 5 so that it follows the instructions in the sample task.

7 Match sentences 1–8 with functions a–d they might serve in a forum entry.

1 You can count on me – I'll be glad to
2 Some of your duties include
3 What you have to do is
4 Not everything is so perfect, though.
5 I'm ready to offer help and assistance
6 If you ask me, I find these activities pretty easy.
7 I have to warn you about some inconveniences.
8 For me, the job is pretty enjoyable.

a Describing duties and obligations
b Expressing your opinion
c Complaining and pointing to disadvantages
d Promising to do something

E WPIS NA FORUM

8 Write a forum entry.

Twój znajomy szuka osoby na stanowisko podobne do Twojego. Przygotuj wpis na forum dla młodzieży informujący o ofercie pracy. W swoim wpisie:

- opisz obowiązki przyszłego pracownika,
- wyraź swoje zdanie o wykonywanej przez Ciebie pracy,
- wspomnij o minusach związanych z pracą w tym miejscu,
- obiecaj wsparcie i pomoc dla osoby, która zostanie przyjęta.

Rozwiń *swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić* ***od 100 do 150 słów****.*

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 To become a licensed ... , you'll need a technical school diploma. **ELECTRICITY**

2 I wonder what my ... will say when I ask him for a pay rise. **EMPLOY**

3 In summer the demand for ... workers on farms grows. **SEASON**

4 What qualities are required of a ... ? **RECEPTION**

5 I believe that most graduates prefer highly complex and ... jobs, others choose simple routine work. **CHALLENGE**

E UZUPEŁNIANIE LUK

2 Complete the sentences with one word in each gap.

1 If it is possible, I'd like to take a day ... work tomorrow.

2 The company will have to ... 200 employees redundant as it is closing down.

3 Anna is not in the office today. She's come down with flu and is on sick ... from work.

4 It's important for a boss to care ... their staff.

5 The clothing factory on the outskirts of our city provides work ... local residents.

E TŁUMACZENIE

3 Choose answer a, b or c which is the correct translation of the phrase in brackets.

1 Mr Wilson finds it easy (*zarządzać*) ... the workers in his business.
a managing **b** to manage **c** manage

2 If I (*nie przeczytał*) ... the job advertisement, I wouldn't have got that job.
a haven't read **b** don't read **c** hadn't read

3 Last year Jason (*został wybrany*) ... as worker of the year.
a was chosen
b has been chosen
c had to be chosen

4 What qualifications (*musisz posiadać*) ... to become a journalist?
a do you have to have
b you must have
c you have had

5 Frank belongs to the trade union, and (*jego brat też*) ... .
a also does his brother
b so does his brother
c nor does his brother

E UZUPEŁNIANIE ZDAŃ

4 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 If my father ... (*be / not / afraid*) of heights, he would get a pilot's licence.

2 What are ... (*advantage / have*) flexible working hours?

3 Jane ... (*wait*) the job interview for 2 hours and she is very nervous.

4 It's high time someone creative ... (*be / give / chance*) to supervise our team.

5 Mark ... (*be / proud / sign*) his job contract. He starts tomorrow.

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 He worked very hard because he dreamt about getting a higher position in the company.
ORDER
He worked very hard ... a higher position in the company.

2 The department staff designed the project very well so it was a great success.
SUCH
The department staff designed ... it was a great success.

3 'Do you know anything about the job market in the country?' asked the interviewer.
IF
The interviewer asked the interviewee ... anything about the job market in the country.

4 It's possible that Ian will lose his job because he doesn't meet deadlines.
MAY
Ian ... his job because he doesn't meet deadlines.

5 I will send the report and I will join you immediately after that.
SOON
I will join you ... the report.

EXTENDED

E SŁOWOTWÓRSTWO

6 Transform the words in bold to complete the sentences.

1 More than 500 employees have become ... because the firm has gone out of business. **JOB**

2 My company is still making money, but it is less ... than it used to be. **PROFIT**

3 In order to attract the most highly qualified candidates, they must be offered a ... salary. **COMPETE**

4 Always make sure you are ready to quit before you hand in a ... letter. **RESIGN**

5 He worked as a policeman, and when he retired he became a ... guard at a bank. **SECURE**

E UZUPEŁNIANIE LUK

7 Complete the sentences with one word in each gap.

1 If Tom doesn't start looking for a job, he'll be ... of work for another year.

2 Mr Johnson had to go on the ... after the factory closed and he had no income.

3 The company announced they had to lay ... a hundred employees.

4 My boss expects me to work ... deadlines.

5 It's time for you to ... freelance.

E TRANSFORMACJE

8 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 If you need help finding the right job for you, talk to a careers advisor.
SHOULD
... help finding the right job for you, talk to a careers advisor.

2 People say the job of simultaneous interpreter is the most stressful of all.
SAID
The job of simultaneous interpreter ... the most stressful of all.

3 I quit my job because of the low salary.
NOT
I ... my job if the salary was higher.

4 'You should wear formal clothes to the job interview', my friend told me.
ADVISED
My friend ... formal clothes to the job interview.

5 Jack waited for the meeting, but then found out it had been cancelled.
NEED
Jack ... for the meeting.

E UZUPEŁNIANIE ZDAŃ

9 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 I decided to become a lawyer with ... (*view / earn*) a decent salary.

2 Mary had ... (*work / freelance*) for several years before she found a steady job.

3 My dad ... (*be / used / pay*) taxes and he doesn't mind it.

4 ... (*Apart / be / sack*), he also had to pay a fine for his negligence.

5 Mr Smith is a manager in a large company. He ... (*be / responsible*) organising the work of seventy people.

E TŁUMACZENIE

10 Translate the parts of the sentences in brackets into English. Use a maximum of five words in each gap.

1 I find the work of (*dekoratora wnętrz*) ... fascinating.

2 Do you know what (*minimalna płaca*) ... in your country is?

3 Hanna (*jest na urlopie macierzyńskim*) ... for three months.

4 Mr Brown (*niemożliwe, żeby przeszedł na emeryturę*) ... . I saw him working at his desk only yesterday.

5 The company (*zamierza zatrudnić*) ... talented sales representatives.

E UZUPEŁNIANIE LUK

11 Complete each sentence with the correct form of the word in the box. There are two extra words.

cover • do • make • manage • refer • shortlist • skill

1 Many companies are looking for highly ... staff.

2 A recent survey has revealed that workers are more likely ... overtime if they are paid extra.

3 Only five candidates have been ... for an interview so far.

4 Harry ... the Human Resources Department for three months last year.

5 When you apply for a new job, it is essential to have a letter of ... that can confirm your skills and experience.

Wordlist

JOBS AND DUTIES

JOBS

accountant /ə'kaʊntənt/ księgowy/księgowa
actor/actress /'æktə/'æktrɪs/ aktor/aktorka
architect /'ɑ:kətekt/ architekt
barber /'bɑ:bə/ fryzjer męski
barrister /'bærɪstə/ adwokat
beautician /bju:'tɪʃən/ kosmetyczka
builder /'bɪldə/ budowniczy
bus driver /bʌs draɪvə/ kierowca autobusu
businessman/woman /'bɪznəsmən/wʊmən/ przedsiębiorca
car mechanic /kɑ: mɪ,kænɪk/ mechanik samochodowy
career/employment advisor /kə'rɪə/ ɪm'plɔɪmənt əd,vaɪzə/ doradca zawodowy
carpenter /'kɑ:pəntə/ stolarz
cashier /kæ'ʃɪə/ kasjer
checkout assistant /'tʃek-aʊt ə,sɪstənt/ kasjer
chef /ʃef/ szef kuchni
chemist /'kemɪst/ chemik/aptekarz
civil servant /'sɪvəl ,sɜ:vənt/ urzędnik państwowy
cleaner /'kli:nə/ sprzątacz
coach /kəʊtʃ/ trener/korepetytor
composer /kəm'pəʊzə/ kompozytor
computer programmer /kəm'pju:tə ,prəʊgræmə/ programista
construction worker /kən'strʌkʃən ,wɜ:kə/ pracownik budowy
cook /kʊk/ kucharz
counsellor /'kaʊnsələ/ doradca
customer service advisor /,kʌstəmə 'sɜ:vɪs əd'vaɪzə/ doradca klienta
dentist /'dentɪst/ dentysta
doctor /'dɒktə/ lekarz
dressmaker /'dres,meɪkə/ krawiec
driving instructor /'draɪvɪŋ ɪn,strʌktə/ instruktor nauki jazdy
dustman/rubbish collector /'dʌstmən/'rʌbɪʃ kə'lektə/ śmieciarz
economist /ɪ'kɒnəmɪst/ ekonomista
editor /'edɪtə/ redaktor
electrician /ɪ,lek'trɪʃən/ elektryk
engineer /,endʒə'nɪə/ inżynier
executive /ɪg'zekjətɪv/ dyrektor
factory worker /'fæktəri ,wɜ:kə/ pracownik fabryki
farmer /'fɑ:mə/ rolnik
fashion designer /'fæʃən dɪ,zaɪnə/ projektant mody
film director /fɪlm də'rektə/ reżyser
firefighter /'faɪə,faɪtə/ strażak
flight attendant /flaɪt ə'tendənt/ stewardessa
graphic designer /'græfɪk dɪ,zaɪnə/ grafik
hairdresser /'heə,dresə/ fryzjer
insurance agent /ɪn'ʃʊərəns ,eɪdʒənt/ agent ubezpieczeniowy
interior designer /ɪn'tɪərɪə dɪ,zaɪnə/ projektant wnętrz
interpreter /ɪn'tɜ:prɪtə/ tłumacz ustny
IT specialist /,aɪ 'ti: ,speʃəlɪst/ specjalista IT
journalist /'dʒɜ:nəlɪst/ dziennikarz
judge /dʒʌdʒ/ sędzia
lawyer /'lɔ:jə/ prawnik
lecturer /'lektʃərə/ wykładowca
librarian /laɪ'breərɪən/ bibliotekarz
lorry driver /'lɒri ,draɪvə / kierowca ciężarówki
manager /'mænɪdʒə/ menedżer
miner /'maɪnə/ górnik
model /'mɒdl/ modelka
musician /mju:'zɪʃən/ muzyk
newsreader /'nju:z,ri:də/ prezenter wiadomości
nurse /nɜ:s/ pielęgniarka
painter /'peɪntə/ malarz
personal assistant /'pɜ:sənəl ə,sɪstənt/ asystent/asystentka
pharmacist /'fɑ:məsɪst/ farmaceuta
photographer /fə'tɒgrəfə/ fotograf
pilot /'paɪlət/ pilot
plumber /'plʌmə/ hydraulik
police officer /pə'li:s ,ɒfəsə/ policjant
politician /,pɒlə'tɪʃən/ polityk
postman /'pəʊstmən / listonosz
psychologist /saɪ'kɒlədʒɪst/ psycholog
receptionist /rɪ'sepʃənɪst/ recepcjonista
sailor /'seɪlə/ żeglarz
sales representative/sales rep /seɪlz ,reprɪ'zentətɪv/seɪlz rep/ przedstawiciel handlowy
scientist /'saɪəntɪst/ naukowiec
secretary /'sekrətəri/ sekretarz/sekretarka
security guard /sɪ'kjʊərəti gɑ:d/ pracownik ochrony
shop assistant /ʃɒp ə'sɪstənt/ sprzedawca
shopkeeper /'ʃɒp,ki:pə/ właściciel sklepu
software designer /'sɒftweə dɪ,zaɪnə/ projektant oprogramowania
soldier /'səʊldʒə/ żołnierz
stockbroker /'stɒk,brəʊkə/ makler giełdowy
surgeon /'sɜ:dʒən/ chirurg
tailor /'teɪlə/ krawiec
taxi driver /'tæksi ,draɪvə/ kierowca taksówki
ticket inspector /'tɪkɪt ɪn,spektə/ kontroler biletów
tour guide /tʊə gaɪd/ przewodnik wycieczek
traffic warden /'træfɪk ,wɔ:dn/ policjant drogówki
translator /træns'leɪtə/ tłumacz pisemny
travel agent /'trævəl ,eɪdʒənt/ agent biura podróży
TV presenter /,ti: 'vi: prɪ,zentə/ prezenter telewizyjny
vet /vet/ weterynarz
waiter/waitress /'weɪtə/'weɪtrɪs/ kelner/kelnerka
web/website designer /web/'websaɪt dɪ,zaɪnə/ projektant strony internetowej

DUTIES

be in charge of /bi ɪn tʃɑ:dʒ əv/ być odpowiedzialnym za
be responsible for /bi rɪ'spɒnsəbəl fə/ być odpowiedzialnym za
delegate /'deləgət/ delegować; zlecać
do voluntary work /du: 'vɒləntəri wɜ:k/ pracować społecznie
lead a team /li:d ə ti:m/ prowadzić zespół
manage /'mænɪdʒ/ zarządzać
meet deadlines /mi:t 'dedlaɪnz/ dotrzymywać terminów
supervise /'su:pəvaɪz/ nadzorować
take calls /teɪk kɔ:lz/ odbierać telefony
the job involves (dealing with people) /ðə dʒɒb ɪn'vɒlv ('di:lɪŋ wɪð 'pi:pəl)/ ta praca wymaga (umiejętności radzenia sobie z ludźmi)
travel on business /'trævəl ɒn 'bɪznəs/ podróżować służbowo
work in a team /wɜ:k ɪn ə ti:m/ pracować w zespole
work remotely /wɜ:k rɪ'məʊtli/ pracować zdalnie

POSITIONS

boss /bɒs/ szef
CEO /,si: i: 'əʊ/ prezes
chief executive /tʃi:f ɪg'zekjətɪv/ dyrektor generalny
co-worker /,kəʊ 'wɜ:kə/ współpracownik
colleague/workmate /'kɒli:g/'wɜ:kmeɪt/ kolega z pracy
employee /ɪm'plɔɪ-i:/ pracownik
employer /ɪm'plɔɪə/ pracodawca
entrepreneur /,ɒntrəprə'nɜ:/ przedsiębiorca
freelancer /'fri:lɑ:nsə/ wolny strzelec
intern /ɪn'tɜ:n/ stażysta
job seeker /dʒɒb 'si:kə/ osoba poszukująca pracy
Managing Director /'mænɪdʒ də,rektə/ dyrektor zarządzający
staff /stɑ:f/ kadra; personel
trainee /,treɪ'ni:/ praktykant
volunteer /,vɒlən'tɪə/ ochotnik

PLACE OF WORK

company /'kʌmpəni/ firma
corporation /,kɔ:pə'reɪʃən/ firma; korporacja
department /dɪ'pɑ:tmənt/ dział; oddział
office /'ɒfɪs/ biuro
workplace /'wɜ:kpleɪs/ miejsce pracy

CASUAL JOBS

au pair /əʊ 'peə/ au pair
babysitter /'beɪbɪsɪtə/ opiekun/opiekunka do dzieci
charity worker /'tʃærəti ,wɜ:kə/ wolontariusz
fruit picker /fru:t 'pɪkə/ osoba zatrudniona przy zbiorach owoców
holiday/summer job /'hɒlədi/'sʌmə dʒɒb/ praca wakacyjna
lifeguard /'laɪfgɑ:d/ ratownik na plaży
seasonal work /'si:zənəl wɜ:k/ praca sezonowa
temporary /'tempərəri/ tymczasowa
voluntary work /,vɒləntəri wɜ:k/ praca społeczna; na ochotnika
weekend job /,wi:k'end dʒɒb/ praca weekendowa

LOOKING FOR A JOB/ JOB MARKET

accept a job offer/be accepted /ək'sept ə dʒɒb 'ɒfə/bi ək'septɪd/ przyjąć ofertę pracy/zostać przyjętym
achievement /ə'tʃi:vmənt/ osiągnięcie
advertise /'ædvətaɪz/ reklamować
applicant /'æplɪkənt/ kandydat
application /,æplɪ'keɪʃən/ aplikacja
application form /,æplɪ'keɪʃən fɔ:m/ formularz aplikacyjny
apply for a job/position /ə'plaɪ fər ə dʒɒb/ pə'zɪʃən/ ubiegać się o pracę
be fluent in /bi 'flu:ənt ɪn/ być biegłym w
be offered a job /bi 'ɒfəd ə dʒɒb/ dostać ofertę pracy
be qualified /bi 'kwɒlɪfaɪd/ być wykwalifikowanym
be shortlisted /bi 'ʃɔ:tlɪstɪd/ być na liście kandydatów
by profession /baɪ prə'feʃən/ z zawodu
come for an interview /kʌm fər ən 'ɪntəvju:/ przyjść na rozmowę kwalifikacyjną
covering letter /'kʌvərɪŋ ,letə/ list motywacyjny
current job /'kʌrənt dʒɒb/ obecna praca
curriculum vitae /kə,rɪkjələm 'vi:taɪ/ życiorys
employ /ɪm'plɔɪ/ zatrudniać
employment /ɪm'plɔɪmənt/ zatrudnienie
employment agency /ɪm,plɔɪmənt 'eɪdʒənsi/ agencja pośrednictwa pracy
employment contract /ɪm,plɔɪmənt 'kɒntrækt/ umowa o pracę
employment prospects /ɪm,plɔɪmənt 'prɒspekts/ perspektywy zatrudnienia
enclose/attach a CV /ɪn,kləʊz/ə,tætʃ ə ,si:'vi:/ załączyć CV
fill in/complete a form /fɪl ɪn/kəm'pli:t ə fɔ:m/ uzupełniać formularz
get a job /get ə dʒɒb/ dostać pracę
get experience /get ɪk'spɪərɪəns/ zdobywać doświadczenie
have a degree in /həv ə dɪ'gri: ɪn/ mieć stopień naukowy z
have a diploma in /həv ə də'pləʊmə ɪn/ mieć dyplom z
interview /,ɪntəvju:/ rozmowa o pracę

interviewer /ˈɪntəvjuːə/ osoba przeprowadzająca rozmowę kwalifikacyjną
job advertisement /dʒɒb ədˈvɜːtəsmənt/ ogłoszenie o pracę
job application /dʒɒb ˌæplɪˈkeɪʃən/ podanie o pracę
job centre /dʒɒb ˈsentə/ biuro pośrednictwa pracy
job market /dʒɒb ˈmɑːkɪt/ rynek pracy
job offer /dʒɒb ˈɒfə/ oferta pracy
language skills /ˈlæŋgwɪdʒ skɪlz/ umiejętności językowe
letter of reference /ˈletə əv ˈrefərəns/ list polecający
look for a job /lʊk fər ə dʒɒb/ szukać pracy
occupation /ˌɒkjəˈpeɪʃən/ zawód
odd jobs /ɒd dʒɒbz/ drobne prace; fuchy
opportunity /ˌɒpəˈtjuːnəti/ okazja; możliwość
position/post /pəˈzɪʃən/pəʊst/ posada, stanowisko
profession /prəˈfeʃən/ zawód
recruit /rɪˈkruːt/ rekrutować
recruitment /rɪˈkruːtmənt/ rekrutacja
relevant experience /ˈreləvənt (ɪkˈspɪəriəns)/ odpowiednie doświadczenie
requirements /rɪˈkwaɪəmənts/ wymagania
sign a work contract /saɪn ə wɜːk ˈkɒntrækt/ podpisać umowę o pracę
take on/hire /teɪk ɒn/haɪə/ zatrudniać
training session /ˈtreɪnɪŋ ˌseʃən/ sesja szkoleniowa
turn down (an offer) /tɜːn daʊn (ən ˈɒfə/ odrzucać ofertę
vacancy /ˈveɪkənsi/ wakat
work contract /ˈwɜːk kɒntrækt/ umowa o pracę

UNEMPLOYMENT

be on the dole /bi ɒn ðə dəʊl/ być na zasiłku
be out of work /bi aʊt əv wɜːk/ nie mieć pracy
close down a company/store /kləʊz daʊn ə ˈkʌmpəni/stɔː/ zamknąć firmę/sklep
fire sb/let sb go/sack sb/give sb the sack /faɪə sʌmbɒdi/let sb gəʊ/sæk sb/gɪv sb ðə sæk/ zwolnić kogoś
give up/quit one's job /gɪv ʌp/kwɪt wʌnz dʒɒb/ rzucić pracę
go bankrupt /gəʊ ˈbæŋkrʌpt/ zbankrutować
hand in one's resignation /hænd ɪn wʌnz ˌrezɪgˈneɪʃən/ wręczyć wypowiedzenie
high/low unemployment /haɪ/ləʊ ˌʌnɪmˈplɔɪmənt/ wysoki/niski wskaźnik bezrobocia
job loss /dʒɒb lɒs/ utrata pracy
labour costs /ˈleɪbə kɒst/ koszty pracy, robocizny
lay sb/be laid off /leɪ sʌmbɒdi/bi leɪd ɒf/ zwolnić kogoś
leave a job /liːv ə dʒɒb/ rzucić pracę
lose one's job /luːz wʌnz dʒɒb/ stracić pracę
make sb redundant /meɪk sʌmbɒdi rɪˈdʌndənt/ zwolnić kogoś
pensioner /ˈpenʃənə/ emeryt
resign /rɪˈzaɪn/ rezygnować
retire /rɪˈtaɪə/ odchodzić na emeryturę
retirement /rɪˈtaɪəmənt/ emerytura
turn sb down /tɜːn sʌmbɒdi daʊn/ nie przyjąć kogoś
unemployed/out of work /ˌʌnɪmˈplɔɪd/aʊt əv wɜːk/ bezrobotny/bezrobotna
unemployment /ˌʌnɪmˈplɔɪmənt/ bezrobocie
unemployment benefit /ˌʌnɪmˌplɔɪmənt ˈbenəfɪt/ zasiłek dla bezrobotnych
voluntary redundancy /ˌvɒləntəri rɪˈdʌndənsi/ dobrowolne zwolnienie się z pracy

WORKING AND EMPLOYMENT CONDITIONS

clock in/out /klɒk ɪn/aʊt/ rejestrować czas przy wejściu/wyjściu z pracy
flexible working hours/flexi-time /ˌfleksəbəl ˈwɜːkɪŋ aʊəz/fleksi taɪm/ elastyczne godziny pracy
job security /dʒɒb sɪˈkjʊərəti/ bezpieczeństwo zatrudnienia
lunch hour /lʌntʃ aʊə/ przerwa na obiad
nine-to-five /naɪn tə faɪv/ dosłownie: od 9 do 5, godziny pracy biurowej
pension plan /ˈpenʃən plæn/ plan emerytalny
perks/fringe benefits /pɜːk/ˈfrɪndʒ ˌbenəfɪst/ dodatki do wynagrodzenia
prospects of promotion /ˌprɒspekt əv prəˈməʊʃən/ perspektywy awansu

SALARY

annual bonus /ˌænjuəl ˈbəʊnəs/ premia roczna
be on good salary /bi ɒn gʊd ˈsæləri/ mieć dobrą pensję
be paid good wages /bi peɪd gʊd weɪdʒɪz/ mieć dobrą pensję
bonus /ˈbəʊnəs/ dodatek, premia
commission /kəˈmɪʃən/ prowizja
competitive salary /kəmˌpetətɪv ˈsæləri/ konkurencyjne wynagrodzenie
decent pay /ˈdiːsənt peɪ/ godziwa zapłata
earn /ɜːn/ zarabiać
earnings /ˈɜːnɪŋz/ zarobki
fee /fiː/ honorarium
get a pay rise /get ə peɪ raɪz/ dostać podwyżkę
get paid overtime /get peɪd ˈəʊvətaɪm/ otrzymać wynagrodzenie za nadgodziny
income /ˈɪŋkʌm/ dochód
minimum wage /ˈmɪnəməm weɪdʒ/ płaca minimalna
pay (n; v) /peɪ/ płacić; wynagrodzenie
pay and conditions /peɪ ənd kənˈdɪʃənz/ warunki pracy i płacy
pay per hour/week/peɪ pə aʊə/wiːk/ płacić za godzinę/tydzień
pay rise /peɪ raɪz/ podwyżka
payment /ˈpeɪmənt/ zapłata; wypłata
pension /ˈpenʃən/ emerytura
profit /ˈprɒfɪt/ zysk
reasonable pay /ˈriːzənəbəl peɪ/ rozsądne wynagrodzenie
salary /ˈsæləri/ pensja
starting salary /stɑːtɪŋ ˈsæləri/ początkowa pensja
tax /tæks/ podatek
tip /tɪp/ napiwek
wages /weɪdʒɪz/ zarobki wypłacane co tydzień

HOLIDAY AND DAYS OFF

bank holiday /ˈbæŋk hɒlədi/ dzień ustawowo wolny od pracy
be off sick /bi ɒf sɪk/ być nieobecnym z powodu choroby
be on holiday /bi ɒn ˈhɒlədi/ być na wakacjach
holiday pay /ˈhɒlədi peɪ/ wynagrodzenie za urlop
leave; go on leave /liːv; gəʊ ɒn ə liːv/ urlop; wziąć urlop
maternity leave /məˈtɜːnəti liːv/ urlop macierzyński
sick leave /ˈsɪk liːv/ urlop chorobowy; zwolnienie lekarskie
sick pay /sɪk peɪ/ zasiłek chorobowy
take a day off work /teɪk ə deɪ ɒf/ wziąć dzień wolny z pracy

WORKING CAREER

be/get promoted /bi/get prəˈməʊtid/ dostać awans
career choice /kəˈrɪə tʃɔɪs/ wybór ścieżki kariery
career ladder /kəˌrɪə ˈlædə/ ścieżka zawodowa
career prospects /kəˌrɪə ˈprɒspekts/ perspektywy zawodowe
do a hard day's work /duː ə hɑːd deɪz wɜːk/ mieć pracowity dzień
do one's job well /duː wʌnz dʒɒb wel/ dobrze wykonywać swoją pracę
do overtime/work overtime /duː ˈəʊvətaɪm/ wɜːk ˈəʊvətaɪm/ pracować w nadgodzinach
do sth for a living /duː sʌmθɪŋ fər ˈlɪvɪŋ/ wykonywać coś jako pracę zarobkową; utrzymywać się
make a living as /meɪk ə ˈlɪvɪŋ əz/ zarabiać na życie jako
professional development /prəˌfeʃənəl dɪˈveləpmənt/ rozwój zawodowy
retrain /ˌriːˈtreɪn/ przekwalifikować się
work for a company /wɜːk fə ə ˈkʌmpəni/ pracować dla firmy
work from home /wɜːk frəm həʊm/ pracować z domu
work to deadlines /wɜːk tə ˈdedlaɪnz/ pracować w ramach określonych terminów
work under pressure /wɜːk ˈʌndə ˈpreʃə/ pracować pod presją
work well in a team /wɜːk wel ɪn ə tiːm/ dobrze pracować w zespole
work/do shifts /wɜːk/duː ʃɪfts/ pracować na zmiany

SELF-EMPLOYMENT

be self-employed /bi ˌself ɪmˈplɔɪ/ być samozatrudnionym
run one's own business /rʌn wʌnz əʊn ˈbɪznəs/ prowadzić własny biznes
set up a company /set ʌp ə ˈkʌmpəni/ założyć firmę
start one's own business /stɑːt wʌnz əʊn ˈbɪznəs/ założyć własną firmę
work on one's own /wɜːk ɒn wʌnz əʊn/ pracować na własny rachunek

ADJECTIVES TO DESCRIBE WORK

badly paid /ˈbædli peɪd/ źle płatna
blue-collar /ˌ bluːˈkɒlə/ pracownik fizyczny
boring /ˈbɔːrɪŋ/ nudna
challenging /ˈtʃæləndʒɪŋ/ wymagająca, pełna wyzwań
demanding /dɪˈmɑːndɪŋ/ wymagająca
full-time /ˌfʊlˈtaɪm/ na pełen etat
high-powered/lucrative /ˌhaɪˈpaʊəd/ ˈluːkrətɪv/ wpływowy/dochodowy
manual /ˈmænjuəl/ ręczna, manualna
motivating /ˈməʊtɪveɪt/ motywująca
part-time /ˌpɑːtˈtaɪm/ na część etatu
permanent /ˈpɜːmənənt/ na stałe
physical /ˈfɪzɪkəl/ fizyczna
profitable /ˈprɒfətəbəl/ przynosząca zyski
repetitive /rɪˈpetətɪv/ powtarzalna; monotonna
responsible /rɪˈspɒnsəbəl/ odpowiedzialna
rewarding /rɪˈwɔːdɪŋ/ dająca satysfakcję
stable /ˈsteɪbəl/ stabilna
tedious /ˈtiːdiəs/ żmudna
tiring /ˈtaɪərɪŋ/ męcząca
undemanding /ʌndɪˈmɑːndɪŋ/ niewymagająca
well-paid /welpeɪd/ dobrze płatna
white-collar /ˌwaɪtˈkɒlə/ pracownik umysłowy

ADJECTIVES TO DESCRIBE PEOPLE AT WORK

committed /kəˈmɪtɪd/ zaangażowany, oddany
competent /ˈkɒmpɪtənt/ kompetentny
competitive /kəmˈpetətɪv/ ambitny
confident /ˈkɒnfɪdənt/ pewny siebie
conscientious /ˌkɒnʃiˈenʃəs/ sumienny, skrupulatny
creative /kriˈeɪtɪv/ twórczy, kreatywny
determined /dɪˈtːmɪnd/ zdecydowany, zdeterminowany
efficient /ɪˈfɪʃənt/ wydajny
highly skilled /ˌhaɪli ˈskɪld/ wykwalifikowany
outgoing /ˌaʊtˈgəʊɪŋ/ otwarty, towarzyski
punctual /ˈpʌŋktʃuəl/ punktualny
reliable /rɪˈlaɪəbəl/ niezawodny
well-organised /ˌwelˈɔːgənaɪzd/ dobrze zorganizowany
well-trained /ˌwelˈtreɪnd/ dobrze wyszkolony

Moduł 8

Zakupy i usługi

Vocabulary

Types of shops and goods

BASIC

1 Discuss the questions in pairs.

1 Which three shops do you visit most often? What do you usually buy there?

2 Do you like going shopping? Why/Why not?

2 Match the products 1–10 with the shops in the box. Add more products to each shop.

baker's • bookshop • butcher's • chemist's/pharmacy
clothes shop • department store • DIY store
fishmonger's • florist's • furniture shop • greengrocer's
jeweller's • market • music shop • newsagent's • pet shop
shoe shop • shopping centre • sports shop
stationer's • supermarket • toy shop

1 groceries
2 clothing
3 luxury items
4 medicine
5 beauty products (make-up, perfumes)
6 pet food
7 stationery
8 magazines
9 toiletries
10 hardware (tools, machinery)

EXTENDED

3 Discuss the questions in pairs.

1 What's the difference between *do the shopping* and *go shopping*? Where do you do each?

2 Do you prefer shopping online or in shops? Why?

4 What is the difference in meaning between these types of places?

1 a chain store / an independent shop
2 a charity shop / a second-hand shop
3 a retail park / the High Street
4 a corner shop / a vending machine
5 a market / a flea market
6 a delicatessen / a confectioner's
7 a boutique / an outlet

5 Match words and phrases 1–6 in bold in the text with antonyms a–f below.

What's important when buying clothes? For some people it's just price. Some places sell clothes that (1) **cost next to nothing**, and might be your first port of call. But the problem with those types of clothes is they're often (2) **inferior**, so won't last very long and end up being more expensive in the long run as they're not very (3) **good value for money**.
For other people, it's all about fashion. They want to buy (4) **trendy** clothes, which means buying (5) **brand-new** things regularly. Whatever your preference, I think we all agree that the most important thing is to buy something which is (6) **the right size** and a comfortable fit.

a used
b excellent quality
c a rip-off
d too tight/loose
e pricey
f unstylish

Buying and selling

BASIC

6 Choose the correct options to complete the conversations.

A A: What's next on your shopping (1) *list / note*?
B: I need some deodorant.
A: OK, shall we go to the chemist's?
B: No, let's go to the supermarket, they have more (2) *cost / choice*.
A: Do we need a (3) *barcode / trolley*?
B: No, I'm only buying a couple of things. I'll get a (4) *bag / basket*.

B A: Where do we pay?
B: I'm not sure – ask the shop (5) *customer / assistant* over there.
A: Excuse me, where do I pay for these?
C: Take them to the (6) *counter / department* over there by the doors, and my colleague will run them through the (7) *receipt / till* for you.
A: Great, thank you. Come on, it's over here.
B: OK … wait, you need to (8) *queue up / shop*. There's another (9) *customer / purchase* in front of us!
A: I sorry, I didn't see them.

C A: Good afternoon. That's £20 altogether, then. Would you like a (10) *list / receipt*?
B: Yes please, can I also have a (11) *carrier bag / barcode*?
A: Certainly, here you are.
B: Thank you. Is there a food (12) *market / hall* in this shopping centre?
A: Yes, it's on the top floor.
B: Thank you.

EXTENDED

7 Complete the sentences with the words in the box. There are two extra words.

customer • impulse • instalments • nose • out
penny • rip • service • song

1 I know it's expensive, but you can pay for it in ... every month.
2 I don't mind getting Fiona an expensive present, but I don't want to pay through the ... for something she won't use.
3 They have free parking at the shopping centre, so it won't cost you a ... .
4 You should never go food shopping when you're hungry. Otherwise you end up buying loads of stuff you don't need on ... .
5 Do you like this dress? I bought it at the market for a ... , just three pounds!
6 A hundred pounds for a pen? What a ...-off!
7 Let's use the self-... checkout, it's quicker.

Bargains and methods of payment

BASIC

8 Choose the correct options.

1 Do you like my shoes? I bought them in a *sale / bargain*, they were only £15!
2 This book is usually £10, but for this week only you can get it at half *price / cost* for only £5.
3 A smartphone for only £50? What a *sale / bargain*!
4 At the end of the day, the bread is usually *cut / reduced* from £1.20 to 60p.
5 Can you give me a *discount / sale* if I pay in cash?

9 Match words in the box with photos A–D. There are two extra words.

bill • cash machine • change • coins • credit cards • notes









EXTENDED

10 Complete the supermarket signs with the words in the box. There are two extra words.

charge • deal • free • off • price
reductions • retail • special

We have some great (1) ... in store today!	Melons on (2) ... offer. Buy two, get one (3) ... .
Today's (4) ... of the day: 50% (5) ... on tomatoes!	Parking is free of (6) ... for customers only.

11 Translate the phrases in brackets into English.

I never seem to have any (1) (*drobne*) ... in my pockets these days. It's not that I don't have any money, I do, it's just that I rarely (2) (*płacę gotówką*) ... for anything nowadays. Instead I usually make a (3) (*płatność zbliżeniową*) ... or (4) (*płacę telefonem*) ... . It's rare to find somewhere doesn't (5) (*akceptują kart kredytowych lub debetowych*) ... , so there's just no need to carry cash. However, the other day I was at a music festival and didn't (6) (*miałem przy sobie gotówki*) ... to pay for food, so I had to find a cash machine. I put my card in and it said, (7) (*wprowadź kod PIN*) ... , and I couldn't remember it!

Promotion and advertising

BASIC

12 Choose the correct options to complete the sentences.

1 What's your favourite ... of trainers?
a brand **b** poster **c** sponsor

2 Last summer I got a job giving out ... in the street. It was really boring.
a posters **b** slogans **c** flyers

3 Take a ... with you to read and think about it before you buy.
a billboard **b** brochure **c** advert

4 Have you seen the big ... by the main road? It's awful!
a leaflet **b** billboard **c** commercial

5 Our ... is 'Putting the customer first.'
a slogan **b** logo **c** sponsor

6 We want a ... that is small and simple, but looks great.
a slogan **b** publicity **c** logo

EXTENDED

13 Complete the text with the noun form of the words in brackets.

There are many ways a company can attract customers and increase (1) ... (**PUBLIC**) for their products and services. For new products, they might launch an all-out (2) ... (**MARKET**) campaign. This can include (3) ... (**ADVERTISE**) in the media, TV (4) ... (**COMMERCE**) or even a celebrity (5) ... (**ENDORSE**) to help with the (6) ... (**PROMOTE**) of their product. For existing brands, companies may use a more subtle marketing (7) ... (**STRATEGISE**) such as product (8) ... (**PLACE**) in films and TV shows, or (9) ... (**SPONSOR**) of a sports team or event.

Services and customer complaints

BASIC

14 Match the services in the box with what they do 1–10.

beauty salon • courier • dry cleaner's • hairdresser's
garage • launderette • petrol station
service station • tailor • travel agent

1 They cut your hair.
2 They deliver documents and packages.
3 They make clothes.
4 They clean your clothes.
5 You can wash your clothes yourself here.
6 They fix your car.
7 You can get fuel for your car here.
8 You can stop here for a break from driving on the motorway.
9 They arrange your holiday.
10 They do your make-up.

15 Complete the sentences with words from exercise 14.

1 These documents need to be in our London office tomorrow morning. Can you arrange a ... to take them?
2 Don't put that in the washing machine, it's too delicate! You need to take it to the ... .
3 I've booked appointments at both the ... and the ... on Saturday afternoon, so we can get our hair and make-up done.
4 Harry was starting to feel tired on his long drive, so he stopped at a ... for a coffee and a rest.
5 We're nearly out of fuel. Look out for a ... .

EXTENDED

16 What is the difference in meaning between these things? Which two pairs of words are similar?

1 refund / exchange
2 faulty / scratched
3 out of order / past its sell-by date
4 guarantee / warranty
5 dissatisfied / unsatisfied
6 return / complain about
7 proof of purchase / receipt

17 Complete the text with words and phrases from exercise 16.

Our returns policy

We will only offer a full refund if these conditions are met:

- You can supply (1) ... of purchase.
- The product is (2) ... or out of order.
- The product has not been damaged or the surface (3) ... by you in any way.

If all these conditions are not met, we may still be able to (4) ... the product for one of equal value, depending on the circumstances.

If you are (5) ... with the quality of a food product and it is now (6) ... its sell by date, we will offer a credit note to the same value.

Finance

BASIC

18 Choose the correct options to complete the text.

Last year I wanted to go on holiday with some friends, so at the start of the year I decided to (1) *pay / save* money for it. Just before I went, my parents gave me a credit card to use only in emergencies. When we got there, I didn't have any local (2) *currency / cheques* and there wasn't anywhere to (3) *change / owe* money. So I decided to take (4) *in / out* money from a local cash machine using the credit card, thinking I could just pay back the (5) *money / balance* with the money I'd saved when I got home, before the statement came. What I didn't realise is that if you get cash from a cash machine with a credit, you start to pay (6) *interest / interested* on it immediately!
Not surprisingly then, mum and dad weren't too happy with me when I got home.

EXTENDED

19 Complete the sentences with the words in the box. There are two extra words.

arm • bomb • broke • broken • fortune • hand • robbery

1 My new laptop may have cost a/an ... and a leg, but it was worth it.
2 Tina really wanted to go out with her friends, but she was ... so she couldn't afford it.
3 These days, buying a house literally costs a small ... .
4 Honestly, the price some places charge for a decent coffee is daylight ... .
5 The heating is broken. It's going to cost a ... to replace it.

Banks and insurance

BASIC

20 Choose the correct options.

1 I opened my first bank *account / policy* when I was twelve years old.
2 It's important to learn how to manage money when you're young so you don't have problems with *credit / debt* when you're older.
3 Some of the *fees / costs* I have to pay the bank are ridiculous!
4 If I had a lot of money I would *borrow / invest* it in stocks and shares.
5 My uncle wanted to start a business, so he went to see the bank *controller / manager* to ask for money.

EXTENDED

21 Decide if the words and phrases relate to banks (B) or insurance (I).

balance • borrow money • claim for something
comprehensive policy • cover • current account
deposit • excess • interest rate • liability • loan • overdraft
savings account • third party • transfer • withdraw

22 Complete the definitions with some words and phrases from exercise 21.

1 The amount you have to pay towards any insurance claim you make is the ... .
2 ... insurance is a type of insurance where payments will only be made when you damage someone else's property.
3 When you take money out of a bank account, you ... it.
4 When you put money in a bank account, you ... it.
5 The percentage of the amount you borrow which you pay back over the amount you borrowed is the ... .
6 A(n) ... is what happens when you take out more money from your bank account than you have in it.
7 A(n) ... is one which covers you against damage you cause or some else causes.
8 Your ... is how much money you have in your bank account.

23 Choose the correct options to complete the sentences.

1 Whenever I get money, I like to put some ... for when I don't have any.
a alone **b** aside **c** out **d** up
2 How long will it take to pay ... that loan?
a on **b** out **c** up **d** off
3 It's a good idea to set up a ... order to pay your bill each month.
a standing **b** sitting **c** running **d** lying
4 Let me just check my account ... and I'll tell you if I've got enough.
a money **b** transfer **c** balance **d** loan
5 Why don't you save that money for a ... day?
a sunny **b** foggy **c** rainy **d** windy
6 With this policy, you're insured ... any type of damage.
a with **b** against **c** about **d** of

Listening

BASIC

1 Discuss the questions in pairs.

1 What apps do you use to manage your money? What do you use them for?

2 What do you think are the advantages and disadvantages of credit cards?

2 Match the phrases in bold 1–5 with definitions a–e.

1 If you spend more than you earn, you'll **get in debt**.

2 My parents lent me some money and now I **pay them back in instalments**.

3 I sometimes **buy things on impulse** and regret it later.

4 How much money have you got in your **savings account** now?

5 The **interest rate** is low at the moment, so it's a good time to borrow money.

a a bank account which you use to save money

b the percentage that you either pay back extra on a loan or you earn on savings

c return smalls parts of money to someone over time

d a situation where you owe money

e buy something without thinking carefully about it first

E WYBÓR WIELOKROTNY

3 37 Listen to three recordings. Choose the correct option a, b or c.

Recording 1

1 Which of these things does the speaker NOT say is an advantage of the app?
a He can earn extra money.
b It teaches him things.
c It helps him spend less.

Recording 2

2 The speaker opened her investment account
a nearly two years ago.
b exactly two years ago.
c over two years ago.

3 She thinks that what she does is better than savings because
a it's less of a risk.
b it's easier to manage.
c she can make more money.

Recording 3

4 What does Ed like about having a credit card?
a He doesn't have to pay for things.
b He can get things more quickly.
c The things he buys are cheaper.

5 Which of these things does he NOT mention as advantages of a credit card?
a It's good to have in an unexpected situation.
b It's less dangerous than carrying money.
c It's easy to use.

6 What does the girl say about a good credit score?
a It's not easy to do.
b You have to pay the whole amount each month.
c You have to spend lots of money.

4 Which of these words does NOT collocate with money?

do • earn • invest • lose • make • manage • pocket • save

5 Complete the sentences with words from exercise 4. More than one answer may be possible.

1 This is a really useful app which helps me ... my money.

2 When you ... money in stocks and shares, you can ... money if their value goes down.

3 Do your parents give you ... money?

4 I work in a shop on Saturdays to ... money.

5 I try to ... some money each week for when I go to university.

E UZUPEŁNIANIE LUK

6 38 Listen to the conversation. Complete gaps 1–5.

Record of customer returns

Item returned: Women's jeans
Size: (1) ...
Reason for return: (2) ... (hole in one leg)
Proof of purchase: (3) ...
Action taken: Exchange
Customer name: (4) ... Biggs
Customer contact: (5) ...

7 38 Choose the correct options. Then listen again and check.

1 You need a *receipt / credit note* if you want to get a *refund / order*.

2 We can't give you your money back, but we can *move / exchange* it for a new one.

3 I'm sorry but those jeans are out of *store / stock* at the moment.

EXTENDED

8 Discuss the questions in pairs.

1 What's the funniest/most ridiculous complaint you've ever heard a customer make? Why was it ridiculous?

2 What's the most serious complaint you've ever made?

E DOBIERANIE

9 39 Listen to four customer complaints. Match Speakers 1–4 with sentences A–E.

This speaker mentions

A a mistake with using packaging the wrong way.

B something not authentic.

C a complaint about something good.

D the high price of something.

E a customer who read the wrong thing.

1	2	3	4
...	...	...	...

10 39 Complete the extracts with the missing words. Then listen again and check.

1 The next day she came back to ... a refund.

2 What he didn't realise was that some of the products were on ... offer.

3 They were sorting out how to ... a solution.

4 He wanted to complain about our ... customer service.

5 I calmly explained that those were our ... hours (09.00–17.30).

11 Complete sentences 1–9 with the words in the box. There are two extra words.

bonus • claim • comparison • comprehensive • due insurance • leg • nose • only • quote • record • renew • theft

1 If you pay through the ... for something, you pay too much for it.

2 You can make a ... for something on your insurance if it's stolen or damaged and get the money to replace or repair it.

3 If your insurance is expensive, you may be able to get a better ... from a different company and pay less.

4 At the end of your insurance policy, you can either auto-... it or start a new policy with a different company.

5 You can compare different insurance policies on a price-... website.

6 There are three main types of car insurance: third party ... (which covers damage you cause to others), third party fire and ... (which will pay for a new car) and fully ... (which covers everything).

7 If you haven't had any accidents, you have a good driving ... .

8 For every year you don't claim on your insurance, you have a year's no-claims ... , which means you pay less next year.

9 It's a good idea to take out car insurance 23 days before it's ... .

E UZUPEŁNIANIE LUK

12 40 Listen to the recording and complete gaps 1–4.

Car insurance for teenage drivers

- *car insurance is more expensive for people under (1)* ...
- *usually cheaper for new customers than existing ones.*
- *use (2)* ... *to find the cheapest*

Types of car insurance

- *three main types: third party only, third party, fire and theft, (3)* ...
- *third party only is not always the cheapest*

Other tips to save money

- *add another driver to your insurance (someone responsible)*
- *buy insurance 23 days before it's due (can save you (4)* ...*)*

13 Choose the option which is NOT possible in each sentence.

1 After the accident I had to ... for the damage on my insurance.
a claim **b** ask **c** make a claim

2 There are several things you can do to try and get a ... quote.
a good **b** low **c** small

3 Would you like to ... your policy with us?
a develop **b** renew **c** extend

4 It's worth ... around for the best quote.
a having **b** looking **c** shopping

5 It can be a good idea to add another ... to your policy.
a driver **b** person **c** cover

6 Having at least a year's no-claims ... can get you cheaper insurance.
a bonus **b** cover **c** discount

Reading

BASIC

1 Discuss the questions in pairs.

1. Where do you usually buy clothes? What's your favourite clothes shop? Why?
2. What are the advantages and disadvantages of buying clothes online?

2 Complete the sentences with the words in the box.

designer • fit • label • sale • size • suit

1. I never wear ... clothes, they're too expensive for me.
2. These jeans don't ... me. They're too small.
3. Make sure you wear a ... to your job interview, you want to look smart.
4. I think I need to get this shirt dry-cleaned, let me check the ... .
5. What ... are you: small or medium?
6. I bought these shoes really cheap in the ... .



Title: **Four ways to shop for clothes like a boss.**

1 This is a great way to find real bargains, especially if they're in a part of the city where celebrities live. It might take you a while to search through the products available, but you can often find very high-quality, designer clothes, even complete suits, at very cheap prices. And, of course, there's the added advantage that you know you're doing some good for society with the money you spend.

2 The big problem with buying clothes online is you don't get to try them on first, so have no real way of knowing if they fit. One way round this is to try something on in the fitting room in a shop, note the label and size, then buy it on the company's website, which is often cheaper. Doing this means you can also use a cashback website, which gives you money for shopping in a certain place, and you can get you an even bigger discount.

3 If there's one shop you really like and buy from regularly, get to know a shop assistant there. They may be able to give you inside knowledge of future deals, sales and promotions before the general public find out about them. If there's something you want but you don't have enough money for it yet, they may be able to hold it for you, too.

4 These places may seem very attractive as clothes companies sell directly to the public, avoiding shops, and therefore offer lower wholesale rather than higher retail prices. They may, for example, offer something at 50% off, which seems attractive. But remember that these places are full of last season's clothes that didn't sell. And if they didn't sell in traditional shops then that low price isn't real, anyway.

comment ● share ●

E UZUPEŁNIANIE LUK

3 Read the text. Match each heading A–F with the correct part of the text 1–4. There are two extra headings.

A Shop around.

B Visit charity shops in wealthy areas.

C Make friends in high places.

D Combine shops and sites.

E Avoid outlets.

F Avoid charity shops.

4 Read the text again and answer the questions.

Which part mentions

A how you can earn money when shopping?

B choosing the right area?

C that the price advertised is false?

D second-hand clothes?

E making friends with staff?

F shopping online?

5 Match sentences 1–6 with endings a–f.

1 My mum always spends hours at the shops trying to find

2 Always remember to use a cashback

3 My favourite clothes shop has got a promotion

4 Can I get a

5 These T-shirts are 50%

6 The wholesale price is much cheaper than

a on at the moment.

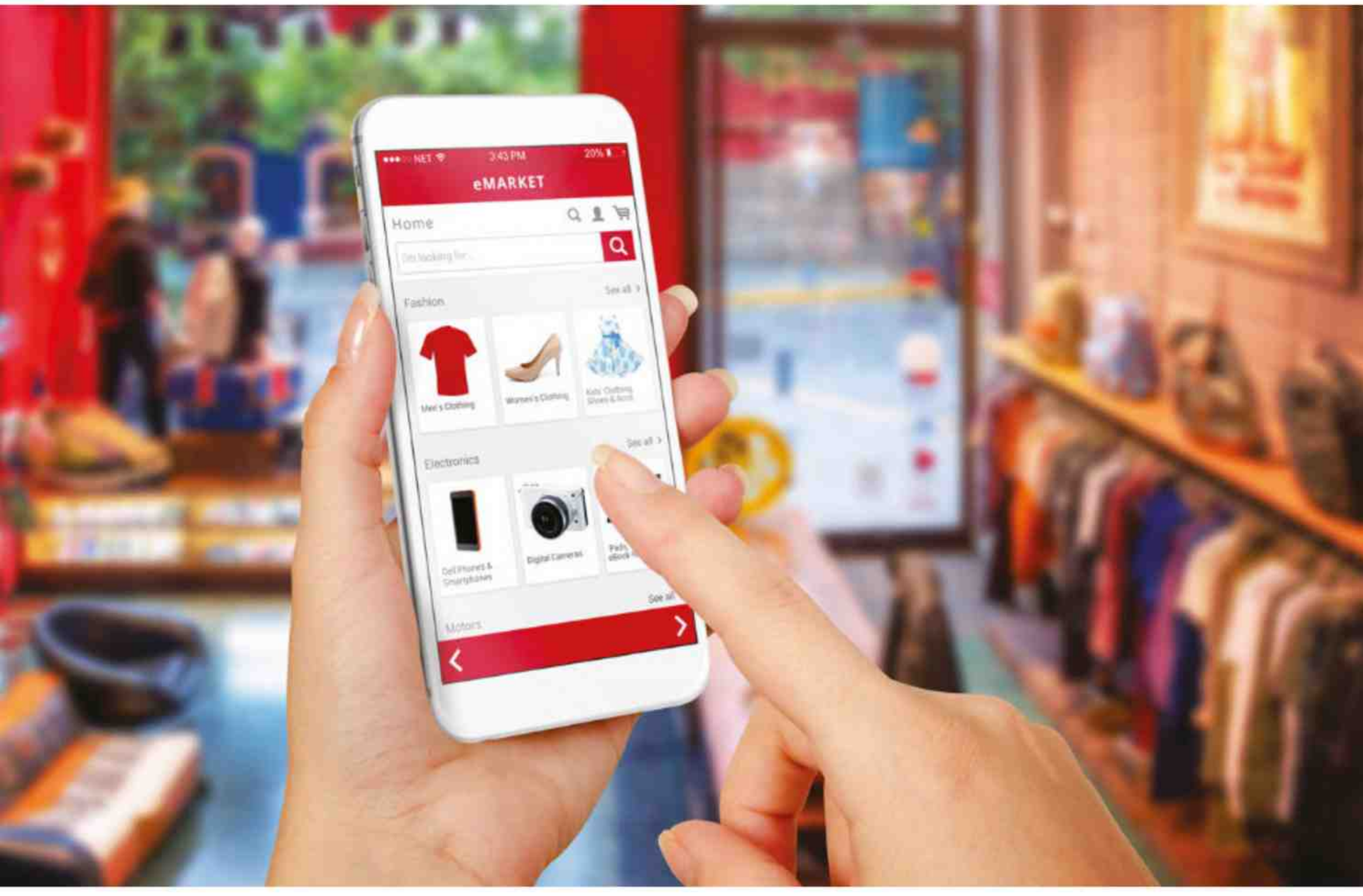
b off at the moment.

c a bargain.

d the retail price.

e discount if I pay by cash?

f website for money back when you buy something online.



EXTENDED

6 Discuss the questions in pairs.

1. How often do you shop online? What kind of things do you buy?
2. Is there anything you never buy online? Why not?
3. What was the first thing you ever bought online?

7 Choose the correct options.

1. The new law will *set / put in motion* major changes to the industry.
2. After a slow start, the product started to *get / gain* traction and become more popular with the public.
3. The development of secure online payments *paved / laid* the way for online shopping to grow.
4. Demand for gadgets reached a *top / peak* this year.
5. As it became more popular, it was clear that demand *outplayed / outstripped* supply.



Title: **The history of online shopping**

In 1984, Jane, a 72-year-old lady from Gateshead in the north of England had broken her hip which meant she couldn't leave the house to go and buy essentials. Fortunately for her, an electronic TV system had been invented, which meant she was able to use her TV remote to order groceries, which her local supermarket delivered to her house. (1) ...

While it was a small system and not technically the internet as such, this set in motion a tidal wave of online shopping, an industry which today is worth well over £100 billion in the UK alone.

However, it wasn't until the mid-90s that online shopping started to gain real traction. That started in 1994 when a 21-year-old tech whizz set up an online marketplace. The very first sale was a music CD (remember those?) for £10. Not long after, bigger companies started to get in on the action, selling everything from books to pizzas.

The other big shift that came in the 1990s was the world coming together through globalisation, which meant companies were able to manufacture goods on a much bigger scale, and therefore reduce prices as huge new markets opened up across the world. At the same time, 100% online retailers didn't have the same costs as traditional brick-and-mortar shops (some early entrepreneurs even worked out of their garage!).

(2) ... Customers were now able to really shop around online, and from the comfort of their own homes to boot. This meant they could make more informed choices as well as easily review products and services for other customers. Word-of-mouth advertising now reached a far wider audience.

With the rise of online purchases there came new forms of digital marketing. Pay-per-click advertising, whereby companies only paid webmasters if their ads resulted in a visit to their websites, made for more meaningful promotion. The use of social media also allowed for more targeted advertising. (3) ... Of course, this also paved the way for more bothersome forms of marketing. Those nuisance spam emails, pop-up windows and the like became a daily annoyance.

Online shopping has surged even more in recent years. During this time, demand for online grocery shopping has reached a monumental peak, at first far outstripping supply. (4) ... And with that it has come full circle, from lowly beginnings in the north of England to supermarkets worldwide offering grocery deliveries.

comment ● share ●

E UZUPEŁNIANIE LUK

8 Read the text. Complete gaps 1–4 with sentences A–E. There is one extra sentence.

A This allowed companies to reach their true intended audience.

B And with that, she became the first person to shop online.

C That was because many companies didn't realise the full potential of it.

D Things were changing on the consumer side, too.

E As the world recovered, many decided they liked the convenience of it and simply stuck with it.

9 Read the text again and decide if the sentences are true (T) or false (F).

1 In 1984, Jane couldn't leave her house.

2 The electronic TV system used the internet to connect retailers and customers.

3 The first online marketplace was created by someone very good with technology.

4 The international economy in the 1990s led to lower prices.

5 At first, it was more expensive for online companies to operate than traditional companies.

6 All forms of online marketing were popular with consumers.

7 The most recent increase in online shopping has been for food.

10 Match the highlighted phrases in the text with definitions 1–6.

1 traditional, physical shops

2 new places to sell became available

3 promoting your product to specifically people interested in it

4 make more of something

5 when customers promote your product through recommendations

6 promoting your product online



Use of English

BASIC

E ZESTAW LEKSYKALNY

1 Use one word to complete the two sentences.

1 ...

- Have you got some ... change? I'd like to buy a snack in this shop.
- No, these trousers are too ... . I need them in a smaller size.

2 ...

- I hate shopping ... clothes with my girlfriend. It always takes hours!
- I checked the whole music store but I couldn't find the album I was looking ... .

3 ...

- After a terrible holiday, I wrote a ... of complaint to the travel agent who organised it for me.
- I don't think the T-shirt you bought is an original brand. The second ... in the name is 'V' and it should be 'U'.

4 ...

- Shopping online is so easy! I've just bought a ... to the cinema for next weekend.
- The police stopped me on my way to the shopping mall yesterday and I got a ... for speeding.

5 ...

- You can try on the trousers now. The changing room is ... .
- If you buy a shirt in our store, you will get a matching tie ... of charge.

E MINIDIALOGI

2 Complete the short dialogues. Choose a, b or c.

1 X: Have you got any experience in sales?
Y: I worked for a toy shop two years ago.
X: ...

a Good to hear that.
b That's a pity.
c It won't be a problem for us.

2 X: ...
Y: They have reasonable prices here.
X: Oh, I see. I'll remember that.

a Why did you stop shopping at this shoe shop?
b Why do you buy your shoes in this shoe shop?
c Why don't you check out that new shoe shop?

3 X: Are there any other costs I have to pay when I buy online?
Y: ...
X: I'm OK with that.

a Only the shipping fee, which is about 3 euros.
b You can only pay by credit card.
c Your payment will be processed by a secure page.

4 X: Why didn't you buy this sweater?
Y: ...
X: I see. Getting the right size is really important.

a The card terminal didn't work.
b They offered me a big discount.
c It was too baggy.

5 X: Can I return the clock if I'm not satisfied with it?
Y: ...
X: Sure, I'll keep it for some time.

a I'm afraid we have to reject your complaint.
b I'm sure you'll like it with time.
c Only if you have the receipt.

E TRANSFORMACJE

3 Choose the answer a, b or c which means the same as the highlighted phrase.

1 This new tablet **cost me an arm and a leg**.
a wasn't very expensive
b was really expensive
c wasn't as good as expected

2 You can return the jacket and get your money back **as long as** you have the receipt.
a provided
b until
c no matter if

3 I like all the vegetables from the local greengrocer's, **except for** the tomatoes and lettuce.
a especially
b but not
c for example

4 Diana, **do you mind taking** my jacket to the dry cleaner's?
a why do you want to take
b do you want me to take
c would it be OK for you to take

5 The new tablet **is out of stock** right now.
a is sold at a cheaper price
b is not available
c is widely advertised

EXTENDED

E UZUPEŁNIANIE ZDAŃ

4 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Learning how to operate the new coffee machine turned out ... (*be / complicated*) than I expected.

2 ... (*Apart / give / I*) a discount on the smartphone, the manager of the shop let me choose an elegant case for it for free.

3 These shoes ... (*be / at / reduce*) price only this week. The regular price is 20 euros higher.

4 Sales of the previous version of the game ... (*constant / fall*) for the past few months, which means it's high time for a new version.

5 The mechanic and the customer were quarrelling angrily, so I waited patiently, not ... (*want / interrupt / they*) discussion.

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as first one. Use a maximum of five words including the word provided but do not change its form.

1 Jason doesn't like shopping at big malls, and neither does Albert.
NOR
... shopping at big malls.

2 They started selling fish in this market in 2018.
BEEN
They ... in this market since 2018.

3 This shoe shop has excellent service.
OTHER
No ... as excellent service as this shoe shop.

4 Buy three books and get one for free.
MORE
The ... the less you pay per item.

5 As I carefully read the comments about the garage, I liked it less and less.
THE
The more I carefully read the comments about the garage, ...

E TŁUMACZENIE

6 Translate the parts of the sentences in brackets into English. Use a maximum of five words in each gap.

1 Lara won't be able to repair her laptop on her own; a good service shop (*jest tym, czego ona potrzebuje*) ... .

2 I'm going to make a complaint about how the receptionist treated me. Never (*nie będę akceptował takiego*) ... rude manners.

3 (*Gdybym tylko posłuchała*) ... to my friend's advice! Now I see that the blouse I bought doesn't suit me at all.

4 Sam's Vehicles garage (*był jedynym, który*) ... agree to repair my car in less than three days.

5 (*Zaoferowano mi*) ... a loyalty card at my beauty salon because I use their services at least twice a month.

E UZUPEŁNIANIE LUK

7 Complete each sentence with the correct form of the word in the box. There are two extra words.

beauty • compete • excel • insure • refer • suit • surprise

1 ..., almost 60 per cent of the customers complained about a product they had bought in the past three months.

2 The new car wash that opened in the area offers pretty ... prices for its services.

3 Being a graduate of a prestigious British university, Samuel was the most ... candidate for the position of lawyer in the company.

4 Sara works at the 'Perfect You' parlour. She is the best and most popular ... there – if you need the perfect make-up or manicure, you need to book a visit at least three weeks in advance.

5 I bought the holiday trip with full ... against any damage caused by fire, theft and loss of luggage.

Speaking

1 Discuss the questions in pairs.

1 Which of these things are good advice when you're making a complaint?

- make sure you have a good reason to complain
- don't give too many details
- be professional
- make it personal if necessary
- be polite
- use informal language
- stay focused on the specific complaint
- be flexible

2 What advice would you add to the list?

2 41 **Read the task and look at photos 1–3. Then listen to someone doing the task.**

You are going to give a presentation on giving advice for making complaints in shops. Look at three pictures you are considering for your title slide.

- Choose the one that in your opinion is most suitable, and justify your choice.
- Justify why you reject the remaining options.







3 41 Choose the correct options to complete the useful phrases. Then listen again and check.

Useful phrases

Giving reasons for your choices

With that in (1) *head / mind*, I don't think photo … is a good choice.
(2) *Seeing / Looking* as …, that wouldn't be my first choice.
(3) *Since / For* it's important … I wouldn't choose
(4) *That / What* with …, I think photo … is the best option.

Matura hacks

Pamiętaj, że w tym zadaniu musisz podać argumenty, dlaczego wybierasz jedno zdjęcie, i uzasadnić, dlaczego odrzucasz pozostałe.

E ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

4 Work in pairs. Take turns to practise the task.

You are going to give a presentation on shopping in Poland for visitors to the country. Look at photos 1–3 you are considering for your title slide.

- Choose the one that in your opinion is most suitable, and justify your choice.
- Justify why you reject the remaining options.







Writing

EXTENDED

1 Look at the following opinions. Write one argument which supports each opinion.

Services like tattooing or body piercing shouldn't have age restrictions.
Everybody should be allowed to decide what to do with their body, regardless of age.

1 Online shopping is very risky.
2 Plastic bags should be banned in all shops.
3 There should be special shopping times for senior citizens.

2 Read the sample opinion essay. Answer questions 1–4.

In a traditional shop, there must be a shop assistant who takes money from customers and gives them a receipt for their shopping. However, more and more supermarkets nowadays have self-service checkout counters installed for their customers, and it is predicted that one day such counters may replace cashiers completely. **As far as I am concerned**, this is a great solution for shoppers.

First of all, self-service checkouts are faster, especially when people are already familiar with such a solution. Moreover, it is very easy to learn how to scan products and follow the instructions either displayed on the screen or said by a virtual assistant. **Last but not least**, installing counters without real assistants might bring supermarkets substantial savings, as in the long run it is much cheaper to install a device than hire an employee.

Admittedly, there might be some disadvantages to such a solution. It is often argued that the more automatic counters there are in supermarkets, the fewer jobs there are for people. **Nevertheless**, I think that there are enough other jobs in trades and services, so no-one will become unemployed because of these changes.

As can be seen from the above, installing self-service checkout counters is a useful and convenient solution. Even though it may cause some inconveniences, these will surely be outweighed by the advantages.

1 In which part does the author present their opinion for the first time?
2 Is there the same number of arguments for and against self-service checkouts?
3 Does the author start with the arguments that support their view or the opposing ones?
4 What is the author's conclusion in the summary?

3 Use the phrases in bold in exercise 2 to translate the phrases in brackets into English.

1 (*Jak widać*) ... from my essay, a lot of arguments prove that buying things on the internet is relatively safe.
2 (*Po pierwsze*) ... , hackers might try to steal your credit card details.
3 (*Jeśli o mnie chodzi*) ... , there are a lot of dangers related to using the internet to shop for things.
4 (*Trzeba przyznać, że*) ... , there might be some risks related to online shopping.
5 (*Ostatnim, choć równie ważnym argumentem jest*) ... , shops use advanced payment systems to secure every transaction.
6 (*Niemniej jednak*) ... , some steps might be taken to avoid such risks.

4 Use the words in the box to translate the words and phrases in brackets.

nevertheless • even though
the most important argument is
one should also remember that • there are some who claim
summing up • in my opinion

As online shopping grows in popularity, many people argue that it's a dangerous way of buying things. (1) (*Moim zdaniem*) ... , we should not be afraid of online transactions. (2) (*Najważniejszym argumentem jest*) ... that modern technology guarantees secure payment over the internet. (3) (*Należy też pamiętać, że*) ... the reliability of a website can be verified by checking the opinions other customers leave. (4) (*Są tacy, którzy twierdzą, że*) ... that regardless of technological security measures, thieves will always make use of human mistakes. (5) (*Niemniej jednak*) ... , this can be prevented if we educate online shoppers about the risks of internet shopping. (6) (*Podsumowując wszystko*) ... , we can see that buying things on the internet can be safe. (7) (*Nawet jeśli*) ... there are some risks, they can be eliminated by teaching internet users how to be careful on the Web.

E ROZPRAWKA

5 Write an essay.

Pomimo dużej popularności zakupów przez internet często pojawiają się głosy, że wiążą się one z dużym ryzykiem. Napisz rozprawkę, w której wyrazisz swoją opinię na ten temat. Przedstaw swoje argumenty i rozważ ewentualny argument strony przeciwnej. Długość tekstu powinna wynosić od 200 do 250 słów.

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 The ... where I buy croissants opens at 6 a.m. **BAKE**
2 Buying good health ... was the best decision. **INSURE**
3 If you have an ... account, you can invest your money in funds, shares and bonds. **INVEST**
4 How to make the ... , by credit card or in cash? **PAY**
5 If something you've bought is ... , you should get a refund. **FAULT**

E UZUPEŁNIANIE LUK

2 Complete the sentences with one word in each gap.

1 There are a lot of people at the butcher's. We'll have to queue ... there.
2 I bought these jeans in the ... . I paid only 30 percent of the original price.
3 If you buy two items, we will give you another one ... half price.
4 It is easy to ... into serious debt if you're not careful about what you buy.
5 Sorry, but this brand is currently out of ... . We should be getting some more in next week.

E ZESTAW LEKSYKALNY

3 Use one word to complete the two sentences.

1 ...
- I'll buy this gold chain at any ... . I like it so much.
- My neighbour managed to get a good ... for his old car.

2 ...
- Remember, you'll have to ... interest on the loan you get from the bank.
- What do you ... attention to when shopping online?

3 ...
- They ... you a discount in this shoe shop if you buy two pairs of shoes.
- I've decided to ... up shopping for vegetables at the local greengrocer's since they are often not fresh.

4 ...
- Try to ... clear goals when you decide to save money.
- Sheila decided to ... up her own company after graduating from university.

5 ...
- The shirt you bought at Macy's doesn't ... me anymore. It's too tight.
- The waste unit at the fishmonger's is designed to ... under the sink.

E UZUPEŁNIANIE ZDAŃ

4 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Have you ... (*make / shop*) list yet?
2 There ... (*use / be*) many shopping centres in my city, but some of them have closed.
3 Your hair looks untidy. Go to the hairdresser's and ... (*have / do*) as soon as possible.
4 Take this coat to the dry cleaner's ... (*instead / put*) it into the washing machine.
5 If the bank ... (*not / want / lend*) me the money I need, I would feel disappointed.

E TRANSFORMACJE

5 Choose the answer a, b or c which means the same as the highlighted phrase.

1 **Shall we go** to the supermarket?
a Why do we need to go to the supermarket?
b What about going to the supermarket?
c Would you like me to go to the supermarket?

2 They have the biggest **choice** of goods of all the music shops in the city.
a selection
b quality
c preference

3 Keep your **receipt** in case you want to exchange the items you have bought.
a coupon
b price tag
c proof of purchase

4 My grandma found a really good **bargain** in the market.
a brand
b type
c offer

5 Last year I earned quite a lot of money by **giving out** flyers in the city centre.
a making
b distributing
c advertising

EXTENDED

E SŁOWOTWÓRSTWO

6 Transform the words in bold to complete the sentences.

1 They may be ... , but natural fabrics such as wool or cotton are the best. **PRICE**

2 Bernie's boutique offers clothes which are ... and affordable. **STYLE**

3 Mary is known for buying ... custom-made shoes. **TREND**

4 If you want to sell your old furniture, place an ... in the local paper. **ADVERTISE**

5 Their product would sell better if they launched a more effective ... campaign. **MARKET**

E UZUPEŁNIANIE LUK

7 Complete the sentences with one word in each gap. The first letters are given.

1 Why don't you go to a second-hand bookshop. The books cost n... to nothing there.

2 These days, consumers want products to be affordable and good v... for money.

3 I'd rather pay for my brand-new car i... instalments than pay the whole amount at once.

4 My sister tends to buy things on i... , without planning in advance.

5 Paying more than the minimum can be beneficial because it reduces the time that it will take you to pay o... the loan.

E TRANSFORMACJE

8 Complete the second sentence so that it means the same as the first one. Use a maximum of five words in each gap.

1 It is reported that Harrod's is the biggest department store in Europe.
Harrod's ... the biggest department store in Europe.

2 Why don't you save some money for a rainy day?
If I ... some money for a rainy day.

3 It's a pity Bill didn't buy the jeans when they were on special offer.
I wish Bill ... the jeans when they were on special offer.

4 Would you like to renew your policy with us?
Do you feel ... your policy with us?

5 My sisters love expensive clothes. This means they have to spend a lot of money.
My sisters love expensive clothes, ... a lot of money.

E UZUPEŁNIANIE ZDAŃ

9 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Why didn't you check the price of that jacket? If you had, you ... (*not / pay*) through the nose for it.

2 Given a choice, I ... (*rather / go / shop*) at a flea market than in an antique shop.

3 Before ... (*you / insure / policy / terminate*), you must renew it or buy another one.

4 The second-hand shop opposite my house ... (*just / be / transform*) into a fashionable boutique.

5 While an elderly lady ... (*take / money*) from a cash machine, a masked man snatched her handbag and ran away.

E ZESTAW LEKSYKALNY

10 Use one word to complete the three sentences.

1 ...

- Buy two boxes of chocolates and get one ... . They are on special offer today.
- This shop will deliver food to your house ... of charge.
- When you shop at duty-... shops, you'll enjoy the benefit of paying no tax on popular items such as perfume or jewellery.

2 ...

- I wanted to withdraw £500 from my current ... , but it turned out it was seriously overdrawn.
- You have to take into ... the fact that buying a car now saves money later.
- I was refused a bank loan on ... of my negative credit history.

3 ...

- Paying your bills by standing ... is extremely convenient as it saves you a lot of time.
- That CD is available only on special ... .
- Any ... you place with us will be processed promptly.

4 ...

- If you need money, insert your card into the cash machine, ... your PIN and the amount of money you want, and wait for it to come out.
- When you are logging into online banking, only ... the characters requested by the system.
- Whenever they ... the jewellery shop, the owner greets them warmly at the door.

Wordlist

TYPES OF SHOPS

baker's /'beɪkəz/ piekarnia
bookshop /'bʊkʃɒp/ księgarnia
boutique /buː'tiːk/ butik
butcher's /'bʊtʃəz/ rzeźnik
chain store /'tʃeɪn stɔː/ sklep sieciowy
charity shop /'tʃærəti ʃɒp/ shlep charytatywny (z rzeczami używanymi)
chemist's/pharmacy /'keməsts/'fɑːməsi/ apteka; drogeria
clothes shop /kləʊðz ʃɒp/ sklep z odzieżą
delicatessen /ˌdelɪkə'tesən/ delikatesy
department store /dɪ'pɑːtmənt stɔː/ dom handlowy
DIY store /ˌdiː aɪ 'waɪ stɔː/ sklep dla majsterkowicza
fishmonger's /'fɪʃmʌŋgəz/ sklep rybny
flea market /fliː 'mɑːkɪt/ pchli targ
florist's/flower shop /'flɒrɪsts/'flaʊə ʃɒp/ kwiaciarnia
greengrocer's/fruit and veg shop /'griːnˌgrəʊsəz/fruːt ənd vedʒ ʃɒp/ warzywniak
grocer's /'grəʊsəz/ sklep spożywczy
high street /'haɪ striːt/ główna ulica handlowa
jeweller's /'dʒuːələz/ sklep jubilerski
local/corner shop /'ləʊkəl/'kɔːnə ʃɒp/ niewielki lokalny sklep
market /'mɑːkɪt/ targ, rynek
market stall /'mɑːkɪt stɔːl/ stragan
newsagent's /'njuːzˌeɪdʒənts/ kiosk z gazetami
second-hand shop /'sekənd ˌhænd ʃɒp/ sklep z rzeczami używanymi
shoe shop /'ʃuː ʃɒp/ sklep obuwniczy
shopping centre/shopping mall /'ʃɒpɪŋ ˌsentə/'ʃɒpɪŋ ˌmɔːl/ centrum handlowe
sports shop /spɔːts ʃɒp/ sklep sportowy
stationer's /'steɪʃənəz/ sklep papierniczy

GOODS

beauty products /'bjuːti ˌprɒdʌkts/ kosmetyki
clothing /'kləʊðɪŋ/ ubrania
goods /gʊdz/ towary
groceries /'grəʊsəriz/ artykuły spożywcze
hardware /'hɑːdweə/ sprzęt komputerowy; artykuły żelazne
luxury items /'lʌkʃəri ˌaɪtəmz/ towary luksusowe
make-up /'meɪkʌp/ makijaż
medicine /'medsən/ lek
perfumes /'pɜːfjuːmz/ perfumy
pet food /pet fuːd/ jedzenie dla zwierząt
profit /'prɒfɪt/ zysk
stationery /'steɪʃənəri/ artykuły papiernicze
toiletries /'tɔɪlətriz/ kosmetyki do higieny osobistej; przybory toaletowe

ADJECTIVES

brand-new /ˌbrænd'njuː/ zupełnie nowy
cheap /tʃiːp/ tani
cost next to nothing /'kɒst ˌnekst tə 'nʌθɪŋ/ prawie nic nie kosztuje
dirt cheap /ˌdɜːt ˌtʃiːp/ tani jak barszcz
excellent quality /ˌeksələnt 'kwɒləti/ doskonałej jakości
expensive/pricey /ɪk'spensɪv/'praɪsi/ drogi; kosztowny
fashionable /'fæʃənəbəl/ modny
good value for money /gʊd 'vælju: fə ˌmʌni/ wart swojej ceny
off a shelf /ɒf ə ʃelf/ dostępny od ręki
on sale /ɒn seɪl/ na sprzedaż; na wyprzedaży
reasonable prices /ˌriːzənəbəl 'praɪsɪz/ rozsądne ceny
the right size /ðə raɪt saɪz/ dobry rozmiar
too loose /tuː luːs/ za luźny
too tight /tuː taɪt/ za ciasny
trendy /'trendi/ modny

BUYING AND SELLING

barcode /bɑkəʊd/ kod kreskowy
basket /'bɑːskɪt/ koszyk
buy in instalments /baɪ ɪn ɪn'stɔːlmənts/ kupować na raty
buy on impulse /'baɪ ɒn ˌɪmpʌls/ kupować pod wpływem impulsu
buy sth for a song /'baɪ ˌsʌmθɪŋ fə ə sɒŋ/ kupić coś bardzo tanio
checkout assistant/cashier/ shop assistant /ˌtʃek-aʊt ə'sɪstənt/kæ'ʃɪə/'ʃɒp ə'sɪstənt/ kasjer/kasjerka; sprzedawca/sprzedawczyni
checkout/till /'tʃek-aʊt/tɪl/ kasa
compare /kəm'peə/ porównywać
cost /kɒst/ kosztować
counter /'kaʊntə/ lada; stoisko
customer /'kʌstəmə/ klient
deliver /dɪ'lɪvə/ dostarczać
department /dɪ'pɑːtmənt/ dział (w sklepie)
escalator /'eskəleɪtə/ schody ruchome
food hall /'fuːd hɔːl/ punkt gastronomiczny
frozen food section /'frəʊzən fuːd 'sekʃən/ dział z mrożonkami
have sth in stock /həv 'sʌmθɪŋ ɪn stɒk/ mieć coś na stanie; dostępne od ręki
internet/online shopping /ˌɪntənet/ˌɒnlaɪn 'ʃɒpɪŋ/ zakupy internetowe
keep a receipt /ˌkiːp ə rɪ'siːt/ zachować paragon
make a shopping list /meɪk ə 'ʃɒpɪŋ ˌlɪst/ zrobić listę zakupów
not cost sb a penny /nɒt kɒst 'sʌmbɒdi ə 'peni/ nic kogoś nie kosztować
opening hours /'əʊpənɪŋ aʊəz/ godziny otwarcia
out of stock /aʊt əv stɒk/ wyprzedany
packaging /'pækɪdʒɪŋ/ opakowanie
pay through the nose for sth /peɪ θruː ðə nəʊz fə 'sʌmθɪŋ/ zapłacić za coś mnóstwo pieniędzy
price tag /'praɪs tæg/ metka z ceną
purchase /'pɜːtʃɪs/ zakup; kupować
queue (up) /kjuː (ʌp)/ kolejka; stać w kolejce
range of products /ˌreɪndʒ əv 'prɒdʌkts/ asortyment produktów
receipt /rɪ'siːt/ paragon
reduce from … to … /rɪ'djuːs frəm … tə …/ zmniejszyć z … do …
rip-off /rɪpɒf/ zdzierstwo
same-day delivery /ˌseɪmdeɪ dɪ'lɪvəri/ dostawa tego samego dnia
second-hand /ˌsekənd'hænd/ używany
self-service checkout /self'sɜːvɪs 'tʃek-aʊt/ kasa samoobsługowa
shop online /ʃɒp 'ɒnlaɪn/ robić zakupy internetowe
shopping list /'ʃɒpɪŋ lɪst/ lista na zakupy
stock up on sth /stɒk ʌp ɒn 'sʌmθɪŋ/ zaopatrywać się w coś
trolley /'trɒli/ wózek
window shopping /'wɪndəʊ ʃɒpɪŋ/ wystawa sklepowa; iść pooglądać wystawy

IN A CLOTHES SHOP

accessories /ək'sesəriz/ akcesoria, dodatki
changing room/fitting room /'tʃeɪndʒɪŋ ruːm/'fɪtɪŋ ruːm/ przymierzalnia
designer clothes /dɪ'zaɪnə kləʊðz/ markowe ubrania
fit /fɪt/ pasować, być dobrego rozmiaru
go round the shops/shop around /ˌgəʊ raʊnd ðə ʃɒps/ʃɒp ə'raʊnd/ chodzić po sklepach
go shopping /ˌgəʊ 'ʃɒpɪŋ/ iść na zakupy
label /'leɪbəl/ metka
match /mætʃ/ pasować; łączyć
menswear /'mənzweə/ odzież męska
outfit /'aʊtfɪt/ ubiór, strój
shop for clothes /ʃɒp fə kləʊðz/ kupować ubrania
size /saɪz/ rozmiar
suit /suːt/ odpowiadać; pasować komuś
womenswear /'wɪmɪnzˌweə/ odzież damska

BARGAINS

50 per cent discount/off /'fɪfti pə'sent 'dɪskaʊnt/ɒf/ zniżka 50%
bargain /'bɑːgɪn/ okazja
buy sth at a discount /baɪ 'sʌmθɪŋ ət ə 'dɪskaʊnt/ kupić coś ze zniżką
buy sth in a sale /baɪ 'sʌmθɪŋ ɪn ə seɪl/ kupić coś na wyprzedaży
buy two, get one free/two for the price of one /baɪ tuː get wʌn friː/tuː fə ðə praɪs əv wʌn/ dwa w cenie jednego
deal /diːl/ transakcja
discount /'dɪskaʊnt/ zniżka
fair price /ˌfeə 'praɪs/ uczciwa cena
free of charge /ˌfriː əv 'tʃɑːdʒ/ bezpłatnie
half price /ˌhɑːf 'praɪs/ połowa ceny
look for sth/a bargain /lʊk fə 'sʌmθɪŋ/ ə' bɑːgɪn/ szukać czegoś/okazji
low price /ˌləʊ 'praɪs/ niska cena
on special offer /ɒn ˌspeʃəl 'ɒfə/ w specjalnej ofercie
price /praɪs/ cena
reduction /rɪ'dʌkʃən/ obniżka
retail/wholesale price /'riːteɪl/'həʊlseɪl praɪs/ cena detaliczna/hurtowa
sale /seɪl/ sprzedaż; wyprzedaż, oferta specjalna
special offer /ˌspeʃəl 'ɒfə/ oferta specjalna

METHODS OF PAYMENT

accept/take credit cards /ək'sept/teɪk 'kredɪt kɑːdz/ akceptować płatności kartami
ATM/cash machine /ˌeɪ tiː 'em/'kæʃ məʃiːn/ bankomat
banknote/note /'bæŋknəʊt/nəʊt/ banknot
cash on delivery /kæʃ ɒn dɪ'lɪvəri/ płatność przy odbiorze; za pobraniem
cash, pay in cash /kæʃ, peɪ ɪn kæʃ/ gotówka, płacić gotówką
change, loose change /tʃeɪndʒ, luːs tʃeɪndʒ/ reszta, drobne
coin /kɔɪn/ moneta
contactless payment /ˌkɒntæktləs 'peɪmənt/ płatność zbliżeniowa
credit card, pay by credit card /'kredɪt kɑːd/ peɪ baɪ 'kredɪt kɑːd/ karta, płacić kartą
insert a card /ɪn'sɜːt ə kɑːd/ wprowadź kartę
pay by bank transfer /peɪ baɪ bæŋk træns'fɜː/ płacić przelewem
pay in advance /peɪ ɪn əd'vɑːns/ płacić z góry
pay in/by instalments /peɪ ɪn/baɪ ɪn'stɔːlmənts/ płacić w ratach

PROMOTION AND ADVERTISING

ad/advert/advertisement /æd/'ædvɜːt/ əd'vɜːtəsmənt/ ogłoszenie; reklama
advertise /'ædvətaɪz/ ogłaszać; reklamować
attract customers /ə'trækt 'kʌstəməz/ przyciągać klientów
billboard /'bɪlbɔːd/ billboard; tablica reklamowa
brand name /'brænd ˌneɪm/ marka, nazwa firmowa
brand/make /'brænd/meɪk/ marka
celebrity endorsement /sə'lebrəti ɪn'dɔːsmənt/ promowanie produktów przez celebrytów
classified add /'klæsɪfaɪd ˌæd/ ogłoszenie drobne

commercial /kə'mɜːʃəl/ reklama (w TV lub radiu)
competitive prices /kəm,petətɪv 'praɪsɪz/ konkurencyjne ceny
fair trade /feə 'treɪd/ sprawiedliwy handel
flier/leaflet /'flaɪə/'liːflɪt/ ulotka
free sample /friː 'sɑːmpəl/ darmowa próbka
gift card /'gɪft kɑːd/ karta podarunkowa
logo /'ləʊgəʊ/ logo
market research /ˌmɑːkɪt rɪ'sɜːtʃ/ badanie rynku
marketing campaign /'mɑːkətɪŋ ˌkæm,peɪn/ kampania marketingowa
marketing strategy /'mɑːkətɪŋ ˌstrætɪdʒi/ strategia marketingowa
persuade sb to do sth /pə'sweɪd 'sʌmbɒdi tə duː 'sʌmθɪŋ/ przekonać kogoś do zrobienia czegoś
product placement /'prɒdʌkt ˌpleɪsmənt/ lokowanie produktu
promote /prə'məʊt/ promować
promotion /prə'məʊʃən/ promocja
publicity /pʌ'blɪsəti/ reklama, rozgłos
viral /'vaɪərəl/ wirusowy (o treściach w internecie, które szybko się rozprzestrzeniają)

SERVICES

barber /'bɑːbə/ fryzjer męski
beauty salon /'bjuːti ˌsælɒn/ salon piękności
book an appointment /bʊk æn ə'pɔɪntmənt/ umówić spotkanie
car wash /kɑː wɒʃ/ myjnia samochodowa
carpenter /'kɑːpəntə/ stolarz
courier /'kʊriə/ kurier
cut sb's hair /kʌt ˌsʌmbɒdiz 'heə/ obcinać czyjeś włosy
deliver letters/packages /dɪ'lɪvə 'letəs/ 'pækɪdʒiz/ dostarczać listy/paczki
do sb's make-up /duː ˌsʌmbɒdiz 'meɪkʌp/ robić komuś makijaż
doctor's surgery /ˌdɒktə 'sɜːdʒəri/ gabinet lekarski
dry cleaner's /ˌdraɪ 'kliːnəz/ pralnia chemiczna
garage /'gærɪdʒ/ mechanik
hairdresser's /'heəˌdresəz/ fryzjer
launderette /ˌlɔːndə'ret/ pralnia samoobsługowa
petrol station /'petrəl ˌsteɪʃən/ stacja paliw
retailer /'riːteɪlə/ sprzedawca detaliczny
serve sb /sɜːv 'sʌmbɒdi/ obsługiwać kogoś
service station /'sɜːvɪs ˌsteɪʃən/ stacja obsługi pojazdów
services /'sɜːvɪsɪz/ usługi
solicitor /sə'lɪsɪtə/ radca prawny
tailor/dressmaker /'teɪlə/ 'dresˌmeɪkə/ krawiec/krawcowa
travel agency/agent /'trævəl ˌeɪdʒənsi/ ˌeɪdʒənt/ biuro podróży/agent biura podróży

CUSTOMER COMPLAINTS

broken /'brəʊkən/ zepsuty
client/customer service advisor /ˌklaɪənt/ ˌkʌstəmə 'sɜːvɪs əd'vaɪzə/ doradca klienta
complain about /kəm'pleɪn ə'baʊt/ narzekać na; składać reklamację w sprawie
complaint /kəm'pleɪnt/ skarga; reklamacja
consider a complaint /kən'sɪdə ə kəm'pleɪnt/ rozpatrywać reklamację
dissatisfaction /dɪˌsætəs'fækʃən/ niezadowolenie
dissatisfied /dɪ'sætəsfaɪd/ niezadowolony
exchange /ɪks'tʃeɪndʒ/ wymiana; wymienić
faulty /'fɔːlti/ wadliwy
get a refund /get ə 'riːfʌnd/ otrzymać zwrot pieniędzy
get money back /get 'mʌni bæk/ otrzymać zwrot pieniędzy
give refunds /gɪv 'riːfʌndz/ udzielać zwrotów
guarantee/warranty /ˌgærən'tiː/'wɒrənti/ gwarancja; udzielać gwarancji
hole /həʊl/ dziura
make a complaint /meɪk ə kəm'pleɪnt/ składać reklamację
not fit /nɒt fɪt/ nie pasuje
not work /nɒt wɜːk/ nie działa
offer a solution /'ɒfə ə sə'luːʃən/ proponować rozwiązanie
out of order /aʊt əv 'ɔːdə/ uszkodzony; niesprawny
past the sell-by date /pɑːst ðə 'selbaɪ deɪt/ przeterminowany
proof of purchase /pruːf əv 'pɜːtʃɪs/ dowód zakupu
refund /'riːfʌnd/ dokonać zwrotu
replace /rɪ'pleɪs/ wymieniać
replacement /rɪ'pleɪsmənt/ wymiana
return/take sth back /rɪ'tɜːn/ teɪk 'sʌmθɪŋ bæk/ oddać coś (do sklepu)
scratched /skrætʃt/ porysowany
talk to the manager /ˌtɔːk tə ðə 'mænɪdʒə/ rozmawiać z kierownikiem
unsatisfactory service /ʌnˌsætəs'fæktəri 'sɜːvɪs/ niezadawalająca usługa

FINANCE

be broke /ˌbi 'brəʊk/ być spłukanym
change money /tʃeɪndʒ 'mʌni/ rozmienić pieniądze
cost a bomb /kɒst ə bɒm/ kosztowac masę pieniędzy
cost a small fortune /kɒst ə smɔːl 'fɔːtʃən/ kosztować fortunę
cost an arm and a leg /kɒst ən ɑːm ənd ə leg/ słono kosztować; płacić jak za zboże
daylight robbery /ˌdeɪlaɪt 'rɒbəri/ rozbój w biały dzień
local currency /ˌləʊkəl 'kʌrənsi/ lokalna waluta
foreign currency /ˌfɒrɪn 'kʌrənsi/ zagraniczna waluta
owe /əʊ/ być dłużnym
pay interest on sth /peɪ 'ɪntrɪst ɒn ˌsʌmθɪŋ/ płacić odsetki od czegoś
pay the balance /ˌpeɪ ðə 'bæləns/ spłacić, zapłacić resztę należności
save money /ˌseɪv 'mʌni/ oszczędzać pieniądze
spend a fortune/money on /ˌspend ə 'fɔːtʃən/ 'mʌni ɒn/ wydać majątek/pieniądze na
take out a loan /ˌteɪk aʊt ə ləʊn/ wziąć pożyczkę
take out money /ˌteɪk aʊt 'mʌni/ wypłacić pieniądze

BANKS AND INSURANCE

account number /əˌkaʊnt 'nʌmbə/ numer konta
annual rate /'ænjuəl reɪt/ roczna stopa
balance /'bæləns/ saldo
bank account /'bæŋk əˌkaʊnt/ konto bankowe
bank statement /'bæŋk ˌsteɪtmənt/ wyciąg bankowy
bank transfer /'bæŋk trænsˌfɜː/ przelew bankowy
be insured against /bi ɪn'ʃʊəd əˌgenst/ być ubezpieczonym na wypadek
borrow money /ˌbɒrəʊ 'mʌni/ pożyczać od kogoś pieniądze
car/health/life insurance /kɑː/helθ/laɪf ɪn'ʃʊərəns/ ubezpieczenie samochodowe/ zdrowia/życia
card verification number /kɑːd ˌverɪfɪkeɪʃən 'nʌmbə/ numer weryfikacyjny karty
cardholder /'kɑːdˌhəʊldə/ posiadacz karty
charge /tʃɑːdʒ/ opłata; pobierać opłatę
check the balance /tʃek ðə 'bæləns/ sprawdzić saldo
claim for sth on your insurance /kleɪm fə 'sʌmθɪŋ ɒn jə ɪn'ʃʊərəns/ zgłosić szkodę ubezpieczeniową
compensation/damages /ˌkɒmpən'seɪʃən/ 'dæmɪdʒɪz/ odszkodowanie
comprehensive insurance /ˌkɒmprɪ'hensɪv ɪn'ʃʊərəns/ kompleksowe ubezpieczenie
comprehensive motor insurance /ˌkɒmprɪ'hensɪv 'məʊtə ɪnˌʃʊərəns/ pakiet ubezpieczeń OC i AC
cover /'kʌvə/ obejmować (np. umowa ubezpieczeniowa coś obejmuje)
current account /'kʌrənt əˌkaʊnt/ rachunek bieżący
debt /det/ dług
deposit /dɪ'pɒzɪt/ depozyt; kaucja, zaliczka
exchange rate /ɪks'tʃeɪndʒ reɪt/ kurs wymiany walut
expiry date /ɪk'spaɪəri deɪt/ data ważności (np. polisy albo dokumentu)
fees /fiːz/ opłaty
insurance against sth /ɪn'ʃʊərəns ə'genst ˌsʌmθɪŋ/ ubezpieczenie na wypadek czegoś
insurance broker/agent /ɪn'ʃʊərəns ˌbrəʊkə/ ˌeɪdʒənt/ agent ubezpieczeniowy
insurance claim /ɪn'ʃʊərəns ˌkleɪm/ roszczenie ubezpieczeniowe
insurance company /ɪn'ʃʊərəns ˌkʌmpəni/ firma ubezpieczeniowa
insurance policy /ɪn'ʃʊərəns ˌpɒləsi/ polisa ubezpieczeniowa
insured /ɪn'ʃʊəd/ ubezpieczony
interest rates/charges /'ɪntrɪst reɪts/ tʃɑːdʒɪz/ stopy procentowe; opłaty
invest money in stock/shares /ɪnˌvest 'mʌni ɪn stɒk/ ʃeəz/ inwestować pieniądze na giełdzie/kupować udziały na giełdzie
lend money /ˌlend 'mʌni/ pożyczać komuś pieniądze
liability insurance/third party insurance /ˌlaɪə'bɪləti ɪn'ʃʊərəns/ˌθɜːd 'pɑːti ɪn'ʃʊərəns/ ubezpieczenie od odpowiedzialności cywilnej
loan /ləʊn/ pożyczka
mortgage /'mɔːgɪdʒ/ hipoteka
open an account /ˌəʊpən ən ə'kaʊnt/ otwierać konto
overdraft /'əʊvədrɑːft/ debet na koncie
pay off a loan /ˌpeɪ 'ɒf ə ləʊn/ spłacać pożyczkę
pay sth back /ˌpeɪ sʌmθɪŋ 'bæk/ spłacać coś
policy holder /'pɒləsi ˌhəʊldə/ posiadacz polisy
put money aside /ˌpʊt mʌni ə'saɪd/ odkładać pieniądze
renew /rɪ'njuː/ odnawiać
save money for a rainy day /seɪv mʌni fə ə 'reɪni deɪ/ odkładać pieniądze na czarną godzinę
savings account /'seɪvɪŋz ə'kaʊnt/ konto oszczędnościowe
standing order /ˌstændɪŋ'ɔːdə/ stałe zlecenie
stock exchange /'stɒk ɪksˌtʃeɪndʒ/ giełda papierów wartościowych
take out insurance /ˌteɪk 'aʊt ɪn'ʃʊərəns/ wykupić ubezpieczenie
terms and conditions /tɜːmz ənd kən'dɪʃən/ zasady i warunki
withdraw /wɪð'drɔː/ wypłacać (pieniądze z konta)
withdrawal /wɪð'drɔːəl/ wypłata (np. gotówki z konta)

Moduł 9

Żywienie

Vocabulary

Food products

BASIC

1 Discuss the questions in pairs.

1 What's your favourite food? What types of food don't you like? Why?

2 Are there any types of food you didn't like when you were a child, but you like now?

2 Put the words in the box into two groups. What are the two groups?

apple • apricot • avocado • banana • blueberry
broccoli • cabbage • carrot • cauliflower • cherry
coconut • courgette • cucumber • grapes • lemon • leek
lettuce • mushroom • onion • orange • peach • pear • peas
pepper • pineapple • potato • raspberry • spinach
strawberry • sweetcorn • tomato • watermelon

3 Complete the table with the words in the box.

apple pie • bacon • beef • biscuit • bread • butter • cake
cereal • cheese • chicken • chocolate • cod • cream • egg
flour • ham • honey • ice cream • jelly • lamb • lobster
milk • pasta • pork • prawn • rice • salmon • sardine
sausage • sweets • trout • tuna • turkey • veal • yoghurt

Grains	Dairy products	Meat	Fish and seafood	Sweets
...	...	...	...	...

4 Complete the descriptions with the words from exercises 2 and 3.

1 A(n) ... is a long, yellow fruit.

2 A(n) ... is a type of seafood which turns pink when you cook it.

3 ... is a type of pork cut into long, thin slices.

4 ... is a soft, yellow dairy product which you put on bread and cook with.

5 ... is the main ingredient used for making traditional bread.

6 ... is something which bees make.

7 A(n) ... looks like a cucumber, but people usually cook it.

8 People usually put candles on a(n) ... for someone's birthday.

9 A(n) ... is a tube filled with meat.

10 ... is something you add milk to in a bowl for breakfast.

5 Match the words in the box with photos A–I.

herbs • ketchup • olive oil • mayonnaise • mustard
salt and pepper • spices • sugar • vinegar

A 

B 

C 

D 

E 

F 

G 

H 

I 

6 Translate the words in brackets into English.

A: I'm hungry.
B: Why don't you have a (1) (*paczkę*) ... of crisps?
A: There aren't any left.
B: What about a (2) (*kromkę*) ... of toast then?
A: OK … oh, there's no bread!
B: There's a (3) (*bochenek*) ... in the freezer.
A: Oh, OK. Have we got any honey?
B: Yes, there's a (4) (*słoik*) ... in the cupboard.

A: What about butter?
B: We haven't got any, but there's some margarine in the fridge.
A: Ooh, there's a big (5) (*tabliczka*) ... of chocolate in here!
B: Don't touch it! That's a present for my friend.
A: OK, OK, don't worry. Yuck, there's half a (6) (*puszki*) ... of baked beans in here that smells bad. Shall I throw it away?
B: Yes please. Oh, by the way, try that orange juice, too. It's really nice.
A: The one in this red (7) (*kartonie*) ... ?
B: That's the one.

EXTENDED

7 Discuss the questions in pairs.

1 Do you like trying new foods and dishes, or do you prefer to stick with what you know you like? Why?
2 What's the strangest thing you've ever eaten?

8 Complete the menu with the words in the box. There are two extra words.

black • blue • mackerel • nut • pumpkin • roll sauce • spinach • thyme • veal • wholemeal

Aseos Restaurant

Menu

Starters

- Leafy (1) ... salad with a three-herb dressing (2) ... , oregano and basil
- Autumnal orange (3) ... soup with (4) ... bread (5) ... and (6) ... cheese quiche

Main courses

- Smoked (7) ... with a fruity blackcurrant sauce
- Italian (8) ... steak and three-leaf salad
- Vegetarian (9) ... roast made with cashews and almonds.

9 Choose the correct options to complete the conversation.

A: What's for dessert?
B: This New-York style (1) *cheesecake / biscuit*, I made it myself!
A: Oh lovely! This tastes delicious, did you add some spice or something else to it?
B: Yes, that's cinnamon – just a tiny (2) *spice / pinch*.
A: Can I have a drink? I'm thirsty.
B: Of course. I've got (3) *still / sparkling* water because I don't like fizzy drinks, or some freshly (4) *brewed / squeezed* orange juice.
A: Just water, please.
B: Here you are. When we've finished we can have some coffee, too. I've only got (5) *brewed / instant* though, I hope that's OK.

10 What is the difference in meaning between these pairs of words?

1 herbs / spices
2 cottage cheese / cream cheese
3 noodles / pasta
4 poultry / venison
5 orange / tangerine
6 a bunch of / a pinch of
7 soft drink / fizzy drink

Meals and preparing food

BASIC

11 Choose the correct options.

1 Let's have some *steaks / stew* on the barbecue for *lunch / dinner* tonight.
2 I usually have a cheese and tomato *meatball / sandwich* for *lunch / breakfast* around 1 p.m.
3 Fish and *chips / fries* is my favourite English *plate / dish*.
4 What do you usually have for *breakfast / supper* in the morning?
5 Since we got chickens we've got so many eggs! We seem to have *omelettes / scrambled* for every meal!

EXTENDED

12 Complete the sentences with the words in the box. There are two extra words.

chops • kebab • minced • packed restaurant • snack • takeaway

1 Just have a light ... now, dinner won't be too long.
2 The canteen's not open at school so I need to take a ... lunch.
3 We've got pork ... and salad for dinner.
4 Most burgers are made from ... meat.
5 Let's have a Chinese ... for dinner tonight.

Adjectives to describe food

BASIC

13 Match the adjectives in bold with their antonyms in the box. There are two extra antonyms.

bitter • disgusting • fresh • lean • mild
raw • smelly • sweet • tasty

1 It's a bit **sour** if you just eat it like that. Add some sugar.
2 I'd like my steak **well-done**, please.
3 I'm not sure if you'll like this dish as the flavour is very **strong**.
4 Wow mum, dinner is **delicious**!
5 I find porridge really **bland** on its own, without much flavour at all.
6 Oh, this bread is **stale**, it's gone all hard.
7 This meat is quite **fatty**, so cut it off before you cook it.

EXTENDED

14 Complete the adverts with the adjective forms of the words in brackets.

1

Our ... (**DECAFFEINATE**) coffee is selected from the finest pods and immediately ... (**FREEZE**) in vacuum packs to ensure its freshness. Enjoy a cup with a mouth-... (**WATER**) flavour today.

2

Bernard's ... (**SMOKE**) meats are never ... (**OVERDO**). All other meats just seem ... (**TASTE**) in comparison.

3

Enjoy Peppertime's ... (**SAVOUR**), ... (**SPICE**) sausage snacks. A really ... (**YUM**) treat!

Preparing a meal

BASIC

15 Choose the correct options.

How to cook 'a full English'

While people don't eat it every day, most English people enjoy a full English breakfast (or simply 'a full English') from time to time. The first thing to do is (1) *heat / cook* the oven to around 200 degrees so you can (2) *cook / chop* your sausages. While you (3) *roast / boil* them in the oven, prepare your bacon, which it's best to (4) *add / grill*, so it becomes crispy. Next think about your baked beans. Put these in a pan to cook and (5) *fry / stir* them occasionally so they don't stick to the bottom. Don't (6) *boil / pour* them though, as this will make them lose their flavour. When they are ready, (7) *grill / pour* them into a small bowl so they don't (8) *add / mix* with other things on the plate and get them wet. Finally, (9) *fry / roast* an egg in a pan. When everything is ready, put it together on a plate and (10) *add / cook* some salt, pepper and tomato ketchup, then enjoy!

16 Translate the words in brackets into English.

1 When you lay the table, put the (*widelec*) ... to the left of the (*talerza*) ..., the (*nóż*) ... and the (*łyżkę*) ... to the right, and the (*łyżeczkę*) ... above it.
2 Let me put the (*czajnik*) ... on and I'll make you a nice (*kubek*) ... of hot chocolate.
3 Have you got a (*otwieracz do puszek*) ... ? I want to open these beans and cook them in the (*garnku*) ... .
4 This (*patelnia*) ... is huge! I only want to cook one egg.

EXTENDED

17 What is the difference in meaning between these pairs of words?

1 beat / season
2 boil / simmer
3 slice / chop
4 melt / drain
5 cutlery / crockery
6 teaspoon / tablespoon
7 recipe / ingredients
8 frying pan / saucepan

18 Complete the sentences with the words from exercise 17.

1 ... the broccoli in water. When it's cooked, ... the water and serve.
2 Can you ... that onion while I ... some butter in the pan?
3 Have we got all the ... we need to make this dish?
4 I can't eat cereal with this ... , it's too small!
5 ... the meat with salt and pepper.
6 That's another plate you've broken! Soon we'll have no ... left!

Moduł 9 Żywienie

Eating places

BASIC

19 Choose the correct options to complete the description.

My favourite place to eat is actually a fast (1) *service / food* restaurant. You can't (2) *book / order* a table in advance, so it's best to go when it's not so busy. When you walk in, a (3) *waiter / chef* meets you and takes you to a table. You choose what you want from the (4) *bill / menu*, then you go up to the counter to (5) *order / book* your food. You pay before you eat, so there are no surprises on the (6) *bill / menu* at the end of the meal! When your food is ready, someone brings it to your table, and the (7) *service / order* is really fast and friendly. They also do great (8) *starters / desserts*, my favourite is the double chocolate cake which is delicious.

EXTENDED

20 Complete the reviews with the words and phrases in the box.

all-you-can-eat • ask for the menu • atmosphere • diner
dish of the day • eat out • leave a tip • off the menu
serve • service charge • set menu • speciality

Title: **Barnaby's American** (1) ...

Traditional American cuisine in the heart of Oxford.

This place is fantastic, especially the (2) ... buffet on Sundays. The staff are really nice and friendly, and there's a fixed (3) ... so you don't need to (4) ... . We took my mum here for her birthday as she said she wanted to (5) ... . The (6) ... is great and you really feel like you've travelled back in time to 1950s America! Their (7) ... is great, but they'll also let you order (8) ... if they have what you want in stock. Make sure you check out their (9) ... , too!

We went there while we were staying in Oxford last month and thought it was terrible. After being seated, we waited for half an hour, and finally had to (10) ... . After ordering, it took them ages to (11) ... the food, and when it arrived it was cold! Also, their (12) ... is American food, but nothing seemed very authentic.

comment ● share ●

Eating habits, diets

BASIC

21 Choose the correct option a, b or c.

1 Despite what many people think, chicken has more ... than beef.
a vitamin **b** protein **c** carbohydrates

2 I'm overweight at the moment, so I need to ... weight.
a lose **b** miss **c** drop

3 People with anorexia are often dangerously ... .
a obese **b** overweight **c** underweight

4 ... in food is important to help you feel full and prevent heart disease.
a Fibre **b** Calorie **c** Fat

5 That's enough for me, thanks. I feel ... already.
a empty **b** healthy **c** full

6 I eat meat but I also like ... food.
a vegetable **b** hungry **c** vegetarian

EXTENDED

22 Complete the phrasal verbs in the text with the missing particles.

Have you ever put (1) ... weight and decided you needed to go (2) ... a diet? Think carefully before you do. There are a lot of 'fad' diets out there, which can often do more harm than good. If you do stick (3) ... it and lose weight, you may end up gaining it all again after you finish. More important is to think long term about you eating habits. First and foremost, you should aim for a balanced diet - one which provides all the vitamins and nutrition you need. Even if you have a sweet tooth, you may find that you can still lose weight by cutting (4) ... on sweets rather than giving them up completely. And eat more fruit and vegetables. You should really aim to fill (5) ... on these, as they're packed with good stuff for your body, and are generally low in calories.

23 Discuss the questions in pairs.

1 What do you usually have for breakfast? Do you ever skip breakfast? Why/Why not?
2 What's your favourite place to eat out in your city? How often do you eat there?
3 Who's the best cook in your family?
4 Do you think you eat healthily? Why/Why not?

Listening

BASIC

1 Work in pairs. Read the definition of a food hack and discuss the questions.

Food hack
A technique to make cooking easier, faster or more efficient.
(see also kitchen hack)

1 Do you know of any food hacks? What are they?
2 Rate these food hacks from least to most useful:

- Boil potatoes before peeling them. The skin comes off more easily.
- Store fresh herbs in a vase like flowers, it keeps them fresh for longer.
- Microwave lemons for 20 seconds before juicing them. You get more juice.
- Freeze onions before chopping them so they don't make you cry.
- Make hot chocolate by adding pieces of chocolate to warm milk in a pan.

E DOBIERANIE

2 42 Listen to five recordings about unusual uses for food. Match Speakers 1–5 with sentences A–F. There is one extra sentence.

This Speaker

A describes an easy way to remove something from food.
B makes something appear as if it's new again.
C describes an unusual thing to eat or drink.
D uses something in the kitchen for a different purpose than usual.
E uses something people usually throw out.
F likes something which can be hot or cold.

1	2	3	4	5
...	...	...	...	...

3 Complete the sentences with the verbs in the box.

boil • brew • grate • mix • peel • pour • spread • sprinkle

1 ... the butter on your toast when it's hot, it's easier.
2 When I have a baked potato, I like to ... some cheese, and put it on top.
3 In order to season the salad, ... some herbs, salt and pepper on it.
4 You need to ... the rice for ten minutes before it's ready.
5 ... all the ingredients together in a bowl.
6 You can ... these oranges really easily. The skin just comes off in your hand.
7 I'm going to ... a pot of coffee. Do you want some?
8 When it's ready, ... the sauce over the meat.

4 42 Write the opposites to these adjectives. Then listen again and check.

1 complicated
2 fresh
3 hard
4 disgusting
5 warm

E UZUPEŁNIANIE LUK

5 43 Listen to the information about a cooking competition. Complete gaps 1–4.

Who?	What?	When?
Diana	• give a tour of the (1) ... • go through health and safety procedures	Now
Different local (2) ... Competitors	• show you a dish • judge your cooking • cook the (3) ... with in a time limit	Every week
Competitors Real customers	• cook a full meal with three (4) ... • eat the food you cook • vote for the winner	In the final

6 43 Choose the correct options. Then listen again and check.

1 When working in a big kitchen like this it's very important to follow the *healthy / health* and safety procedures.
2 Today we're going to prepare a popular dish from the 1900s, following the original *recipe / meal* as closely as possible.
3 OK, that's the starters, what would you like for your main *dish / course*?
4 In the final, the customers will *experiment / taste* your food and choose the best.
5 Pay careful attention to the soup to make sure it doesn't *boil / fry*.

7 Would you like to take part in a cooking competition? Why/Why not?

EXTENDED

8 Discuss the questions in pairs.

1 What special diets do you know?

2 Do you think diets are a good idea, or not? Why?

9 Complete the sentences with the words in the box. There are two extra words.

carbs • cool • fad • mushy • starchy • texture

1 Professional runners usually eat a lot of ... the day before a big race, to give them energy.

2 I don't think ... diets work in the long term.

3 The texture of food is important to me. I like crunchy food, not ... food.

4 ... foods like potatoes rice and pasta are an important part of a balanced diet.

E WYBÓR WIELOKROTNY

10 44 Listen to three recordings about diets and choose the correct option a, b or c in 1–2 and a, b, c or d in 3–6.

Recording 1

1 Jesse's diet is low in
- **a** protein.
- **b** carbohydrates.
- **c** fat.

Recording 2

2 According to Ben, the most important thing is to
- **a** consider which fruit and vegetables you eat.
- **b** avoid certain fruit and vegetables.
- **c** eat lots of different types of fruit and vegetables.

Recording 3

3 The speaker describes fad diets as
- **a** not based on real science.
- **b** based on real science.
- **c** effective for losing weight.
- **d** easy to follow.

4 Why does the speaker say the baby food diet is difficult to maintain?
- **a** Because the taste isn't satisfying.
- **b** Because it doesn't include meat.
- **c** Because it's not very nutritious.
- **d** Because you miss the process of eating.

5 Which of these points does the speaker NOT make about Asian soaps?
- **a** They're very old.
- **b** They're not made from chemicals.
- **c** They can help you lose weight.
- **d** They're good for your skin.

6 What point does the speaker make about the vision diet and breatharianism?
- **a** Colour is important.
- **b** They can damage your health.
- **c** Humans don't need much to survive.
- **d** They are good for your health.

11 44 Complete the extracts with the missing words. Then listen again and check.

1 I've ... some weight, but more importantly I feel fuller after less food.

2 It's easy to ... into bad habits, like eating unhealthy carbs.

3 You ... yourself of the joys of adult eating.

4 Which is an important factor in order to ... a balanced diet.

5 You're likely to ... on the pounds again when you return to normal eating.

12 Choose the correct options to complete the sentences.

1 My mum has quite a traditional *palate / mouth*. She likes old-fashioned dishes.

2 You can *mix / garnish* the dish with a few salad leaves.

3 I hate oysters and the way they *swim / slither* down your throat.

4 I'd like roast beef with all the *extras / trimmings*, please.

5 Jelly is made from *gelatine / gel*.

E DOBIERANIE

13 45 Listen to four recordings about disgusting foods. Match recordings 1–4 with sentences A–E. There is one extra sentence.

This Speaker mentions

A places where you can't eat this food.

B an old-fashioned dish.

C their friend's reaction to them eating something.

D the fact that they didn't eat something.

E someone who cooks for visitors.

1	2	3	4
...	...	...	...

14 45 Listen again. Write down four synonyms for the adjective *disgusting*. Use the first letters.

1 v...

2 r...

3 a...

4 o...

Reading

BASIC

1 Discuss the questions in pairs.

1 What was the last thing you had for dinner/lunch? Is this what you usually have?

2 Would you like to do a cooking class/course? Why/Why not?

2 Choose the correct options.

1 I much prefer *homemade / frozen* food to meals you buy in a shop.

2 I don't like English food, most of it is *spicy / bland* and doesn't have much flavour.

3 Mmm, these cookies are really *raw / tasty*.

4 All the different spices in this dish make it really *mouth-watering / bland*.

5 Oh! This soup is really *mild / spicy*! I'm afraid I put eight chillies in it!

E DOBIERANIE

3 Read texts A–D. Match sentences 1–3 with texts A–D. There is one extra text.

1 In this text, the writer describes the food they usually cook.

2 This text gives information about the advantages of eating less meat.

3 This text encourages people to cook more healthily.

Text A

Healthy cooking classes

Forget about those ready meals and learn to cook homemade, fresh food deliciously and healthily!

Classes every Wednesday, from 4 p.m. to 6 p.m. at Rosie's Café.

Cost: £10 per class, or £100 for the whole course (12 lessons) – ingredients not included.

Participants will be given a shopping list for each class one week before.

If you're interested, visit the café or call Rosie on 05287 614529 before Friday 12th June.

Text B

Email

TO: **CHARLOTTE**

SUBJECT: **HEALTHY COOKING CLASSES**

Hi Charlotte

Thanks for telling me about that advert for the healthy cooking classes. As you know I really want to learn how to cook healthy food and get more fresh fruit and vegetables in my diet, but I don't know how to do it without just creating bland food. I went to the café yesterday and had a look round. Rosie is really friendly and the facilities there look brilliant.

There's just one problem though, the recipes she teaches aren't all vegetarian. That's the main reason I need to learn to cook, so I can become vegetarian. I explained this to Rosie but she said she can't change the recipes she's teaching because of one person. So I'm not sure what to do?

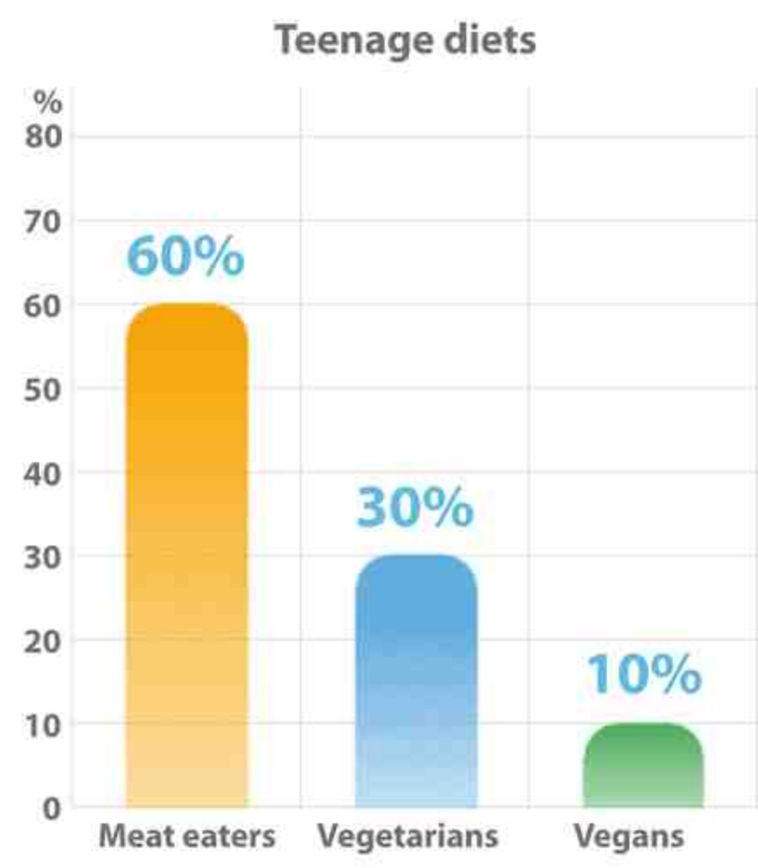
Anabelle

SEND

Text C

HEALTHY EATING

The government today has started a new campaign to promote healthy eating among young people using a more balanced diet. The campaign is aimed mainly at showing young people the benefits of including more fresh fruit and vegetables in their diets. It also lists the benefits of vegetarianism and other plant-based diets, such as a healthy heart, reducing the risk of disease and maintaining a healthy weight.



Text D

Forum LEARNING TO COOK

Anabelle: I'm trying to find vegetarian cooking classes, but everywhere I find just teaches recipes with meat. Anyone have any ideas?

John: I've had the same problem. I'm actually vegan so it's even more difficult!

Crista: Have you tried online? There are some great videos which teach you different tasty recipes. I found a great one for a salad with raw vegetables. And there's an online course taught from the university, where you interact by video. I'll send you the link.

Leon: I did one of their classes. I learnt how to make spicy potatoes. They were mouth-watering. Recommended!

SUBMIT

5 Complete the sentences with the adjectives in the box. There are two extra adjectives.

balanced • bland • fresh • healthy • raw
plant-based • ready • savoury • sweet • tasty

1 ... diet is one which is made up almost entirely of fruit and vegetables.
2 I don't think this cucumber is ..., it looks old.
3 Always store ... meat separately from cooked meat.
4 I usually eat healthily but sometimes if I'm too tired to cook I just have a ... meal, cooked in the microwave.
5 A proper ... diet includes the right amount of protein, carbohydrates and fats.
6 I don't like ... food without spices or herbs.
7 One of the benefits of a balanced diet is maintaining ... weight.
8 You can find a lot of simple and ... recipes on our website.

E UZUPEŁNIANIE LUK

4 Read the text. Complete gaps 1–4 according to texts A–D. Each gap should be completed with no more than three words.

Hi Asia

How are you? I'm attaching a photo of a healthy dish I cooked yesterday – a vegetarian pie.
I've been trying to (1) ... for ages, but didn't know how to cook vegetarian recipes.
A while ago I saw an advert for (2) ... at a local café, and they looked really good, but the recipes weren't vegetarian.

Part of the reason I wanted to become vegetarian is because I read an article online which gave information about teenagers and how many are (3) ... . It also gave some health benefits of eating a vegetarian or vegan diet.

In the end I asked some people online and they told me about (4) ... run by the university. I'm doing it now and it's brilliant. This was my first dish!

Hope to see you soon!

Anabelle



EXTENDED

6 Discuss the questions in pairs.

1 Name 7 traditional Polish foods/dishes. Which are your favourite?

2 Make a list of traditional foods from other countries that you know. Which have you tried?



7 Translate the words in brackets into English.

1 To make bread or pastry, you first need to mix eggs, flour and water to make the (*ciasto*) ... .

2 This is a lovely pie. What's the (*nadzienie/farsz*) ... ?

3 My favourite food is sausage and (*tłuczone*) ... potato.

4 Roll this out flat with a (*wałkiem do ciasta*) ... .

5 Kimchi is a popular food in Korea, and is made from (*kiszona*) ... cabbage.

E UZUPEŁNIANIE LUK

8 Read the text. Complete gaps 1–4 with the information from the text. Each gap should be completed with no more than three words.

Title: **The *pierogi* coincidence**

When my Polish friend told me he was coming to visit me, I thought it only fitting to try and cook something Polish for him. And what could be more Polish than *pierogi*? Having never made them before, I searched online to find a recipe, and found one that looked delicious, stuffed with potato, cheese and sauerkraut (a kind of fermented cabbage).

Standing there with the ingredients set out in front of me on the kitchen counter, I felt confident that I was going to impress my friend Jan, who in turn would be astounded that this was only my first attempt. I mean, what could go wrong? I started by making my filling. I peeled then cut my potatoes, then put them in a pot to boil. When they were ready, I drained the water and mashed them up. I added the other ingredients and put the mixture to one side. So far, so good.

Next I made the dough. I mixed the ingredients together in a bowl, and then left it in the fridge for an hour to cool and firm. When ready, I started to roll out the dough with a rolling pin, but it just stuck to everything – the rolling pin, my hands, the kitchen counter, it was everywhere! Finally I managed to cut out enough pieces for the *pierogi*, but I was left with about half the dough. No matter, I thought, quality is more important than quantity, right?

Next I plopped them into a pot of boiling water for a few minutes, at which point some of them fell apart, with the filling emptying out and disintegrating! I quickly scooped out the remaining ones (I was now down to six), left them to cool for a few minutes, then fried them. This was where more of them broke up and spilled their filling everywhere. By this time I was left with ***two*** pretty well cooked *pierogi*.

Wallowing in despair at my own *pierogi*-based incompetence, I heard the doorbell. To my horror, it was Jan. He took one look at the carnage in the kitchen and my two surviving savoury parcels and burst out laughing. That was when he handed me a small package and said, 'I brought some homemade *pierogi* for us to try.'

comment ● share ●

After finding out his Polish friend was (1) ... him, the writer decided to make *pierogi*, which he'd never made before. When he started, he felt (2) ... that he could make them.

First he made the filling and that went well. But when he made the dough and tried to roll it out, it (3) ... and he lost half of the dough. When he boiled and then fried them, some of them fell apart and in the end he was left with just two *pierogi* intact.

When his Polish friend arrived and saw the mess, he (4) ... . However, it didn't matter because he had brought some *pierogi* himself.

9 Complete sentences 1–7 with a word from box A and a word from box B. Then read the text on page 160 again and check your answers.

A cut • fall • mash • plop • put • roll • scoop

B apart • into • outx3 • to • up

1 When the potatoes are soft, ... them ... with a fork.
2 Mix the ingredients together in a bowl, then ... them ... one side until you need them.
3 ... ... the dough with a heavy rolling pin.
4 Use a knife to ... ... four circular pieces.
5 Peel the potatoes, then ... them ... a pot of boiling water.
6 Stick the ends together with some egg so they don't ... ... when you cook them.
7 ... ... the boiled eggs from the water with a large spoon.

10 Read the text below. Match headings A–E with paragraphs 1–4. There is one extra heading.

A Some types of sugar are better for baking cakes.
B Organic food is better for you.
C Fresh fruit and vegetables are healthier than frozen fruit and vegetables.
D Microwaving food destroys the nutrients in it.
E If you're craving a food, it's not likely that it contains minerals your body needs at that moment.

Title: **Four myths about food.**

1 While this sounds logical, food cravings have nothing to do with what your body needs. There's no evidence to suggest that the hormones which make you hungry have anything to do with what you need. A desire for a particular food has more to do with stress. If you're feeling stressed out, you'll likely seek something you think of as rewarding, and this has more to do with your own personal experience.

2 It's actually the other way round. Unless you're picking fruit or veg straight from the plant, the fresh food you buy in the supermarket has travelled from the farm to the processing plant to the shop, all the time losing valuable nutrients as it becomes less fresh. Frozen food, however, locks the nutrients in at the time of freezing them, thus preserving them until you eat them.

3 In truth, it preserves them! When we use it to cook food, it's much faster than using a conventional oven (or boiling, baking, frying and so on). And that means less time breaking the nutrients down. So for example, a plate of broccoli cooked for two minutes in a microwave is much better for you than it is after having been boiled for ten.

4 What differentiates the two types is just taste. While one has more minerals (brown), it only contains trace amounts. And those amounts are so small they don't really have an effect. Also, some types are better used for different types of food preparation such as baking cakes. But the difference in health terms in negligible.

comment ● share ●

Use of English

BASIC

E ZESTAW LEKSYKALNY

1 Use one word to complete the two sentences.

1 ...

- The waiter suggested a dessert, but I was so ... that I couldn't eat anything more.
- Fruit like lemons, oranges or grapefruit are ... of vitamins, especially vitamin C.

2 ...

- I ... on a lot of weight after my last holiday, mostly because of all the snacks I ate between meals.
- If there's any milk left in the carton, ... it in the fridge; we'll use it for breakfast tomorrow.

3 ...

- The meal was delicious and the waiter's service was really good, so we left a large ... with the bill.
- I need to buy some snacks for my birthday party; can you give me a ... what I should buy?

4 ...

- Some experts say that ... vegetables are healthier, but I usually eat them boiled.
- I'm trying to cut down on sweets; I haven't eaten any sweets for ten days in a ... .

5 ...

- Lisa bought a ... of chocolate and gave a piece to each of her friends.
- The meals are served in an all-you-can-eat buffet and you can order soft drinks at the ... .

E MINIDIALOGI

2 Complete the short dialogues. Choose a, b or c.

1 X: ...
Y: Yes, I'll take a Greek salad as a starter.
X: Certainly, sir. Anything to drink with that?

a Are you ready to order, sir?
b Do you have a reservation, sir?
c Can I recommend some of our dishes to you?

2 X: This cake is delicious. ...
Y: Yes, I found a recipe on the internet and it was pretty simple.
X: Will you send it to me, too? I might use it for my next party.

a Do you mind if I take another slice?
b Is it difficult to make it?
c Did you bake it yourself?

3 X: I'll have a steak with French fries please.
Y: How would you like your steak to be done?
X: ...

a After the starter, please.
b Rare, please.
c A beef steak, please.

4 X: Where are the bananas we bought yesterday?
Y: I've thrown them away. ...
X: That's too bad. Pity we didn't eat them last night.

a They were too expensive
b I ate too many.
c They went off.

5 X: ...
Y: No thanks, I'm on a diet.
X: Oh come on, take one, it won't hurt you.

a Will you buy some cookies, please?
b Treat yourself to a chocolate cookie.
c I've got a great recipe for chocolate cookies.

E TŁUMACZENIE

3 Choose the answer a, b or c which is the correct translation of the phrase in brackets.

1 (*Którykolwiek deser wybierzesz*) ... , remember to check the allergens and make sure it doesn't contain any nuts.

a Which dessert do you choose
b Whichever dessert you choose
c Will you choose any dessert

2 I'd order something from this Chinese takeaway more often (*gdyby tylko mieli*) ... shorter delivery times.

a only when they have
b if only they had
c if they would only have

3 Suzy did everything (*zgodnie z*) ... the recipe, but the dish still wasn't as good as she expected.

a in spite of
b apart from
c according to

4 When I was a kid, (*nie cierpiałem*) ... spinach. Now it's still not my favourite vegetable, but I eat it from time to time.

a I would hate
b I didn't mind
c I used to hate

5 Carrots have never been my favourite vegetable. (*Cebula też nie*) ... .

a Nor have onions
b Onions haven't
c Onions haven't, too

EXTENDED

E TRANSFORMACJE

4 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 I haven't eaten meat since my last holiday.
TIME
The ... was when I was on holiday last year.

2 I bought more milk than I needed.
NEEDN'T
I ... much milk.

3 Everybody knows this restaurant serves excellent vegetarian dishes.
TO
Excellent vegetarian dishes ... by this restaurant.

4 You didn't add enough sugar, that's why the cookies aren't sweet enough.
HAD
If ... more sugar, the cookies would be sweeter.

5 It is not a good idea to order the fried vegetables in this restaurant – they taste awful.
WORTH
It ... the fried vegetables in this restaurant – they taste awful.

E UZUPEŁNIANIE ZDAŃ

5 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 If you have really put on so much weight recently, consider ... (*go / diet*).

2 ... (*Frank / speak*), putting ketchup on pizza kills the taste completely.

3 Cream cake is ... (*far / sweet*) of all these desserts.

4 I ... (*not / cook / such*) a delicious dish before. It's simply perfect!

5 In ... (*spite / not / be*) hungry, I ate a bowl of cereal with milk.

E TŁUMACZENIE

6 Translate the parts of the sentences in brackets into English. Use a maximum of five words in each gap.

1 Is (*to czosnek nadaje*) ... this dish its specific aroma?

2 Mum asked me (*czy kupię*) ... some snacks when I told her I was going to the shop yesterday.

3 (*Nie zapłacilibyśmy*) ... such a large bill if you hadn't chosen the most expensive dishes on the menu!

4 Ricky (*na pewno nie dodał*) ... any nuts to this cake. He knows I'm allergic to nuts.

5 By the time the waiter brought the main course, we (*skończyliśmy jeść*) ... our starters.

E UZUPEŁNIANIE LUK

7 Complete each sentence with the correct form of the word in the box. There are two extra words.

cook • diet • feed • open • taste • tolerate • weight

1 My ... advised me not to eat too many carbohydrates and to cut down on coffee.

2 This salad is completely ... – they haven't added any spices and it's as if I were eating paper.

3 Get a tin ... from the kitchen. You won't get into this can of tuna with just a knife.

4 Russell is definitely ..., he should lose at least 10 kilos.

5 Sheila has to have a special diet without most dairy products because of her lactose ... .

E UZUPEŁNIANIE LUK

8 Complete the text. Choose the correct answer a, b, c or d.

Recent research shows that almost five million tonnes of food is wasted in Poland every year. The EU has demanded that every member country (1) ... the amount of wasted food by half by 2030. Will that be possible? It might, (2) ... we apply some basic rules regarding how to deal with food.
A lot of food is bought on the spur of the (3) ... .
We often buy fruit or snacks because they look nice on the shop shelves rather than because we need them. As a result, we bring home amounts of food which we are (4) ... to consume. How can that (5) ... ?
A shopping list is a must - it will stop you from buying unnecessary products. Also, think twice before you put something in your shopping trolley. And when you finally have your fridge full of food, make the best use of it: try not to throw anything out right on the 'best before' date, as it will still be good to eat for some time (6) ... . And last but not least, if you see you've prepared more food than you can eat, share it with your family, friends or neighbours - that will greatly reduce the amount of wasted food.

1 **a** will reduce **b** has reduced **c** should reduce **d** was reducing

2 **a** despite **b** provided **c** actually **d** consequently

3 **a** moment **b** while **c** time **d** second

4 **a** unable **b** disable **c** enable **d** incapable

5 **a** avoid **b** avoided **c** be avoiding **d** be avoided

6 **a** beforehand **b** afterwards **c** just then **d** in the meantime

Speaking

1 Discuss the questions in pairs.

1 How often do you eat out?
2 Compare the advantages and disadvantages of eating out and at home.
3 Which two of these are the most important to you when eating out?
- the quality of the food
- the range of choices on the menu
- the service
- the atmosphere
- the price
- how easy it is to book a table

2 46 Listen to someone describing a restaurant they like. Which of these things 1–6 do they mention?



1 the type of food you can eat there
2 the price
3 why he liked it
4 something he didn't like
5 the range of choices on the menu
6 who he would recommend it to

3 46 Complete the phrases with the missing words. Then listen again and check.

Useful phrases

Giving detailed descriptions

Let me (1) ... you about
It was a (2) ... of
The thing you need to (3) ... about this place is
The (4) ... thing about it is
It's one of the best places I've (5) ... been to.
A (6) ...-up though. It's best if you
If you want to … then (7) ... is the place for you.

Matura hacks

- ✓ Pamiętaj, żeby odnieść się do czterech kwestii podanych w poleceniu.
- ✓ Rozwiń każdą kwestię, podając szczegóły i przykłady oraz uzasadniając swoje stanowisko.
- ✓ Reaguj na pytania i dyskutuj z rozmówcą.

E ROZMOWA Z ODGRYWANIEM ROLI

4 Work in pairs. Read the instructions and practise the task. When you have finished, swap roles and practise again.

On a recent trip to a big city you ate out at a restaurant you really liked. You are telling your friend about it.

There are four things you need to discuss:

- what type of restaurant it was,
- the type of food served there,
- something you didn't like,
- who you would recommend it to.





Writing

BASIC

1 Complete the following sentences so that they are true for you.

1 I like/don't like cooking on my own because ... .
2 The easiest/hardest dish to prepare is ... because ... .
3 I'll never eat ... again, because ... .
4 The last time I made ... in the kitchen was ... .

2 Read the blog post of a person whose hobby is cooking. Match questions A–D with paragraphs 1–4.

A What kind of food do you specialise in and why?
B How well have you done in competitions?
C How did your passion start?
D How can people contact you?

HOOKED ON GOOD FOOD

(1) My passion is cooking and I thought I could write a few words to show you that cooking can be art. I took up this hobby because I wanted to impress my family and friends. It didn't seem very serious at the beginning, but as I got better, I got completely mad about it!

(2) My favourite type of food that I really like preparing is Spanish cuisine with all sorts of fresh and tasty ingredients, snacks, salads and delicious desserts.

(3) Believe it or not, but everyone says I'm really good at it. I even took part in a cooking competition in my town last month. I didn't win, but I received the prize for the best looking dish!

(4) If you want to try some of my recipes, don't hesitate to contact me. The easiest way is to visit my website and leave a comment. I'll be happy to share my recipes with you.

3 Read the sample task. Match each sentence 1–5 with the instruction a–d that it refers to. One instruction matches two sentences.

Przygotowujesz post do zamieszczenia na blogu poświęconym zdrowemu odżywianiu. W swoim wpisie:
a wspomnij o swoich zdrowych nawykach żywieniowych,
b wyraź wątpliwości, czy Twoja ulubiona potrawa jest zdrowa,
c zachęć do jedzenia warzyw i owoców oraz ostrzeż przed ich brakiem w diecie,
d poproś o przepis na smaczny i zdrowy deser.

1 Believe me, it's really a good idea to ...
2 I'm not really sure whether or not ...
3 Otherwise, you risk ...
4 Since last year, I've ... regularly.
5 I'd like you to send me ...

4 Complete each sentence in exercise 3 so that it follows the instructions in the sample task.

5 Translate the Polish parts of the sentences using the English phrases a–e.

1 (*Pomyślałam, że mogłabym*) ... give you some tips on how to eat healthily.
2 (*Jeśli chcecie sprawdzić*) ... some of these ideas for healthy snacks, visit my website.
3 (*Nie wahajcie się*) ... to share your restaurant adventures with me!
4 (*Będę szczęśliwy, mogąc*) ... write some more reviews of local restaurants for you.
5 (*Wierzcie lub nie, ale*) ... no-one in my family eats meet.

a Believe it or not, but
b Don't hesitate
c If you want to check out
d I'll be happy to
e I thought I could

E BLOG

6 Write a blog.

Przygotowujesz post o ograniczeniu spożycia niezdrowej żywności do zamieszczenia na blogu kółka kulinarnego swojej szkoły. W swoim wpisie:
- wyjaśnij, dlaczego podjąłeś/podjęłaś taki temat,
- opisz swoje zwyczaje związane z jedzeniem niezdrowej żywności,
- zaproponuj zdrową alternatywę dla przekąsek i słodkich napojów,
- zasugeruj przygotowanie zdrowej potrawy na najbliższych zajęciach.

Rozwiń *swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić* ***od 100 do 150 słów****.*

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 These cookies are really ... . Where did you buy them? **TASTE**

2 I'm trying to reduce ... food in my diet. **FAT**

3 ... food has been popular since the ancient Chinese used ice cellars to preserve it. **FREEZE**

4 Dieticians promote ... diets because they are the key to good health. **BALANCE**

5 This tomato soup is absolutely ... . I won't eat it. **DISGUST**

E UZUPEŁNIANIE LUK

2 Complete the sentences with one word in each gap.

1 This low-calorie drink will help you ... weight.

2 To make a perfect bacon, lettuce and tomato sandwich, cut the bacon ... thin slices and fry them for a minute.

3 Stuffed peppers is a dish which consists of peppers filled ... meat or vegetables.

4 I'll make tea for us, but I'll first put the kettle ... .

5 We need a new ... pan. The old one is scratched.

E UZUPEŁNIANIE ZDAŃ

3 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 I ... (*be / use / drink*) strong coffee every day. I can't imagine my day without it.

2 Mary ... (*lay / table*) when the guests came unexpectedly one hour earlier than planned.

3 How many ... (*candle / you / put*) on your birthday cake last year?

4 We ... (*look / forward / have*) dinner in that newly opened Thai restaurant tomorrow.

5 Brenda never makes her own pizza. She ... (*have / it / deliver*) from the local pizzeria.

E TŁUMACZENIE

4 Choose the answer a, b or c which is the correct translation of the phrase in brackets.

1 I would like (*żeby on jadł*) ... less fried food.
a that he eats
b he ate
c him to eat

2 We (*zamawiamy*) ... a large pizza at the local pizzeria every week since they opened last month.
a are ordering
b have ordered
c order

3 (*A może poprośmy ich*) ... for the recipe for this apple pie. It's really good.
a What about asking them
b Will you ask them
c Do they mind asking us

4 My dad drinks strong coffee (*mimo, że*) ... his doctor advises him not to do so.
a despite
b because
c although

5 The bread was (*zbyt czerstwy*) ... for me to slice.
a stale enough
b too stale
c quite stale

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as the first one. Use a maximum of five words in each gap.

1 You must heat the oven to around 180 degrees Centigrade.
The oven ... to around 180 degrees Centigrade.

2 Cindy started cooking dinner two hours ago.
Cindy ... dinner for two hours.

3 'Don't add any sugar to the cake', mother said.
Mother advised me ... any sugar to the cake.

4 We don't need to book a table in the restaurant.
It ... to book a table in the restaurant.

5 Robert is allergic to seafood. He never eats it.
If Robert weren't allergic to seafood, he ... it.

EXTENDED

E UZUPEŁNIANIE LUK

6 Complete the sentences. Choose the answer a, b, c or d.

1 Add a … of salt on the fish to make it taste better.
a pinch **b** bite **c** chunk **d** drop

2 Some people will … weight, no matter how hard they try to lose it.
a get **b** gain **c** put **d** reach

3 Could you give me the … for the vegetable stew you cooked the other day?
a receipt **b** prescription **c** recipe **d** proposal

4 Apart from apples and pears, there's a … of bananas on the tray.
a handful **b** group **c** chunk **d** bunch

5 Only few people can … to a restrictive diet for a long time.
a stick **b** fix **c** keep **d** join

E SŁOWOTWÓRSTWO

7 Transform the words in bold to complete the sentences.

1 Freshly … juice tastes much better than juice from a carton. **SQUEEZE**

2 Which do you prefer … or still water? **SPARKLE**

3 Being on a strict diet sometimes means having to eat … meals, which not everybody likes. **TASTE**

4 Some people believe that the liking for … dishes usually develops with age. **SAVOUR**

5 Many visitors are attracted to the restaurant to try their … which is barbecued salmon. **SPECIAL**

E UZUPEŁNIANIE LUK

8 Complete the sentences with one word in each gap.

1 After applying a crash diet, it is often unavoidable that you'll put … weight again.

2 The patient was advised to … to the doctor's recommendations concerning the quality of his meals.

3 You had better … down on the amount of sugar you consume or soon you'll develop diabetes.

4 If you overcook vegetables, they might … apart, changing into shapeless mass.

5 We like to eat … on Friday nights. Usually we go to that new Italian restaurant on 22nd Street.

E UZUPEŁNIANIE LUK

9 Complete each sentence with the correct form of the word in the box. There are two extra words.

add • leave • make • overdo • roast • serve • taste

1 If the soup is still bland, try … some salt and pepper.

2 This roast beef tastes good, although it's a little … .

3 While we … by a nice waitress, the owner himself came up to our table to greet us.

4 The dish … much better if the chef used the best quality ingredients. It's a pity he doesn't.

5 I don't believe my sister … this delicious vegetable stew for dinner yesterday. She hates cooking.

E TRANSFORMACJE

10 Complete the second sentence so that it means the same as the first one. Use a maximum of five words in each gap.

1 It's known that salt makes many foods taste better.
Salt is … many foods taste better.

2 It's a pity you kept this venison in the oven so long.
I wish you … this venison in the oven so long.

3 'Let's leave the waiter a generous tip, he was so helpful', my friend said.
My friend suggested … a generous tip for being so helpful.

4 This homemade pizza is the best I have ever eaten.
I … homemade pizza than this one.

5 They didn't know that the Mexican food would be so spicy.
Little … that the Mexican food would be so spicy.

E UZUPEŁNIANIE ZDAŃ

11 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 The vegetable soup grandma has cooked is bland.
She … (*might / add / more*) spices.

2 If only Danny … (*not / eat*) so many French fries!
He wouldn't have a stomachache now.

3 It is … (*worth / learn / cook*) when you are young.
It will help you in your adult life.

4 By the time I got to the restaurant, my friends … (*already / choose*) their dishes from the menu.

5 I … (*congratulate / she / lay*) the table beautifully, which she didn't expect.

Wordlist

FOOD PRODUCTS

GRAINS

(brown, sliced, white) bread /braʊn/slaɪst/ waɪt) bred/ (razowy, pokrojony, biały) chleb
cereal /'sɪəriəl/ płatki śniadaniowe
cereal products /'sɪəriəl ˌprɒdʌkts/ produkty zbożowe
cornflakes /'kɔ:nfleɪks/ płatki kukurydziane
croissant /'kwɑ:sɒŋ/ rogal
flour /flaʊə/ mąka
noodles/pasta /'nu:dlz/'pæstə/ kluski; makaron
porridge /'pɒrɪdʒ/ owsianka
rice /raɪs/ ryż
roll /rəʊl bułka
rye bread /raɪ bred/ chleb żytni
seeds /si:dz/ ziarna; pestki
wholegrain/wholemeal /'həʊlgreɪn/ 'həʊlmi:l/ pełnoziarnisty; razowy

DAIRY PRODUCTS

blue cheese /ˌblu: 'tʃi:z/ ser pleśniowy
butter /'bʌtə/ masło
cheese /tʃi:z/ ser
cottage cheese /ˌkɒtɪdʒ 'tʃi:z/ twaróg
cream /kri:m/ śmietana
cream cheese /ˌkri:m 'tʃi:z/ ser śmietankowy
dairy products /'deəri ˌprɒdʌkts/ przetwory mleczne
egg /eg/ jajko
goat's cheese /gəʊts 'tʃi:z/ ser kozi
margarine /ˌmɑ:dʒə'ri:n/ margaryna
milk /mɪlk/ mleko
yoghurt /'jɒgət/ jogurt

MEAT

bacon /'beɪkən/ bekon
beef /bi:f/ wołowina
chicken /'tʃɪkɪn/ kurczak
ham /hæm/ szynka
lamb /læm/ baranina
pork /pɔ:k/ wieprzowina
poultry /'pəʊltri/ drób
red/white meat /red/waɪt mi:t/ czerwone/ białe mięso
sausage /'sɒsɪdʒ/ kiełbasa
turkey /'tɜ:ki/ indyk
veal /vi:l/
venison /'venəzən/ sarnina/jelenina

FISH AND SEAFOOD

cod /kɒd/ dorsz
fish /fɪʃ/ ryba
flounder /'flaʊndə/ flądra
herring /'herɪŋ/ śledź
lobster /'lɒbstə/ homar
mackerel /'mækərəl/ makrela
prawn /prɔ:n/ krewetka
salmon /'sæmən/ łosoś
sardine /ˌsɑ:'di:n/ sardynka
seafood /'si:fu:d/ owoce morza
seaweed /'si:wi:d/ wodorosty
trout /traʊt/ pstrąg
tuna /'tju:nə/ tuńczyk

FRUIT

apple /'æpəl/ jabłko
apricot /'eɪprəkɒt/ morela
avocado /ˌævə'kɑ:dəʊ/ awokado
banana /bə'nɑ:nə/ banan
blackberry /'blækbəri/ jeżyna
blackcurrant /ˌblæk'kʌrənt/ czarna porzeczka
blueberry /'blu:bəri/ czarna jagoda/borówka amerykańska
cherry /'tʃeri/ wiśnia
coconut /'kəʊkənʌt/ kokos
fruit /fru:t/ owoc
grapefruit /'greɪpfru:t/ grejpfrut
grapes /greɪps/ winogrona
kiwi fruit /'ki:wi: fru:t/ kiwi
lemon /'lemən/ cytryna
nut /nʌt/ orzech
orange /'ɒrəndʒ/ pomarańcza
peach /pi:tʃ/ brzoskwinia
pear /peə/ gruszka
pineapple /'paɪnæpəl/ ananas
plum /plʌm/ śliwka
raspberry /'rɑ:zbəri/ malina
strawberry /'strɔ:bəri/ truskawka
tangerine/mandarin /ˌtændʒə'ri:n/ 'mændərɪn/ mandarynka
watermelon /'wɔ:tə,melən/ arbuz

VEGETABLES

asparagus /ə'spærəgəs/ szparagi
aubergine /'əʊbəʒi:n/ bakłażan
bean /bi:n/ fasola
beetroot /'bi:tru:t/ burak
broccoli /'brɒkəli/ brokuł
cabbage /'kæbɪdʒ/ kapusta
carrot /'kærət/ marchew
cauliflower /'kɒlɪˌflaʊə/ kalafior
celery /'seləri/ seler
courgette /kʊə'ʒet/ cukinia
cucumber /'kju:kʌmbə/ ogórek
garlic /'gɑ:lɪk/ czosnek
green peas /ˌgri:n 'pi:z/ zielony groszek
(green/red) pepper /(ˌgri:n/ˌred) 'pepə/ (zielona/czerwona) papryka
horseradish /'hɔ:sˌrædɪʃ/ chrzan
leek /li:k/ por
lettuce /'letɪs/ sałata
mushroom /'mʌʃru:m/ grzyb
olive /'ɒləv/ oliwka
onion /'ʌnjən/ cebula
parsley /'pɑ:sli/ pietruszka
potato /pə'teɪtəʊ/ ziemniak
pumpkin /'pʌmpkɪn/ dynia
radish /'rædɪʃ/ rzodkiewka
soya bean /'sɔɪə bi:n/ soja
spinach /'spɪnɪdʒ/ szpinak
sweetcorn /'swi:tkɔ:n/ kukurydza
tomato /tə'mɑ:təʊ/ pomidor
vegetable /'vedʒtəbəl/ warzywo

SWEETS

apple pie /'æpəl paɪ/ szarlotka
biscuit/ cookie /'bɪskɪt/'kʊki/ biszkopt; herbatnik
cake /keɪk/ ciasto
cheesecake /'tʃi:zkeɪk/ sernik
chocolate /'tʃɒklət/ czekolada
crisps /krɪsps/ chipsy; prażynki
dessert /dɪ'zɜ:t/ deser
fruitcake /'fru:tkeɪk/ placek z owocami
honey /'hʌni/ miód
jelly /'dʒeli/ galaretka
poppy-seed cake /'pɒpi:d keɪk/ makowiec
pudding /'pʊdɪŋ/ budyń; pudding
sweets /swi:ts/ słodycze; cukierki

HERBS, SAUCES AND OTHER

a pinch of /ə pɪntʃ əv/ szczypta (np. soli)
barbecue/sweet and sour/tomato sauce /'bɑ:bɪkju: /swi:t ənd saʊə/ tə'mɑ:təʊ sɔ:s/ sos barbecue/słodko-kwaśny/pomidorowy
basil /'bæzəl/ bazylia
cinnamon /'sɪnəmən/ cynamon
curry /'kʌri/ curry (indyjska przyprawa)
ginger /'dʒɪndʒə/ imbir
herbs /hɜ:bz/ zioła
jam /dʒæm/ dżem
ketchup /'ketʃəp/ ketchup
marmalade /'mɑ:məleɪd/ marmolada
mayonnaise /ˌmeɪə'neɪz/ majonez
mint /mɪnt/ mięta
mustard /'mʌstəd/ musztarda
olive oil /'ɒləv ˌɔɪl/ oliwa z oliwek
oregano /ˌɒ:rɪ'gɑ:nəʊ/ oregano
(black) pepper /(blæk) 'pepə/ (czarny) pieprz
salad dressing /'sæləd ˌdresɪŋ/ sos sałatkowy
salt /sɔ:lt/ sól
spice /spaɪs/ przyprawa
sugar /'ʃʊgə/ cukier
thyme /taɪm/ tymianek
vegetable oil /ˌvedʒtəbəl 'ɔɪl/ olej roślinny
vinegar /'vɪnɪgə/ ocet

DRINKS

beer /bɪə/ piwo
black/white/freshly-brewed/instant coffee /blæk/waɪt/'freʃlibru:d/'ɪnstənt 'kɒfi/ czarna/ biała/świeżo parzona/rozpuszczalna kawa
cocoa /'kəʊkəʊ/ kakao
drink /drɪŋk/ napój
fizzy drink /'fɪzi ˌdrɪŋk/ napój gazowany
freshly-squeezed juice /'freʃliskwi:zd dʒu:s/ świeżo wyciśnięty sok
juice /dʒu:s/ sok
lemonade /ˌlemə'neɪd/ lemoniada
milkshake /'mɪlkʃeɪk/ koktajl mleczny
soft drink /drɪŋk/ napój bezalkoholowy
tap water /'tæp ˌwɔ:tə/ woda z kranu; kranówka
tea /ti:/ herbata
(sparkling/still) water /('spɑ:klɪŋ/stɪl) 'wɔ:tə/ (gazowana/niegazowana) woda
wine /waɪn/ wino

PACKAGES

bag /bæg/ torba; torebka
bar /bɑ:/ tabliczka
bottle /'bɒtl/ butelka
bowl (of cereal) /bəʊl (əv 'sɪəriəl)/ miska (płatków)
box /bɒks/ pudełko
bunch /bʌntʃ/ kiść; kilka
can/tin /kən/tɪn/ puszka
carton /'kɑ:tn/ karton
cup (of tea) /kʌp (əv ti:)/ filiżanka (herbaty)
glass (of water) /glɑ:s (əv 'wɔ:tə)/ szklanka (wody)
jar /dʒɑ:/ słoik
loaf /ləʊf/ bochenek
packet /'pækɪt/ opakowanie; paczka
piece (of fruit) /pi:s (əv fru:t)/ kawałek (owocu)
portion /'pɔ:ʃən/ porcja
slice (of bread) /slaɪs (əv bred)/ kromka (chleba); plasterek, kawałek
tub /tʌb/ pojemnik (np. masła)

MEALS AND PREPARING FOOD

MEALS

barbecue /'bɑ:bɪkju:/ grill
breakfast /'brekfəst/ śniadanie
course /kɔ:s/ danie (np. pierwsze)
dinner /'dɪnə/ obiad
dish /dɪʃ/ potrawa; danie
light snack /laɪt snæk/ lekka przekąska
lunch /lʌntʃ/ lunch
meal /mi:l/ posiłek
packed lunch /ˌpækt 'lʌntʃ/ drugie śniadanie (w pudełku)
snack /snæk/ przekąska
supper /'sʌpə/ kolacja
takeaway /'teɪkəweɪ/ jedzenie na wynos
tea /ti:/ podwieczorek

DISHES

chicken nuggets/wings /'tʃɪkɪnˌnʌgɪts/wɪŋz/ kurczak w panierce/skrzydełka z kurczaka
chicken soup /'tʃɪkɪn su:p/ rosół

cuisine /kwɪ'ziːn/ kuchania (danego regionu, kraju)
curry /'kʌri/ curry (indyjska potrawa)
fish and chips /ˌfɪʃ ənd 'tʃɪps/ ryba i frytki
French fries/chips /ˌfrentʃ 'fraɪz/tʃɪps/ frytki
fruit salad /ˌfruːt 'sæləd/ sałatka owocowa
mashed potatoes /mæʃt pə'teɪtəʊz/ puree ziemniaczane
meatball /'miːtbɔːl/ pulpet, klops
mince/minced meat /mɪns/mɪnsd miːt/ mięso mielone
omelette /'ɒmlət/ omlet
pancake /'pænkeɪk/ naleśnik
pork chops /pɔːk tʃɒps/ kotlet schabowy
roast chicken /ˌrəʊst 'tʃɪkɪn/ pieczony kurczak
salad /'sæləd/ surówka, sałatka
sandwich /'sænwɪdʒ/ kanapka
scrambled eggs /'skræmbəld egz/ jajecznica
steak /steɪk/ stek
stew /stjuː/ gulasz; potrawka
sweet and sour chicken /swiːt ənd saʊə 'tʃɪkɪn/ kurczak słodko-kwaśny
tomato soup /tə'mɑːtəʊ suːp/ zupa pomidorowa

PREPARING A MEAL

add /ˌæd/ dodać
bake /beɪk/ biec
beat /biːt/ ubijać
boil /bɔɪl/ gotować w wodzie
chop /tʃɒp/ siekać, szatkować
cook /kʊk/ gotować
cover /'kʌvə/ przykryć
cut /kʌt/ kroić, ciąć
drain /dreɪn/ osuszać
freeze /friːz/ zamrażać
fry /fraɪ/ smażyć
grate /greɪt/ trzeć na tarce
grill /grɪl/ opiekać
heat /hiːt/ podgrzewać
melt /melt/ roztapiać
mix /mɪks/ mieszać
peel /piːl/ obierać
pour /pɔː/ wlewać
roast /rəʊst/ piec (np. mięso) w piekarniku
season /'siːzən/ doprawiać
simmer /'sɪmə/ gotować na wolnym ogniu
slice /slaɪs/ kroić na plasterki
sprinkle /'sprɪŋkəl/ posypać
squeeze /skwiːz/ wyciskać (np. cytrynę)
steam /stiːm/ gotować na parze
stew /stjuː/ dusić
stir /stɜː/ mieszać
whip /wɪp/ ubijać (np. śmietanę)

CUTLERY AND CROCKERY

crockery /'krɒkəri/ naczynia stołowe
cutlery /'kʌtləri/ sztućce
fork /fɔːk/ widelec
glass /glɑːs/ szklanka
knife /naɪf/ nóż
mug /mʌg/ kubek; kufel
napkin /'næpkɪn/ serwetka
plate /pleɪt/ talerz
saucer /'sɔːsə/ spodek
spoon /spuːn/ łyżka
teaspoon /'tiːspuːn/ łyżeczka od herbaty

OBJECTS NEEDED TO PREPARE A MEAL

corkscrew /'kɔːkskruː/ korkociąg
frying pan /'fraɪŋ ˌpæn/ patelnia
ingredient /ɪn'griːdiənt/ składnik
kettle /'ketl/ czajnik
oven /'ʌvən/ piekarnik; piec
pan /pæn/ patelnia; forma do pieczenia ciasta
pot /pɒt/ garnek
recipe /'resəpi/ przepis
saucepan /'sɔːspən/ rondel
spoonful /'spuːnfʊl/ pełna łyżka
tablespoon /'teɪbəlspuːn/ łyżka stołowa
tin opener /tɪn 'əʊpənə/ otwieracz do konserw

EATING HABITS, DIETS

DIETS

balanced diet /ˌbælənst 'daɪət/ zbilansowana dieta
be full /biː fʊl/ być najedzonym
be on a diet /biː ɒn ə 'daɪət/ być na diecie
calorie /'kæləri/ kaloria
cut down on /kʌt daʊn ɒn/ ograniczyć (coś, np. cukier)
dietary/eating habits /'daɪətəri/iːtɪŋ 'hæbɪts/ zwyczaje żywieniowe
dietician /ˌdaɪə'tɪʃən/ dietetyk
digestion /daɪ'dʒestʃən/ trawienie
eat junk/fast food /iːt dʒʌŋk/ fɑːst fuːd/ jeść niezdrowe jedzenie
fat-free/low-fat diet /ˌfæt'friː/ ˌləʊ'fæt 'daɪət/ dieta beztłuszczowa/niskotłuszczowa
fattening /'fætn–ɪŋ/ tuczący
food intolerance /fuːd ɪn'tɒlərəns/ nietolerancja pokarmowa
gain weight /geɪn weɪt/ przybierać na wadze
gluten-free diet /'gluːtnfriː 'daɪət/ dieta bezglutenowa
go on a diet /gəʊ ɒn ə 'daɪət/ iść na dietę
have a sweet tooth /hæv ə swiːt tuːθ/ lubić słodycze
lose weight /luːz weɪt/ tracić na wadze
low/rich/high in (vitamins) /ləʊ/rɪtʃ/haɪ ɪn ('vɪtəmənz)/ ubogi/bogaty w (witaminy)
non-fattening / nɒn'fætn–ɪŋ/ nietuczący
nutrition /njuː'trɪʃən/ odżywianie
nutritious /njuː'trɪʃəs/ odżywczy
obese/overweight /əʊ'biːs/ˌəʊvə'weɪt/ otyły/z nadwagą
processed foods /'prəʊsest fuːds/ przetworzone jedzenie
put on weight /pʊt ɒn weɪt/ przybierać na wadze
ready-made meal /'redi meɪd miːl/ gotowy posiłek
reduce fat/sugar intake /rɪ'djuːs fæt/'ʃʊgə 'ɪnteɪk/ zredukować spożycie tłuszczu/cukru
stick to a diet /stɪk tə ə 'daɪət/ przestrzegać diety
unhealthy /ʌn'helθi/ niezdrowy
vegetarian food/diet /ˌvedʒə'teəriən fuːd/ 'daɪət/ wegetariańskie jedzenie/dieta

MINERALS AND VITAMINS

carbohydrates /ˌkɑːbəʊ'haɪdreɪts/ węglowodany
fibre /'faɪbə/ błonnik
nutrients /'njuːtriənts/ składnik odżywczy
protein /'prəʊtiːn/ białko
saturated/ unsaturated fat /'sætʃəreɪtɪd/ ʌn'sætʃəreɪtɪd fæt/ nasycony/nienasycony tłuszcz
starch /stɑːtʃ/ skrobia

EATING PLACES

all-you-can-eat restaurant/buffet /ɔːljəkəniːt 'restərɒnt/'bʊfeɪ/ rodzaj restauracji, w której można zjeść, ile się chce, w ramach jednorazowej opłaty
bill /bɪl/ rachunek
buffet breakfast /'bʊfeɪ 'brekfəst/ śniadanie w formie bufetu
catering /'keɪtərɪŋ/ katering; wyżywienie
chef /ʃef/ szef kuchni; kucharz
dessert /dɪ'zɜːt/ deser
dish of the day /dɪʃ əv ðə deɪ/ danie dnia
eat in /ˌiːt 'ɪn/ jeść w domu
eat out /ˌiːt 'aʊt/ jeść na mieście
Enjoy your meal! /ɪn'dʒɔɪ jə miːl/ Smacznego!
fast food restaurant /ˌfɑːst fuːd 'restərɒnt/ restauracja szybkiej obsługi
leave a tip /liːv ə tɪp/ zostawić napiwek
main course /ˌmeɪn 'kɔːs/ danie główne
menu /'menjuː/ karta dań
on the menu /ɒn ðə 'menjuː/ w karcie dań
order /'ɔːdə/ zamawiać
pay the bill /ˌpeɪ ðə bɪl/ płacić rachunek
serve /sɜːv/ podawać, serwować
service /'sɜːvɪs/ obsługa
service charge /'sɜːvɪs tʃɑːdʒ/ opłata za obsługę
side dish/order /'saɪd dɪʃ/ˌɔːdə/ dodatek do dania głównego
speciality /ˌspeʃi'æləti/ specjalność
starter /'stɑːtə/ przystawka
takeaway /'teɪkəweɪ/ restauracja z posiłkami na wynos
tip /tɪp/ napiwek
waiter /'weɪtə/ kelner
waitress /'weɪtrɪs/ kelnerka

ADJECTIVES TO DESCRIBE FOOD

bitter /'bɪtə/ gorzki
bland /blænd/ mdły, nijaki
decaffeinated /diː'kæfɪneɪtɪd/ bezkofeinowy
delicious /dɪ'lɪʃəs/ pyszny
disgusting /dɪs'gʌstɪŋ/ wstrętny, obrzydliwy
fatty /'fæti/ tłusty
fresh /freʃ/ świeży
frozen /'frəʊzən/ mrożony
homemade /ˌhəʊm'meɪd/ domowej roboty
hot /hɒt/ gorący
juicy /'dʒuːsi/ soczysty
lean /liːn/ chudy (o mięsie)
medium /'miːdiəm/ średnio wysmażony (o mięsie)
mild /maɪld/ łagodny
mouth-watering /maʊθwɔːtərɪŋ/ apetyczny
overdone /ˌəʊvə'dʌn/ przesmażony; przegotowany
raw /rɔː/ surowy
ripe /raɪp/ dojrzały
salty /'sɔːlti/ słony
savoury /'seɪvəri/ słony; wytrawny
smelly /'smeli/ śmierdzący
smoked /sməʊkt/ wędzony
sour /saʊə/ kwaśny
spicy /'spaɪsi/ mocno przyprawiony
stale /steɪl/ czerstwy
stir-fried /stɜːfraɪd/ smażony krótko na dużym ogniu
strong /strɒŋ/ intensywny
sweet /swiːt/ słodki
tasteless /'teɪstləs/ bez smaku
tasty /'teɪsti/ smaczny
tender /'tendə/ miękki, kruchy
weak /wiːk/ słaby (np. herbata)
well-done /ˌwel'dʌn/ dobrze wysmażony
yummy /'jʌmi/ pyszny

EATING DISORDERS

anorexia /ˌænə'reksiə/ anoreksja
avoid eating food /ə'vɔɪd iːtɪŋ fuːd/ unikać jedzenia
bulimia /bjuː'lɪmiə/ bulimia
fear of gaining weight /ˌfɪə əv ˌgeɪnɪŋ 'weɪt/ strach przed przybraniem na wadze
malnutrition /ˌmælnjʊ'trɪʃən/ niedożywienie
underweight /ˌʌndə'weɪt/ z niedowagą

Moduł 10

Zdrowie

Vocabulary

Lifestyle

BASIC

1 Discuss the questions in pairs.

1 What do most people do to have a healthy lifestyle? Think about these things:

- food
- water
- sleep
- exercise
- stress
- screen time

2 How healthy is your lifestyle? Why?

2 Choose the correct options.

1 I try to *keep* / *have* fit by playing sport twice a week.
2 Joining a gym is a good way to *play* / *do* regular exercise.
3 My great grandmother is 92 and she's *on* / *in* good health.
4 When you're a teenager it's very important to *do* / *get* enough sleep every night.
5 You don't need to go *on* / *in* a diet, you're not overweight.
6 Try not to eat too much *junk* / *rubbish* food.

3 Complete the phrasal verbs with *up*, *on* or *out*.

1 I'd like to take ... a new sport, but I'm not sure which one.
2 My uncle decided to give ... smoking last year, and he feels much better now.
3 It's easy to put ... weight if you never do any exercise.
4 I work ... at the gym three times a week.
5 Hannah is quite healthy, but she needs to cut down ... fatty food more.

EXTENDED

4 Discuss the questions in pairs.

1 What one thing would you change to make your lifestyle healthier? Why?
2 How do people usually deal with stress?

5 What is the difference in meaning between these pairs of words?

1 be out of shape / be overweight
2 go on a diet / follow a sensible diet
3 lose weight / drop a dress size
4 a couch potato / a fitness freak
5 a sedentary lifestyle / a healthy lifestyle

6 Complete the text with the words in the box. There are two extra words.

air • care • check • easy • freak • get
habits • life • regular • shape

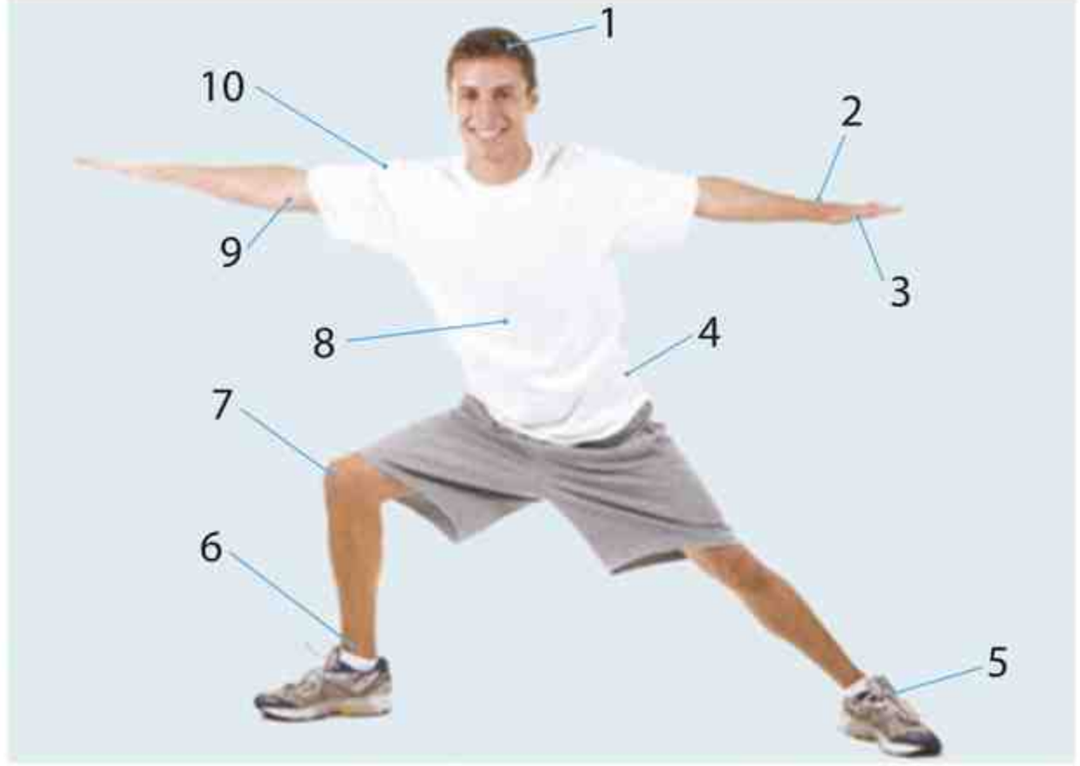
Living a healthy lifestyle is easier than you think. You don't need to be a fitness (1) ... to stay in (2) ... . But if you find you (3) ... out of breath when you walk up the stairs, there are some simple changes you can make. First things first, open some windows and (4) ... the room. Turn off the TV and go for a walk. Once you develop healthy (5) ... like this, you may find that you want to do more challenging exercise. But before you do this, it's important to have a (6) ...-up at your doctor's, to make sure you're able to. Take things (7) ... at first and don't overdo it, or you could do yourself more damage than good. Whatever steps you take, it's important to take (8) ... of yourself.

Body parts

BASIC

7 Match the words in the box with parts of the body. There is one extra word.

ankle • chest • elbow • foot • hand
head • hip • knee • nose • shoulder • wrist



EXTENDED

8 Match the idioms in bold 1–8 with definitions a–h.

1 I need to **get something off my chest**. I've been lying to you about something.

2 OK, what do you want to tell me? I'm **all ears**.

3 Look, I think we **got off on the wrong foot**. Can we start again?

4 Chris's dad isn't the mayor, is he? You're **pulling my leg**!

5 Are you sure I can't **twist your arm** and get you to come to the party?

6 Sally's really excited about her holiday. She's been **chewing my ear off** all day about it!

7 The thieves were **caught red-handed** when the police turned up at the house.

8 After saying how he thought the exam was going to be easy, Sam had **egg on his face** when he failed.

a make a bad start at a relationship

b talk a lot

c during the act of committing a crime

d persuade someone

e tease or joke with someone

f look foolish or embarrassed

g ready and happy to listen

h be honest and say something that you've been worrying about for a while

Illnesses

BASIC

9 Complete the sentences with the words and phrases in the box. There are two extra words.

backache • bruise • burn • diabetes
earache • food poisoning • scratch • sneeze
stroke • toothache • vomit

1 Ugh, I feel really sick. I think I'm going to … !

2 I got this nasty … on my hand when I picked up a hot pan in the kitchen.

3 A … is when the blood supply to the brain is blocked.

4 You need to go to see the dentist about your … .

5 I was playing with the cat when it gave me this … .

6 Craig's got a dark, purple … on his face. How did he get it?

7 Don't buy food from there! The last time I got … and I was sick for two days.

8 Please cover your mouth when you … ! Don't spread germs.

9 Suzanne has to test her blood sugar every day because she has … .

10 Choose the correct options. Match descriptions 1–3 with illness A-D. There is one extra illness.

Illnesses

1 You may have a sore (1) *throat / neck* and find that you (2) *cold / cough* a lot, which makes it worse. People often also have a (3) *run / runny* nose and sneeze a lot. It's common to (4) *ache / pain* all over your body, too. Usually, people feel better after a week or two.

2 This is common in children. They have a (5) *fever / cold* so they'll feel very hot, and then a (6) *cut / rash* on their skin. It's easy for children with this to (7) *infect / hurt* others, so it's important they stay at home.

3 If someone you know has chest (8) *hurts / pains*, feels (9) *dizzy / twisted* and are (10) *short / long* of breath, then it's time to call an ambulance. It's important that they go to hospital immediately.

comment ● share ●

A heart attack

B chicken pox

C epilepsy

D flu

11 Complete the sentences with the adjective form of the nouns in brackets.

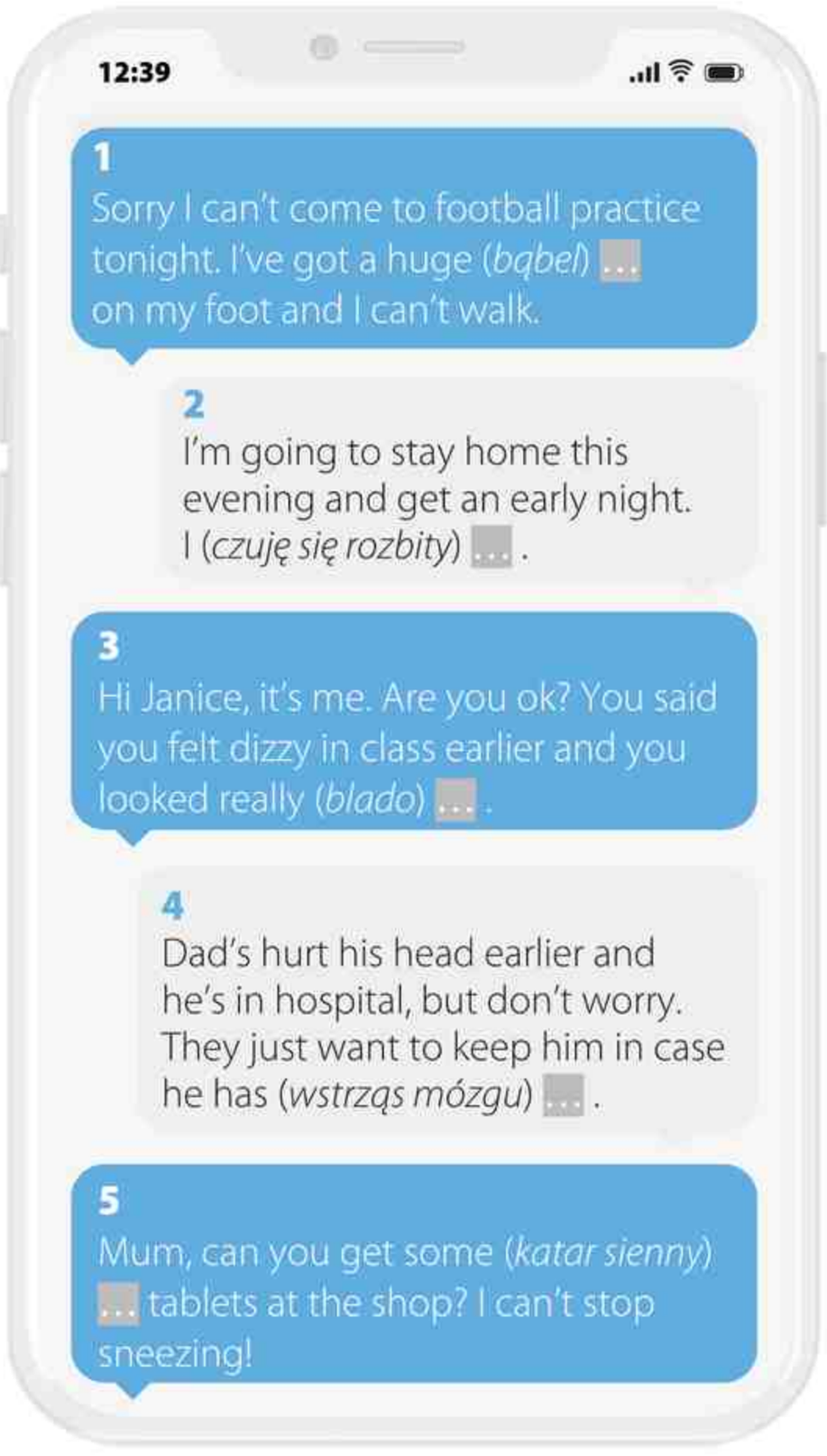
1 I can't eat this, sorry. I'm ... (**ALLERGY**) to nuts.
2 Marcus isn't at school today. He's ... (**ILLNESS**).
3 Something's wrong with my arm. It's ... (**PAIN**) when I try to lift anything.
4 My dad's ... (**DIABETES**), so he mustn't eat too much sugar.
5 Come quick, Anna's ... (**INJURY**). She's just fallen off her bike.
6 What's wrong with your hand? It looks badly ... (**BRUISE**).

EXTENDED

12 Choose the correct options to complete the definitions.

1 *A wound / An injury* is external, when the skin is broken, such as a cut.
2 *A pain / An ache* is usually sudden and affects a specific part of your body.
3 *Chronic / Sharp* pain lasts for a long time (though it may come and go).
4 *A virus / An infection* is caused by bacteria.
5 If you feel *sick / ill*, you want to vomit.

13 Translate the words and phrases in brackets into English.



14 Complete each sentence with a phrasal verb formed from a verb in box A and a particle from box B.

A come (x3) • fight • pass (x2) • pick • throw

B down • off • on • out (x2) • to • up (x2)

1 Ugh, I've got a sore throat and a runny nose. I really hope I don't ... ... with a cold.
2 If you're not well, I'd rather you stay at home. I don't want you to ... ... your infection to other people at school.
3 People who suffer from narcolepsy sometimes ... ... suddenly, but they soon ... ... again and are awake.
4 I'm drinking honey and lemon and resting to try and ... ... this cold.
5 Oh dear, I think I may have food poisoning, I'm going to ... ... !
6 Be careful you don't ... ... that stomach bug that's going round.
7 What's that on your neck? Oh no, it looks like you've ... ... in a rash.

Treatment and first aid

BASIC

15 Complete the table with the words in the box.

antibiotics • bandage • clinic • cough mixture • dentist • dressing • doctor • emergency unit • eye drops • health centre • hospital ward • nurse • painkiller • patient • pharmacist • pharmacy • physiotherapist • pill • plaster cast • specialist • surgeon • vitamin

People	Places	Things
...	...	...

16 Complete the sentences with words and phrases from exercise 15.

1 I'm here to change the ... on your wound.
2 After his broken leg healed, Tom had to see a ... every day to do exercises to recover.
3 I want to visit my brother in hospital, but I'm not sure which ... he's on.
4 Don't forget to pick up your medicine from the ... when you leave hospital.
5 Use these ... twice a day and your eyes will feel less sore.
6 Your arm's broken, I'm afraid. You're going to need a ... .

17 Choose the correct options to complete the story.

Last summer I was feeling unwell, so I (1) *made / took* an appointment to see the doctor. When I got there, I described the (2) *indications / symptoms* and the doctor (3) *had / took* my temperature and blood pressure. The doctor said it might be serious and that I needed to go (4) *in / to* hospital immediately. They actually (5) *called / announced* an ambulance from the clinic. When the ambulance arrived, they gave me first (6) *aid / help* and took me away. When I got to hospital, the doctor told me it was appendicitis and I needed to (7) *do / have* an operation straight away to remove my appendix. He was very nice and made me feel calm, saying it was a simple procedure. They operated (8) *at / on* me for just one hour, and it only took me a few days to recover (9) *by / from* the operation. Two days later I was allowed to go home, but the doctor told me to (10) *stay / keep* in bed for at least two weeks.

EXTENDED

18 Complete the sentences with the missing verbs.

1 The nurse here will ... your wound with a bandage, then you should be good to go.
2 Martha's collapsed! ... an ambulance, she needs to go to A&E!
3 Last week I went to see my GP about my problem with my ear, and he decided to ... me to a specialist.
4 We're going to ... some tests in order to find out exactly what's causing your pain.
5 I'm just going to ... your pulse, if that's OK with you.

19 Complete the sentences with the noun forms of the verbs in brackets.

1 The ... (**DIAGNOSE**) isn't that bad. Luckily, it's not cancer.
2 Before I can tell you what's wrong, I need to carry out an ... (**EXAMINE**).
3 I'm pleased to say that you've made a full ... (**RECOVER**) and won't need any more medical ... (**TREAT**).
4 I'm going to refer you to an ear, nose and throat ... (**SPECIALISE**) who will be better able to help you.
5 You'll need to come in for a ... (**CONSULT**) every month.
6 I'll write you a ... (**PRESCRIBE**) for antibiotics, which should cure it.

20 Complete the text with the words in the box. There are two extra words.

crutches • fluids • injection • mend • ointment
paramedics • stretcher • stitches • surgeon • theatre

FAUCET MAKES RECOVERY

Footballer Ray Faucet is said to be on the (1) ... today after his horrific accident during last weekend's match when he appeared to have broken his leg. (2) ... were called to the club during the game, and they gave him a/an (3) ... for the pain, before carrying him off on a/an (4) ... . On arrival in hospital he was given an X-ray and immediately taken to the operating (5) ... for emergency surgery on his leg. Spotted walking on (6) ... as he left the hospital, he took a moment to speak to our reporter. 'It's not as bad as we first thought' he said, 'I had a small operation but the doctor said I should be fine in a few weeks, as long as I rest and drink lots of (7) ... . I have to come back in a couple of weeks to remove the (8) ... from the operation, but I hope to be back training soon after that.'

Disability

BASIC

21 Match words 1–4 with definitions a–d.

1 blind **2** deaf **3** mute **4** disabled

a someone who can't speak
b someone who can't hear
c someone who can't see
d someone who has a physical condition that limits their movements, senses or activities

EXTENDED

22 Translate the words and phrases into English.

Having a disability doesn't have to be the end of the world. There are many things available to help you. For example, if you're (1) (*niedosłyszący*) ... , or even (2) (*częściowo głuchy*) ... , there are a range of different types of (3) (*aparatów słuchowych*) ... to improve your hearing. And if you're deaf, you and those around you can communicate with (4) (*języka migowego*) ... . There are glasses or contact lenses for people who are (5) (*krótkowzroczni*) ... , and for people who are blind, (6) (*psy przewodnicy*) ... not only help them get around, but also provide close companionship.

Listening

BASIC

1 Discuss the questions in pairs.

1 Describe an accident you or someone you know had when you were a child?

2 What do you think are the most common accidents young children have?

2 Complete the sentences with the words in the box. There are two extra words.

A&E • cure • infectious • scar
sprained • swollen • virus • X-ray

1 I've got a(n) ... on my arm from when I fell off my bike when I was a kid.

2 I've got the results of your ... here and it's good news. No broken bones!

3 You need to stay away from other people as the illness is ... .

4 Scientists hope to find a(n) ... for cancer.

5 If you think you've broken a bone, you need to go to ... immediately.

6 Oh, that insect bite on your face is very ... . It's huge!

E WYBÓR WIELOKROTNY

3 47 Listen to three recordings. Choose the correct option a, b or c.

Recording 1

1 In the end, the experience was
a one which the speaker wants to forget.
b one which the speaker enjoyed.
c one which made the speaker upset.

Recording 2

2 Because of her illness, the speaker
a left school early.
b didn't go to school.
c got everything wrong at school.

3 Why didn't she see her family much?
a Because she might have passed on her illness.
b Because she was at school all the time.
c Because they were out all the time.

Recording 3

4 Ben's dad
a was in a hurry to go to the supermarket.
b didn't want to buy Ben some sweets.
c wanted Ben to go to the supermarket with him.

5 Why did Ben fall over?
a Because he dropped the sweets.
b Because he was running.
c Because the shopping trolley moved.

6 The girl jokingly suggests that
a Ben shouldn't have gone to hospital.
b Ben should be embarrassed by what happened.
c Ben only had the accident to get more sweets.

4 47 Translate the phrases in brackets into English. Then listen again and check.

1 When Jenna broke her leg, they (*włożyli ją w gips*) ... for six weeks.

2 You look hot. I need to (*zmierzyć Tobie temperaturę*) ... in case you have a fever.

3 You look awful. Go home and (*odpocznij trochę*) ... and hopefully you'll feel better tomorrow.

4 I know you (*nie masz apetytu*) ... at the moment but you really need to eat something.

5 I cut myself really badly when I was cooking and had to (*mieć szwy*) ... .

E UZUPEŁNIANIE LUK

5 48 Listen to a telephone consultation between a patient and a GP. Complete gaps 1–5 with the information from the phone call.

Medical notes for patient Glen Carey

Type of consultation: telephone
GP: Dr. Widdows at Northhurst (1) ...
Symptoms:
- painful (2) ... after a fall playing football
- ankle is (3) ... and bruised

Diagnosis:
Sprained ankle
Treatment:
- recommended the patient (4) ... his leg and not play football
- recommended applying ice to the ankle
- prescribed (5) ... help with the pain

6 48 Choose the correct options. Then listen again and check.

1 When my leg hurts I have *trouble / ache* walking.

2 Gran's in hospital because she *got / had* a fall last night at home.

3 My headache *comes / goes* back on if I watch TV for too long.

4 Take one of these tablets, it will help *relax / ease* the pain.

5 Put ice on your hand for 20 minutes, it will *cut / reduce* the swelling.

EXTENDED

7 Discuss the question in pairs.

1 Do you know anyone who is hard of hearing? What do they do to manage it?

2 What do you think is the best way to communicate if you're deaf? Why?

8 Work in pairs. Decide if the following pairs of words are (near) synonyms (S) or antonyms (A).

1 founded / established

2 hinder / help

3 evolve / grow

4 solely / exclusively

5 formally / officially

6 discouraged / encouraged

9 Complete the sentences with the words in the box. There are two extra words.

aids • hard • hearing • impaired
lip-reading • partially • sign

1 My grandfather's ... deaf, but he can hear if you shout.

2 Hugh was born profoundly ... of hearing and it got worse as he got older.

3 Sign language is useful not just for deaf people but also for the hearing ... .

4 My dad's hearing has got worse as he's got older, and now he uses electronic hearing ... .

5 ... is a useful way to see what people are saying by the way their mouth moves.

E UZUPEŁNIANIE LUK

10 49 Listen to the recording. Complete gaps 1–4 with the information from the recording.

HISTORY OF BRITISH SIGN LANGUAGE (BSL)

- first recorded use was in 1450 in a book
- first school for deaf children opened in 1760 in Edinburgh, created by (1) ... Braidwood
- In the (2) ... , the focus in education was more on the development of lip-reading and speech skills
- In 2003 the UK government formally recognised it

Present use of BSL

- Approx. 151,000 people use it daily
- Approx. (3) ... of these are deaf
- It has many different (4) ...
- It's constantly evolving

E UZUPEŁNIANIE LUK

11 50 Listen to the interview. Complete gaps 1–4 with the missing information.

1 Ancient Egyptians used to put honey and mouldy bread on wounds. This is because honey has ... and mouldy bread works in a similar way to penicillin.

2 The Roman doctor Varro predicted the existence of ... , which he referred to as 'tiny creatures'.

3 In the Middle Ages, barbers had the right ... to treat patients.

4 A traditional 'Iron Lung' is much less ... than modern respirators.

12 50 Listen again and answer the questions.

1 Why does the interviewer describe the professor's book as having 'a bit of a twist'?

2 What effect does honey have on bacteria?

3 Why did Varro recommend people avoid swamps and marshes?

4 Why didn't physicians in the Middle Ages want to carry out surgery?

5 What do modern respirators need to be used with?

6 Why did early Amazonians put Curare on their arrows?

13 50 Complete each extract with two missing words. Then listen again and check.

1 They used to ... with honey and also mouldy bread.

2 So these two substances were actually very useful in ... .

3 You see barbers had the right equipment and skills to also carry out ... .

4 It's a sort of metal tube that you lie in, with your head exposed, right? To help someone with ... .

5 For example, a herb called Curare is used in modern medicine as a ... .

14 Answer the questions.

1 When was the last time you got hurt or injured? What happened?

2 What do you need to do if someone you are with gets injured?

Reading

BASIC

1 Discuss the questions in pairs.

1 Where can you learn first aid skills?

2 What first aid skills would you like to learn? Do you think teenagers should learn these at school? Why/Why not?

E DOBIERANIE

2 Read texts A– D. Match sentences 1–3 with texts A–D. There is one extra text.

1 This text describes first aid skills Junior Officers can learn.

2 This text encourages people to do some voluntary work.

3 This text describes when and where cadets meet.

Text A

Community Ambulance for Young People



St. John's Ambulance Cadets at Eastbourne Carnival, 26.05.2019

Welcome to the Community Ambulance for young people. We have two main programmes for young people: Beavers (7–10 years old) and Junior Officers (11–17 years old). For teenagers aged 18 and over, you can join us in volunteering in the local community.

Each group meets once a week on Tuesday evenings from 6 p.m. to 7.30 p.m. at the Whitebrook community centre. On our courses you'll learn valuable nursing and first aid skills, as well as be part of the wider St. John's family. There will also be opportunities to go on excursions throughout the year.

Membership costs £72 a year, but you can also pay monthly. This covers the courses, equipment and certificates.

Text B

Email

TO: **NEW JUNIOR OFFICERS**

SUBJECT: **GET READY TO JOIN US!**

Dear new cadets

Welcome to Whitebrook Community Ambulance Junior Officers! As you may know, during your time with us you'll be working towards getting your certificates. The highest of these is the Grand Medic's Award, but your first certificate will be the Pioneer Award, which you'll start on at your first meeting next week. You'll learn all about the history of the organisation and what we do in the community. After that you'll complete a range of worksheets and online tasks in order to get the award.

Please note that while we provide all the medical equipment you'll need, the cost of your uniform is not included in the membership fee, and you'll need to wear it to your first meeting next Tuesday. You can buy this at Nielson's Clothing on Kirkbrook Road, just off the High Street.

See you on Tuesday!

Dan Clifford
Whitebrook NCO

SEND

Text C

Volunteer with us this summer!

Help out at the Whitebrook Music Festival and keep people safe.

Who:	Anyone aged 18 or over, with at least two years' experience as a Junior Officer.
When:	Friday 17th – Monday 20th July.
Where:	Otterton Fields
What:	Providing first aid and paramedic services as needed at the festival, answering questions from the public about the Community Ambulance, taking people to A&E if necessary.
Contact:	Please speak to Whitebrook NCO Dan Clifford

Text D

Forum

Mila: Looking forward to Tuesday. Can't wait to meet you all and get started on our Pioneer awards.

Gavin: Me too! I wonder what we'll be learning?

Kate: I think on Tuesday we'll be learning more about the organisation, but then we'll go on to learn lots of new skills, like putting on a bandage, how to examine people, carrying people on a stretcher, all sorts.

Gavin: Do you know if we need to bring anything?

Mila: No, I don't think so. Just the uniform, like Dan said in the email.

Gavin: What email? I didn't get that! Where can I get a uniform?

Kate: Nielson's Clothing on Kirkbrook Road. It costs £25.

Gavin: Thanks. I'd better go this weekend then!

SUBMIT

E UZUPEŁNIANIE LUK

3 Read the text. Complete gaps 1–4 with information from texts A–D. Each gap should be completed with no more than three words.

Hi Filip

How are you? I'm looking forward to seeing you again this summer. I've just joined the local Community Ambulance organisation. Do you have that in Poland? It's a volunteer ambulance service for teenagers aged (1) ... . For younger kids (7–10), there's the Beavers. We learn nursing and (2) ... , and work towards getting certificates. The highest of these is the Grand Medic's Award, but there are others before you get this. At the moment I'm working on the first one, which is the (3) ... .

After the Cadets, at age 18 and over, you can volunteer with the organisation, helping out at events, providing first aid and (4) ... services.

Right, I must go, I have to go into town to buy my uniform for next week's meeting.

Speak to you soon

Gavin

4 Complete the sentences with the words in the box. There are two extra words.

A&E • accident • bandage • examine • operate
first aid skills • paramedic services
paramedics • stretcher

1 After we called 999, the ... arrived in an ambulance.
2 That cut looks really serious, I think you need to go to ... .
3 Can you help me change this ... on my arm?
4 Please move out of the way, we're coming through with a patient on a ... !
5 Take off your shoe so I can ... your foot.
6 Our school organised a course for students to learn ... .
7 We provide help and ... at festivals.



EXTENDED

5 Discuss the questions in pairs.

1 Who do you usually talk to when you have a personal problem in your life? Why?

2 What three things in your life make you the happiest?

E DOBIERANIE

6 Read the text. Match questions 1–5 with parts A–D. In one part there are answers to two questions.

In which paragraph does the author

1 suggest learning a new skill?

2 describe being open about things?

3 compare physical and mental health?

4 say you shouldn't just do things to please others?

5 recommend not using your phone?

Maintaining your mental well-being

A

Keeping your mind fit and well is just as important as keeping your body in shape. Here we look at ways to maintain good mental health. A good starting point is bedtime. Making sure you get enough sleep (around 8–10 hours for teenagers) helps you pay attention at school, grow and develop healthily. Fatigue can make you feel done in all day and nobody functions well that way. Some people can seemingly grab forty winks anywhere, but others find it difficult to switch off at the end of the day. Experiment and find out what works for you, and get into a healthy routine by trying to go to bed at the same time every night. Reading a book is a great way to unwind due to the gentle left-right motion of your eyes, but avoid screen time before you hit the hay, as this makes your brain alert.

B

Many people talk of the benefits of music in nurturing a healthy mind. If you don't do so already, try taking up a musical instrument. There's a plethora of free tuition videos online to help you learn, and you can even use free software to make music on a computer. And if you find you're not that way inclined, then simply listening to music is very therapeutic. Make compilations of your favourite hits and share them with your friends. Or simply enjoy your tunes on your own. Either way it's a great way to stimulate your mind and focus your energy on a stress-busting activity. It's also a great form of self-expression and a way to channel your emotions.

C

It might sound simple, but it's also vital to do things which make you happy. Make the most of your free time to enjoy a bit of 'me time'. Avoid doing things which you're not really into just to fit in with others. If you don't really want to see that new film at the cinema that everyone at school is raving about, then there's no point going along just to say you've seen it. You might want to go for a bike ride or spend time with your family instead, so do that. Your true friends will still be there afterwards. After all, being able to do things which you truly enjoy is what life is all about, and paramount to a happy, healthy existence.

D

When you have something on your mind which is worrying you, don't bottle it up. Keeping things to yourself just makes them grow out of proportion, until you feel depressed and become obsessed with the issue. So talk to someone you know, like a teacher or a good friend. Even if they can't solve the problem, they may be able to help you frame things in a way in which help you manage it. Just the simple act of putting our worries into words makes them less intimidating. A problem shared is a problem halved, as they say. And try to put things in perspective. One way of doing this is to think back to five years ago: what were your biggest worries and concerns? Do they seem as disconcerting to you today, knowing what you now know? Likewise, those niggling doubts which are causing you anguish now are likely to be forgotten in future years, especially if they're sharing. It's always good to talk about things.

7 Read the texts again and answer the questions.

1 What practical thing does the author recommend to help you get to sleep at night?
2 Where does the writer suggest you can learn a musical instrument?
3 Why does the writer say you might go to the cinema, even if you don't want to?
4 Why does the writer say you should look at problems you had five years ago?

8 Complete the sentences with one word in each gap.

1 As a nurse, you're responsible for the care and ... of your patients.
2 A common symptom of the disease is ..., where you constantly feel tired.
3 Do you have something ... your mind that you'd like to tell me?
4 My sister's obsessed ... that TV show. It's all she ever talks about.
5 It's difficult to put ... words how much I love you.

9 Find synonyms for the following words in the text. They are in the same order as they appear in the text.

1 relax (verb)
2 start (a new hobby or sport) (phrasal verb)
3 healing (adjective)
4 the most important thing (adjective)
5 threatening (adjective)
6 worrying (adjective)
7 sadness (noun)

10 Choose the correct options to complete the sentences.

1 I've had a really long day at school. I feel done *in / out*.
2 I was up really early this morning and I've got a late night tonight, so I think I'm going to grab forty *blinks / winks* for half an hour.
3 Oh, it's late. I'm going to *break / hit* the hay, I've got an early start tomorrow.
4 Getting into good habits can help you *nurture / nature* a healthy mind.
5 There are a *plenty / plethora* of free resources online to help keep your mind busy.
6 You shouldn't try so hard just to *suit / fit* in with other people.
7 Psychotherapists are *racing / raving* about the new type of therapy.
8 If you're worried about something, don't *bottle / can* it up. Talk to me, maybe I can help.
9 I know you're worried about moving to a new school, but try to put things into *perspective / view*. I'm sure you'll make lots of new friends.
10 I have a few *wiggling / niggling* doubts about this school year which I can't stop thinking about.



Use of English

BASIC

E MINIDIALOGI

1 Complete the short dialogues. Choose a, b or c.

1 X: I haven't been sleeping well recently.
Y: ...
X: No, not yet, but I have an appointment next Tuesday.

a Why don't you take some sleeping pills?
b Do you think it might be something serious?
c Have you consulted the doctor about it?

2 X: This is a very strong medicine. ...
Y: Don't worry, my doctor told me how to use it.
X: Good to hear that.

a It should help you soon.
b It can be harmful if you take too much.
c I used to use it when I was ill.

3 X: How's your ankle? Is it any better now?
Y: Not really. ...
X: That's bad news. I hope it's not broken.

a It's still swollen.
b I've recovered completely.
c I'm thinking of going to the doctor.

4 X: Doctors say my problems might result from a genetic disease.
Y: Oh. ...
X: I have no idea. They are still diagnosing me.

a Who did you pick it up from?
b Is it very infectious?
c Is there any cure for that?

5 X: I go to the gym regularly to take care of my physical fitness.
Y: ...
X: Come to the gym with me one day and you'll change your mind!

a I can't work out at the gym because of my injury.
b It sounds boring to me; I prefer jogging and swimming.
c I must say it works – you look really fit!

E TŁUMACZENIE

2 Choose answer a, b or c which is the correct translation of the phrase in brackets.

1 It's high time (*żebyś zaczął*) ... doing some sports.
a you will start
b you start
c you started

2 Don't give me the pills now. I remember (*że wziąłem je*) ... in the morning.
a taking them
b to take them
c took them

3 (*Szkoda, że mam alergię*) ... to nuts. I could have a piece of that yummy cake.
a I wish I wasn't allergic
b I wish I am allergic
c I wish I hadn't been allergic

4 (*Próbowałem biegać*) ... to lose weight, but I soon got bored because it didn't work.
a I was trying to jog
b I tried jogging
c I tried to jog

5 I hate this syrup. It (*smakuje okropnie*) ... .
a tastes awfully
b is tasting awfully
c tastes awful

E TRANSFORMACJE

3 Choose answer a, b or c which means the same as the highlighted phrase.

1 Getting food poisoning sometimes **means** spending some time in hospital.
a results in
b is caused by
c happens while

2 My GP **advised me to do** some more physical activity.
a discouraged me from doing
b told me that I should do
c was angry at me for doing

3 Three people in my family **have gone down with flu** this month.
a have got sick with flu
b have avoided getting flu
c have recovered from flu

4 Morphine is **one of the strongest** painkillers used in medicine.
a often replaced by stronger
b stronger than most other
c as strong as most other

5 **Contrary to my expectations**, the high temperature and dizziness didn't go away in two or three days, so I decided to visit the doctor.
a Just as I thought
b As a result of the treatment I got
c Although I believed it would be different

EXTENDED

E ZESTAW LEKSYKALNY

4 Use one word to complete the three sentences.

1 ...

- If you ... in a place that causes you a lot of stress, consider changing your job.
- I ... out at the gym regularly, which helps me stay in shape.
- Even after close examination, the doctor couldn't ... out the reason for my headaches.

2 ...

- I'm not actually overweight, but still I would like to ... two or three kilos.
- David hasn't been in good mental condition recently – he tends to ... his temper easily.
- Here's your prescription - don't ... it or you won't be able to buy the drugs you need.

3 ...

- The doctors say they will ... Jason's disease with antibiotics, which should help quickly.
- The pills you buy without prescription are not really medicaments; you should ... them as dietary supplements only.
- At first, I didn't ... the symptoms seriously, but then I decided to consult a doctor.

4 ...

- Please keep in ... that having as little sleep as you get will have a negative impact on your health.
- I thought it was just a cold, but I changed my ... when my temperature rose to over 39° C.
- Saunas are said to have a relaxing effect on both your body and ... .

5 ...

- My uncle was told to cut ... on coffee at once because of his cardiological condition.
- Tommy broke his arm and leg when he fell ... the stairs in his house.
- After her husband died, Mrs Sanders broke ... completely and needed psychological help for several months.

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 Is my blood pressure OK? Or is it too high?
I have no idea.
WHETHER
I have no idea ... OK or too high.

2 When did your sleep problems start?
HAD
How ... sleep problems?

3 This is a new medicine for people with problems with hay fever or other allergies.
SUFFER
This is a new medicine for people ... hay fever or other allergies.

4 She has to go on a diet. Only then will her stomach aches disappear.
UNLESS
Her stomach aches ... on a diet.

5 In the past, operations didn't use to be as safe as they are nowadays.
THAN
Nowadays, operations are ... to be in the past.

E TŁUMACZENIE

6 Translate the parts of sentences in brackets into English. Use a maximum of five words in each gap.

1 It wasn't (*dopiero gdy mu pokazano*) ... the results of his medical check-up that Mr Lawrence realised his condition was more serious than he thought.

2 Mary (*powinna była powiedzieć*) ... her doctor about her frequent migraines when she had a check-up last month.

3 (*Ani moi rodzice, ani ja*) ... have ever had an operation.

4 By the time I got home, my grandfather (wy*palił*) ... the whole packet of cigarettes!

5 It was (*rady mojego kardiologa pomogły*) ... me take better care of my heart and blood pressure.

E UZUPEŁNIANIE LUK

7 Complete each sentence with the correct form of the word in the box. There are two extra words.

conscience • depress • digest • emerge
infect • medic • treat

1 Luckily, what I caught wasn't a/an ... disease, so my family wasn't in any danger.

2 I had to reduce fat in my diet in order to protect my ... system.

3 In case of ... , the hospital can admit up to twenty extra patients.

4 The victim of the accident was ... and didn't respond to what the rescuers said to her.

5 ... is a lifestyle disease which affects young people more and more often.

Speaking

1 Discuss the questions in pairs.

1 How long does it usually take to train to be a doctor in Poland?

2 What are the advantages and disadvantages of working as a doctor or nurse?

2 51 Read the task and listen to someone doing part of it. Which question is he answering?

Describe the photo.



Answer the questions.

1 Where are the people and what do you think they are doing?

2 Would you like to study medicine or any other subject related to it? Why/Why not?

3 Tell me about a time when you had a health problem. What was it?

3 51 Listen again. Which phrases can you hear?

Useful phrases

Describing an experience

This happened when
It was when I was
First of all,
While I was
The first thing I saw was
A few minutes / days / weeks later,
After that,
Afterwards,
I did it because
It went really well / badly.
I was really upset / surprised / disappointed / happy because
Now I know that
The experience taught me that

Matura hacks

Pamiętaj, że odpowiadając na trzecie pytanie, trzeba opisać swoje doświadczenia lub zrelacjonować jakieś wydarzenia. Należy używać czasów przeszłych.

E OPIS ILUSTRACJI

4 Describe the photos and answer the questions in pairs.



STUDENT A

1 Why do you think the boy is at the doctor's?

2 What do you think are the advantages of face-to-face consultations with doctors compared to telephone consultations?

3 Tell me about a time when you or someone you know went to the doctor's.



STUDENT B

1 What do you think happened to the girl?

2 How often do you exercise and what types of exercise do you do?

3 Tell me about a time you or someone you know recovered from an injury.

Writing

EXTENDED

1 Choose three factors from the box. How do you think they affect your health?

sedentary lifestyle • vaccination • diet • regular medical check-up • smoking • stress • sleep • physical activity

2 Read the sample article about a health-related project and complete paragraphs A–D with sentences 1–6. There are two extra sentences.

1 In my opinion, such actions are very important.
2 Eating is one of the basic needs for everybody.
3 The food we brought reflected our typical meals at home.
4 I really enjoyed the project, and so did most of my classmates.
5 I don 't think everybody understood the purpose of the project.
6 The project was titled 'Mind your plate, mind your food'.

Mind your plate, mind your food.

(A) ... . We have to eat simply to survive, but we also consume food for pleasure. More and more often, **experts stress** that our eating habits have a great impact on our health and physical condition. Also, schools educate students about proper eating habits, and it is worth mentioning a project that my school organised.

(B) ... . **Its main aim was** to make students aware how important it is to eat healthily and avoid the wrong eating habits which lead obesity, diabetes and other lifestyle diseases. Each class was supposed to prepare a recipe for a dish, cook a few portions of this dish and make a presentation showing the positive effects of the dish on your health. **Apart from that**, the school also invited a dietician, who presented the benefits of eating home-made food over processed food. She answered a lot of questions from students.

(C) ... . It was a great combination of education and fun. We could taste some delicious dishes and share healthy recipes. **Most importantly**, we could learn which food items are beneficial to our health, and which should be used with moderation or not at all. And even if it took a lot of work to organise the event, it was definitely worth it!

(D) ... . They remind teenagers that they should care about what they have on their plates. **I believe** similar actions should be organised regularly in every school.

3 Read the article again. Which two questions have been answered by the author?

1 How useful do you think the project was?
2 What recipes would you recommend to others?
3 How does your school promote a healthy lifestyle?
4 How was the project organised?
5 What actions carried out by other schools would you like to organise in yours?

4 Translate the phrases in brackets into English. Use the phrases in bold from the sample article.

1 (*Uważam, że*) ... regular physical activity has a great impact on our health.
2 I go swimming once a week; (*oprócz tego*) ... , I play team sports regularly.
3 I read an interesting article on the internet. (*Jego głównym celem było*) ... to warn readers how harmful stress can be.
4 Smoking decreases physical endurance and, (*co najważniejsze*) ... , may cause cancer.
5 (*Eksperci podkreślają*) ... that fruit and vegetables are essential in every diet.

5 Match the phrases from the box with their functions.

I am of the same opinion • I do it in order to
I think so because • It's not a view I share
the reason why I see things this way is
that's exactly what I think, too • I doubt whether it's true
This way, hopefully, I will

Justifying your opinion:
Agreeing:
Disagreeing:
Expressing expected results:

E ARTYKUŁ

6 Write an article according to the instructions below. Your article should be between 200 and 250 words long.

Spotykasz się często z opiniami dorosłych, że młodzi ludzie nie dbają obecnie o swoje zdrowie.
Napisz artykuł do zamieszczenia na szkolnej stronie internetowej, w którym wyrazisz i uzasadnisz swoje zdanie na ten temat.

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 Eating food of unknown origin can cause food ... . **POISON**

2 The PE teacher allowed the student not to exercise because of her ... nose. **RUN**

3 After falling off the swing, the child had a ... forehead. **BRUISE**

4 My thumb was too ... to bend after I cut it with a knife. **PAIN**

5 More and more children are ... due to eating too many sweets. **WEIGHT**

E UZUPEŁNIANIE LUK

2 Complete the sentences with one word in each gap.

1 The patient hoped to be ... good health.

2 It is not easy to ... up drinking fizzy drinks.

3 Cyclists who fall ... their bike very often injure their knees or ankles.

4 The surgeon decided to operate ... the patient at once.

5 If you are bored with your lifestyle, ... up a new sport or start a new hobby.

E UZUPEŁNIANIE LUK

3 Complete each sentence with the correct form of the word in the box.

block • sneeze • test • use • well

1 Are you OK? You ... for the last five minutes.

2 Some people must have their blood ... for sugar.

3 What can happen when the blood supply to your brain ... ?

4 The doctor told me ... these eye drops three times a day.

5 Whenever Lucy feels ... , she immediately sees the doctor to check what's wrong with her.

E ZESTAW LEKSYKALNY

4 Use one word to complete the two sentences.

1 ...

- He plays tennis and runs on the treadmill to ... fit.
- We need to ... talking about this.

2 ...

- How much sleep do you think a teenager should ... ?
- If you ... bored with working out in the gym every day, drop it for a few weeks. It will help.

3 ...

- Mrs Simpson is allergic ... dust. That's why she cleans her house every second day.
- My doctor wants me ... cut back on sweets and fatty foods.

4 ...

- I ... really bad today. I'd rather stay at home.
- Do you ... like learning sign language?

5 ...

- My dad has poor eyesight. He can't ... well at night.
- Just a minute. Let me ... if the doctor is free now.

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 We waited five minutes for the ambulance to arrive at the scene of the accident.
TOOK
It ... to arrive at the scene of the accident.

2 His broken leg looks really terrible. He needs a medical consultation.
LOOK
If his leg ... so terrible, he wouldn't need a medical consultation.

3 Today I feel stronger than ever.
NEVER
I have ... as today.

4 'Please, don't drink water that is unsafe,' he said.
NOT
The doctor told me ... water that is unsafe.

5 The last time I ate junk food was a year ago.
NOT
I ... junk food since last year.

EXTENDED

E SŁOWOTWÓRSTWO

6 Transform the words in bold to complete the sentences.

1 In order to lose weight it is advisable to choose a ... diet instead of taking various "miraculous" pills. **SENSE**

2 Be careful about taking medicines that can be bought at the chemist's without a ... . **PRESCRIBE**

3 Having worked for many years in a very noisy workplace, the mechanic was ... deaf. **PARTIAL**

4 Today, producers offer such small ... aids that they are almost invisible. **HEAR**

5 Being a ... is undoubtedly a demanding job, however, it is not as prestigious as being a doctor. **PHARMACY**

E UZUPEŁNIANIE LUK

7 Complete the sentences with one word in each gap.

1 Even the best sportspeople get ... of shape if they don't train regularly.

2 I sometimes ... my mum red-handed eating unhealthy snacks, although she pretends not to like them.

3 When my siblings ... down with a cold, I am forbidden to enter their rooms.

4 It sometimes takes a long time for an elderly person to ... a full recovery after a serious illness.

5 It is advisable to wear a protective mask so as not to pass ... viruses to somebody else.

E UZUPEŁNIANIE LUK

8 Complete each sentence with the correct form of the word in the box. There are two extra words.

choose • do • encourage • heal • operate • pick • test

1 After a hectic day at work, I feel completely ... in.

2 If you're looking for a natural approach to well-being, experience the ... power of aromatherapy.

3 I remember ... up the medicines this morning, so they must be here somewhere.

4 While Mr Smith was being ... on, there was a power failure in the surgical department.

5 If only somebody had ... me to exercise regularly when I was a teenager!

E TRANSFORMACJE

9 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 It is estimated that over 125,000 adults in the UK use British sign language.
ARE
Over 125,000 adults in the UK ... British sign language.

2 It's a pity Robert is obsessed with teasing his schoolmates.
WISH
I ... obsessed with teasing his schoolmates.

3 I think you should take some vitamins instead of going to see the doctor.
RATHER
I ... some vitamins instead of going to see the doctor.

4 He recovered quickly. He took the best anti-viral medicine.
HAVE
Without taking the best anti-viral medicine, he ... quickly.

5 It appeared he had twisted his ankle.
HAVE
He appeared ... his ankle.

E TŁUMACZENIE

10 Translate the parts of the sentences in brackets into English. Use a maximum of five words in each gap.

1 If George (*nie miał*) ... a sedentary lifestyle when he was young, he wouldn't be suffering from so many diseases today.

2 You (*powinieneś był wezwać*) ... an ambulance! It's a pity you didn't!

3 They hoped that (*on wyzdrowieje*) ... from the serious knee injury in time to play in the next match.

4 Before (*umówisz się na wizytę*) ... at the doctor's, make sure you have the results of your blood tests.

5 It's high time (*żebyś przestał*) ... leading the life of a couch potato.

Wordlist

LIFESTYLE

air the room /eə ðə ruːm/ wietrzyć pomieszczenie
avoid/reduce stress /əˈvɔɪd/rɪˈdjuːs stres/ unikać/zmniejszać stres
balanced diet /ˈbælənst ˈdaɪət/ zbilansowana dieta
be in good health/shape /bi ɪn gʊd helθ/ ʃeɪp/ być zdrowym/w formie
be overweight /bi ˌəʊvəˈweɪt/ mieć nadwagę
couch potato /ˈkaʊtʃ pəˌteɪtəʊ/ leniuch
cut down on fatty food /kʌt daʊn ɒn ˈfæti fuːd/ ograniczyć tłuste jedzenie
do regular medical tests /duː ˌregjələ ˈmedɪkəl tests/ chodzić regularnie na badania
fitness freak /ˈfɪtnəs friːk/ maniak fitnesu
follow a sensible diet /ˈfɒləʊ ə ˈsensəbəl ˈdaɪət/ być na rozsądnej diecie
get enough sleep /get ɪˈnʌf sliːp/ wysypiać się
get out of breath /get aʊt əv breθ/ mieć zadyszkę
get stressed /get strest/ stresować się
give up smoking /ˌgɪv ˈʌp ˈsməʊkɪŋ/ rzucić palenie
go on a diet /gəʊ ɒn ə ˈdaɪət/ iść na dietę
have a check-up /həv ə ˈtʃek–ʌp/ iść na badanie kontrolne
healthy lifestyle/living/habits /ˈhelθi ˈlaɪfstaɪl/ˈlɪvɪŋ/ˈhæbɪts/ zdrowy styl życia/życie/nawyki
improve flexibility /ɪmˈpruːv ˌfleksəbɪləti/ poprawić gibkość
improve one's memory /ɪmˈpruːv wʌnz ˈmeməri/ poprawić swoją pamięć
in good shape /ɪn gʊd ʃeɪp/ w dobrej formie
junk food /dʒʌŋk fuːd/ śmieciowe jedzenie
lack of sleep /læk əv sliːp/ brak snu
life expectancy /laɪf ɪkˈspektənsi/ średnia długość życia
lose weight /luːz weɪt/ tracić wagę
malnutrition /ˌmælnjʊˈtrɪʃə/ niedożywienie
manage stress /ˈmænɪdʒ stres/ radzić sobie ze stresem
obesity /əʊˈbiːsəti/ otyłość
out of shape /aʊt əv ʃeɪp/ nie w formie
prevent /prɪˈvent/ zapobiegać
put on weight /pʊt ɒn weɪt/ przybierać na wadze
relax /rɪˈlæks/ relaksować się
sedentary lifestyle /ˈsedəntəri ˈlaɪfstaɪl/ siedzący tryb życia
slob /slɒb/ leniuch
take a nap /teɪk ən æp/ uciąć sobie drzemkę
take care of oneself /teɪk keə əv wʌnˈself/ dbać o siebie
tense /tens/ napięty; spiety
unhealthy lifestyle /ʌnˈhelθi ˈlaɪfstaɪl/ niezdrowy styl życia

PHYSICAL STATE/MOOD

depression /dɪˈpreʃən/ depresja
feel depressed /fiːl dɪˈprest/ czuć się przygnębionym
mental health /ˈmentl helθ/ zdrowie psychiczne
sleep disorder /sliːp dɪsˈɔːdə/ zaburzenie snu
tiredness /taɪədnəs/ zmęczenie
well-being /ˌwelˈbiɪŋ/ dobry stan zdrowia
wellness /ˈwelnəs/ dobra kondycja psychiczna i fizyczna

ILLNESSES

accident /ˈæksɪdənt/ wypadek
ache all over /eɪk ɔːl ˈəʊvə/ wszędzie boli
allergic to sth /əˈlɜːdʒɪk tə sʌmθɪŋ/ mieć uczulenie
allergy /ˈælədʒi/ alergia
appendicitis /əˌpendɪˈsaɪtɪs/ zapalenie wyrostka robaczkowego
asthma /ˈæsmə/ astma
backache /ˈbækeɪk/ ból pleców
bacteria /bækˈtɪəriə/ bakteria
be in pain /bi ɪn peɪn/ cierpieć z bólu
be shivery /bi ˈʃɪvəri/ mieć dreszcze
be short of breath /bi ʃɔːt əv breθ/ nie móc złapać tchu
be unconscious /bi ʌnˈkɒnʃəs/ być nieprzytomnym
black eye /blæk aɪ/ podbite oko
bleed /bliːd/ krwawić;
blister /ˈblɪstə/ pęcherz; odcisk
broken arm /ˈbrəʊkən ɑːm/ złamana ręka
bruise /bruːz/ siniak
bump /bʌmp/ guz (np. na czole)
burn (n; v) /bɜːn/ oparzenie; oparzyć się
cancer /ˈkænsə/ rak
catch/have a cold /kætʃ/həv ə kəʊld/ przeziębić się
chest pains /tʃest peɪnz/ bóle w klatce piersiowej
chicken pox /ˈtʃɪkɪn pɒks/ ospa wietrzna
choke /tʃəʊk/ dławić się; krztusić
chronic pain /ˈkrɒnɪk peɪn/ chroniczny ból
cold /kəʊld/ przeziębienie
come down with (the flu) /ˌkʌm daʊn wɪð (ðə fluː)/ zachorować na (grypę)
come out in rash /ˌkʌm ˈaʊt ɪn ræʃ/ dostać wysypki
concussion /kənˈkʌʃən/ wstrząśnienie mózgu
contagious disease /kənˈteɪdʒəs dɪˈziːz/ choroba zaraźliwa
contract an infectious disease /ˈkɒntrækt ən ɪnˈfekʃəs dɪˈziːz/ zarazić się chorobą zakaźną
cough (n; v) /kɒf/ kasłać; kaszel
curable /ˈkjʊərəbəl/ uleczalny
cut /kʌt/ skaleczenie; rana; skaleczyć się
cut sth out /ˌkʌt sʌmθɪŋ ˈaʊt/ zaprzestać czegoś; wyeliminować
damage (n; v) /ˈdæmɪdʒ/ uszkodzenie; uszkodzić
diabetes /ˌdaɪəˈbiːtiːz/ cukrzyca
diarrhoea /ˌdaɪəˈrɪə/ biegunka
die of sth /daɪ əv sʌmθɪŋ/ umrzeć na
disease /dɪˈziːz/ choroba
dizziness /ˈdɪzɪnəs/ zawroty głowy
earache /ˈɪəreɪk/ ból ucha
epilepsy /ˈepəlepsi/ epilepsja, padaczka
faint (n; v) /feɪnt/ mdleć; omdlenie
fall ill /fɔːl ɪl/ zachorować
fatal disease /ˈfeɪtl dɪˈziːz/ śmiertelna choroba
flu /fluː/ grypa
food poisoning /fuːd ˈpɔɪzənɪŋ/ zatrucie pokarmowe
get sick /get sɪk/ zachorować
get stung by a bee /get stʌŋ baɪ ə biː/ zostać ugryzionym przez pszczołę
go down with a stomach bug /gəʊ daʊn wɪð ə ˈstʌmək bʌg/ zachorować z powodu wirusa pokarmowego
harmful /ˈhɑːmfəl/ szkodliwy
have a pain in /həv ə peɪn ɪn/ odczuwać ból w
hay fever /heɪ ˈfiːvə/ katar sienny
headache /ˈhedeɪk/ ból głowy
heart-related illnesses /ˈhɑːtrɪˌleɪtɪd ˈɪlnəsɪz/ choroby kardiologiczne
heart attack /ˈhɑːt əˌtæk/ atak serca
heart disease /ˈhɑːt ˌdɪˈziːz/ choroba serca
hepatitis /ˌhepəˈtaɪtɪs/ żółtaczka; zapalenie wątroby
high blood pressure /haɪ blʌd ˈpreʃə/ wysokie ciśnienie krwi
hurt /hɜːt/ skrzywidzić, zranić
ill /ɪl/ chory
illness /ˈɪlnəs/ choroba
incurable /ɪnˈkjʊərəbəl/ nieuleczalny
infected /ɪnˈfektɪd/ zakażony; zarażony
infectious disease /ɪnˈfekʃəs dɪˈziːz/ choroba zakaźna
injured /ˈɪndʒəd/ ranny; kontuzjowany
injury /ˈɪndʒəri/ kontuzja; uraz
insect bite /ˈɪnsekt baɪt/ ugryzienie owada
insomnia /ɪnˈsɒmniə/ bezsenność
leukaemia /luːˈkiːmiə/ białaczka
life-threatening /laɪf ˈθretnɪŋ/ zagrażający życiu
look sick/pale /lʊk sɪk/peɪl/ wyglądać na chorego/blado
lung cancer /lʌŋ ˈkænsə/ rak płuc
measles /ˈmiːzəlz/ odra
mumps /mʌmps/ świnka
nausea /ˈnɔːziə/ mdłości; nudności
nosebleed /ˈnəʊzbliːd/ krwotok z nosa
pain (n; v) /peɪn/ ból; boleć
painful /ˈpeɪnfəl/ bolesny
pass on an infection /pɑːs ɒn ən ɪnˈfekʃən/ zarażać
pass out /ˌpɑːs ˈaʊt/ mdleć
pick up (an infection) /ˌpɪk ˈʌp ən ɪnˈfekʃən/ zarazić się
plague /pleɪg/ plaga, zaraza; dżuma
pneumonia /njuːˈməʊniə/ zapalenie płuc
run a fever /rʌn ə ˈfiːvə/ mieć gorączkę
run/have a temperature /rʌn/həv ə ˈtemprətʃə/ mieć gorączkę
runny nose /ˈrʌni nəʊz/ katar
scar /skɑː/ blizna
scratch /skrætʃ/ zadraśnięcie; zadrapanie
sharp pain /ʃɑːp peɪn/ ostry ból
shivers /ˈʃɪvəz/ dreszcze
smallpox /ˈsmɔːlpɒks/ czarna ospa
sneeze (n; v) /sniːz/ kichnięcie; kichać
snore (n; v) /snɔː/ chrapanie; chrapać
sore throat /sɔː θrəʊt/ ból gardła
sprained wrist /spreɪnd rɪst/ zwichnięty nadgarstek
sting, bee sting /stɪŋ, biː stɪŋ/ ukąszenie, ukąszenie pszczoły
stomachache /ˈstʌməkeɪk/ ból brzucha
strain (n; v) /streɪn/ nadwyrężenie; nadwyrężać
stroke /strəʊk/ udar (mózgu)
suffer from (a disease) /ˈsʌfə frəm (ə dɪˈziːz)/ cierpieć z powodu (choroby)
sweat, cold sweat /swet, kəʊld swet/ pot, zimny pot
swollen (tonsils) /ˈswəʊlən (ˈtɒnsəlz)/ spuchnięte (migdałki)
throw up /ˌθrəʊ ˈʌp/ wymiotować; pochorować się
toothache /ˈtuːθeɪk/ ból zęba
tremble /ˈtrembəl/ trząść się
tuberculosis /tjuːˌbɜːkjəˈləʊsɪs/ gruźlica
twisted ankle /ˈtwɪstɪd æŋkəl/ skręcona kostka
unconscious /ʌnˈkɒnʃəs/ nieprzytomny
virus /ˈvaɪərəs/ wirus
vomit /ˈvɒmɪt/ wymiotować
wound /wuːnd/ rana
wounded /ˈwuːndɪd/ ranny

TREATMENT AND FIRST AID

A&E /ˌeɪ ənd 'iː/ ostry dyżur
antibiotics /ˌæntɪbaɪ'ɒtɪks/ antybiotyk
bandage /'bændɪdʒ/ bandaż; opatrunek
be admitted to hospital /bi əd'mɪtɪd tə 'hɒspɪtl/ zostać przyjętym do szpitala
be in a critical condition /bi ɪn ə 'krɪtɪkəl kən'dɪʃən/ być w stanie krytycznym
be in plaster /bi ɪn 'plɑːstə/ być w gipsie
be on the mend /bi ɒn ðə mend/ zdrowieć; wychodzić na prostą
blood pressure /blʌd 'preʃə/ ciśnienie krwi
call an ambulance /kɔːl ən 'æmbjələns/ zadzwonić po karetkę
carry out/perform an operation /ˌkæri 'aʊt/ pə'fɔːm ən ˌɒpə'reɪʃən/ przeprowadzić operację
cast/plaster /kɑːst/'plɑːstə/ gips
casualty /'kæʒuəlti/ ofiara
check-up /'tʃekʌp/ kontrola
consult/use a doctor /kən'sʌlt/juːz ə 'dɒktə/ konsultować się/skorzystać z porady lekarza/lekarki
cure (n; v) /kjʊə/ lekarstwo; leczyć
dentist /'dentɪst/ dentysta
diagnose /'daɪəgnəʊz/ diagnozować
diagnosis /ˌdaɪəg'nəʊsɪs/ diagnoza
dress a wound /dres ə wuːnd/ opatrywać ranę
drops /drɒps/ krople
emergency unit /ɪ'mɜːdʒənsi 'juːnɪt/ oddział nagłych wypadków
examine sb /ɪg'zæmɪn 'sʌmbɒdi/ badać kogoś
extract a tooth /ɪk'strækt ə tuːθ/ wyrwać ząb
first aid /ˌfɜːst 'eɪd/ pierwsza pomoc
get a general anaesthetic /get ə ˌdʒenərəl ˌænəs'θetɪk/ dostać znieczulenie ogólne
get over /get 'əʊvə/ wyzdrowieć
get plenty of rest /get 'plenti əv rest/ dużo wypoczywać
get well /get wel/ wyzdrowieć
get/feel better /get/fiːl 'betə/ czuć się lepiej
give sb an injection /gɪv 'sʌmbɒdi ən ɪn'dʒekʃən/ dawać komuś zastrzyk
GP /ˌdʒiː 'piː/ internista; lekarz ogólny
have an appointment with your GP /həv ən ə'pɔɪntmənt wɪð jə ˌdʒiː 'piː/ mieć wizytę u lekarza ogólnego
have an operation /həv ən ˌɒpə'reɪʃən/ mieć operację
have an X-ray /həv ən 'eks reɪ/ mieć prześwietlenie
heal /hiːl/ leczyć; goić się
health care /'helθ keə/ opieka medyczna
home visit /həʊm 'vɪzɪt/ wizyta domowa
hospital ward /'hɒspɪtl wɔːd/ oddział szpitalny
injection /ɪn'dʒekʃən/ zastrzyk
lie down for a while /ˌlaɪ 'daʊn fərə waɪl/ położyć się na chwilę
lie in bed for a few days /ˌlaɪ ɪn bed fərə fjuː deɪz/ zostać w łóżku na kilka dni
look well /lʊk wel/ dobrze wyglądać
make a full recovery /meɪk ə fʊl rɪ'kʌvəri/ całkowicie wyzdrowieć
make an appointment with a doctor /meɪk ən ə'pɔɪntmənt wɪð ə 'dɒktə/ umówić się na wizytę do lekarza
medical advice /ˌmedɪkəl əd'vaɪs/ porada medyczna
medical equipment /ˌmedɪkəl ɪ'kwɪpmənt/ sprzęt medyczny
medical negligence /ˌmedɪkəl 'neglɪdʒəns/ zaniedbanie medyczne
medical profession /ˌmedɪkəl prə'feʃən/ zawód medyczny
medical records /ˌmedɪkəl 'rekɔːdz/ dokumentacja medyczna
medication/medicine/drug /ˌmedɪ'keɪʃən/ 'medsən/drʌg/ lekarstwo
(natural) remedy /(ˌnætʃərəl)'remədi/ (naturalne) lekarstwo
nurse /nɜːs/ pielęgniarka
nutritionist /njuː'trɪʃənɪst/ specjalista odżywiania
ointment /'ɔɪntmənt/ maść
operate on sb /'ɒpəreɪt ɒn 'sʌmbɒdi/ operować kogoś
operating theatre /'ɒpəreɪt ˌθɪətə/ sala operacyjna
painkiller /'peɪnˌkɪlə/ środek przeciwbólowy
paramedic /ˌpærə'medɪk/ ratownik medyczny
patient /'peɪʃənt/ pacjent/pacjentka
penicillin /ˌpenɪ'sɪlɪn/ penicylina
pharmacist /'fɑːməsɪst/ farmaceuta/farmaceutka
pharmacy /'fɑːməsi/ apteka
physiotherapist /ˌfɪziəʊ'θerəpɪst/ fizjoterapeuta/fizjoterapeutka
pill /pɪl/ tabletka
prescribe /prɪ'skraɪb/ przepisywać (lekarstwo)
prescription /prɪ'skrɪpʃən/ recepta
put sth in a cast/plaster /pʊt ˌsʌmθɪŋ ɪn ə kɑːst/'plɑːstə/ włożyć coś w gips
recover from /rɪ'kʌvə frəm/ wyzdrowieć z
recovery /rɪ'kʌvəri/ powrót do zdrowia
reduce blood pressure /rɪ'djuːs blʌd 'preʃə/ obniżyć ciśnienie krwi
refer sb to specialist /rɪ'fɜː 'sʌmbɒdi tə 'speʃəlɪst/ skierować kogoś do specjalisty
rest (n; v) /rest/ odpoczynek; odpoczywać
routine (n; adj) /ruː'tiːn/ procedura; rutynowy
see patients /siː 'peɪʃənts/ doglądać pacjentów
side effect /saɪd ɪ'fekt/ efekt uboczny
sleeping pill /sliːpɪŋ pɪl/ tabletka nasenna
staff /stɑːf/ personel; pracownicy
stitches /stɪtʃɪz/ szwy
stretcher /'stretʃə/ nosze
surgeon /'sɜːdʒən/ chirurg
surgery /'sɜːdʒəri/ gabinet lekarski
surgery/operation /'sɜːdʒəri/ˌɒpə'reɪʃən/ operacja; zabieg
survive /sə'vaɪv/ przeżyć
take medical advice /teɪk 'medɪkəl əd'vaɪs/ skorzystać z porady lekarskiej
take one's pulse /teɪk wʌnz pʌls/ zmierzyć komuś puls
take sb to hospital /teɪk 'sʌmbɒdi tə 'hɒspɪtl/ zabrać kogoś do szpitala
take sb's blood pressure /teɪk 'sʌmbɒdiz blʌd 'preʃə/ zmierzyć komuś ciśnienie krwi
take sb's temperature /teɪk 'sʌmbɒdiz 'temprətʃə/ zmierzyć komuś temperaturę
treat /triːt/ leczyć
treatment /'triːtmənt/ leczenie
vaccine /'væksiːn/ szczepionka
walk on crutches /wɔːk ɒn krʌtʃɪz/ chodzić o kulach
write/get a prescription /raɪt/get ə prɪ'skrɪpʃən/ wypisywać/dostawać receptę
X-ray /'eks reɪ/ prześwietlenie

DISABILITY

autism /'ɔːtɪzəm/ autyzm
blind /blaɪnd/ niewidomy
carer /'keərə/ opiekun/opiekunka
deaf /def/ głuchy
disability /ˌdɪsə'bɪləti/ niepełnosprawność
disabled /dɪs'eɪbəld/ niepełnosprawny
dumb /dʌm/ niemy
guide dog /'gaɪd dɒg/ pies przewodnik
hearing aid /'hɪərɪŋ eɪd/ aparat słuchowy
hearing-impaired/hard of hearing /'hɪərɪŋ ɪm'peəd/hɑːd əv 'hɪərɪŋ/ niedosłyszący
mentally disabled /'mentlɪ dɪs'eɪbəld/ psychicznie upośledzony
partially deaf /'pɑːʃəli def/ częściowo głuchy
physically disabled /'fɪzɪkli dɪs'eɪbəld/ fizycznie upośledzony
short-sighted /ʃɔːt'saɪtɪd/ cierpiący na krótkowzroczność
sign language /saɪn 'læŋgwɪdʒ/ język migowy
walking stick /'wɔːkɪŋ stɪk/ laska do chodzenia
wheelchair /'wiːltʃeə/ wózek inwalidzki

BODY PARTS

ankle /'æŋkəl/ kostka
arm /ɑːm/ ręka; ramię
back /bæk/ plecy
bone /bəʊn/ kość
brain /breɪn/ mózg
cheek /tʃiːk/ policzek
chest /tʃest/ klatka piersiowa
chin /tʃɪn/ broda; podbródek
ear /ɪə/ ucho
elbow /'elbəʊ/ łokieć
eye /aɪ/ oko
eyebrow/lash/lid /'aɪbraʊ/læʃ/lɪd/ brew/rzęsa/powieka
finger /'fɪŋgə/ palec
foot /fʊt/ stopa
forehead /'fɒrəd/ czoło
head /hed/ głowa
heart /hɑːt/ serce
heel /hiːl/ pięta
hip /hɪp/ biodro
joint /dʒɔɪnt/ staw
knee /niː/ kolano
leg /leg/ noga
lips /lɪps/ usta
liver /'lɪvə/ wątroba
lung /lʌŋ/ płuco
mouth /maʊθ/ usta
muscle /'mʌsəl/ mięsień
neck /nek/ szyja
nose /nəʊz/ nos
rib /rɪb/ żebro
shoulder /'ʃəʊldə/ ramię
skin /skɪn/ skóra
skull /skʌl/ czaszka
spinal cord /'spaɪnl kɔːd/ rdzeń kręgowy
spine /spaɪn/ kręgosłup
stomach /'stʌmək/ brzuch
thigh /θaɪ/ udo
throat /θrəʊt/ gardło
thumb /θʌm/ kciuk
toe /təʊ/ palec u nogi
tongue /tʌŋ/ język
tooth/teeth /tuːθ/tiːθ/ ząb/zęby
waist /weɪst/ talia; pas
wrist /rɪst/ nadgarstek

Moduł 11

Sport

Vocabulary

Sports

BASIC

1 Discuss the questions in pairs.

1 What are your favourite sports to play and to watch? What do you like most about them?

2 Which sports don't you like? Why?

2 Discuss if these sports are team sports (T), individual sports (I) or both (B).

athletics • badminton • baseball
basketball • boxing • canoeing • cricket
cycling • diving • football • golf
gymnastics • ice hockey • horse riding
karate • motor racing • rowing • rugby
running • snowboarding • squash
swimming • table tennis • tennis
volleyball • windsurfing • wrestling

3 Choose the correct options.

1 I love *snowboarding / tennis*, but I only get to do it in the winter.

2 My dad plays *hockey / golf* at the weekend because he likes walking outside.

3 There was a big crash during the *motor racing / rowing* at the weekend, but luckily all the drivers were OK.

4 In the summer we like playing *basketball / volleyball* on the beach.

5 I'd never go *climbing / table tennis* because I hate heights!

6 I don't like watching *boxing / athletics* on TV, I find it too violent.

EXTENDED

4 Discuss the questions in pairs.

1 If time and money were no issue, what sport(s) would you like to learn? Why?

2 Are there any sports you would never do? Why?

5 What is the difference in meaning between the following pairs of sports?

1 diving / scuba diving

2 high jump / pole vault

3 figure skating / rollerblading

4 hurdles / relay race

5 discus / hammer throw

6 archery / fencing

6 Translate the words in brackets into English.

1 18-year-old from Haversham wins international (*skoku o tyczce*) ... tournament.

2 Jess Cummings takes gold medal for (*rzut oszczepem*) ... .

3 Olympics hope for Wilson in (*skoku w dal*) ... .

4 Exciting finish at ... (*szermierce*) championships.

5 Everything you need to know about the women's (*łyżwiartswie szybkim*) ... finals tonight.

6 76-year-old woman breaks world record in (*podnoszeniu ciężarów*) ... .

7 (*Biegi narciarskie*) ... championships coming to Vancouver.

8 Havis and Charlton go face to face in (*skoków narciarskich*) ... final.

Sports equipment and facilities

BASIC

7 Match the words in the box with the photos 1–6. There are two extra words.

bat • bow • football • gloves
goggles • helmet • racket • volleyball

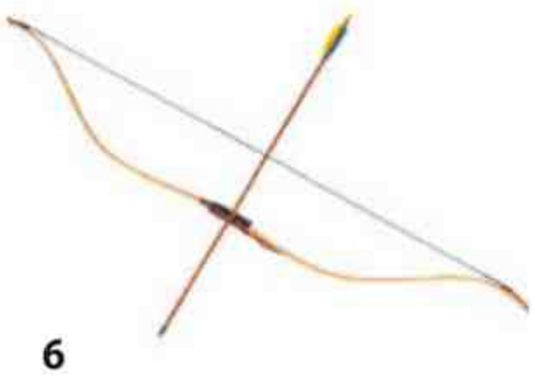

1


2


3


4


5


6

8 Match sentence halves 1–5 with endings a–e.

1 There's a beautiful **golf**
2 Water polo is played in a **swimming**
3 Jack's down at the **basketball**
4 On my birthday we went to the **race**
5 Look at the state of that **rugby**

a **court** with his friends.
b **course** near our village.
c **track** to watch the motor racing.
d **pitch**. It's terrible!
e **pool** with 7 players on each team.

EXTENDED

9 Complete the sentences with the words in the box. There are two extra words.

cap • oars • pads • puck • rollerblades
shuttlecock • skateboard • trunks

1 Excuse me, we want to play badminton but we don't have a ... . Have you got one we could borrow?
2 Don't forget to pack your swimming ... .
3 Put these shin ... in your socks before you play football, they'll protect your legs.
4 If you wear a swimming ... , it'll stop your hair getting in the way when you swim.
5 Hold the ... firmly while rowing, they can slip easily.
6 I like your new ... . You can go really fast with them on.

10 Complete the advert with the words in the box. There are two extra words.

alley • course • ring • rink • skates • slope • track

COMING SOON TO CHEDDLINGTON!

The new Cheddlington sports centre opens next weekend. Our facilities are state of the art, and include a winter sports centre, with an indoor ski (1) ... with real snow! There is also an ice (2) ... , but there's no need to buy expensive ice (3) ... as you can hire them here, whatever your shoe size. We will also have a full gym including a boxing (4) ... where you can practise boxing. And it's not just sport, we have leisure facilities such as a bowling (5) ... where you can hang out and play ten-pin bowling with your friends and family.



Moduł 11 Sport

People and sports

BASIC

11 Match the sportspeople 1–10 with descriptions a–j.

1 a goalkeeper
2 a supporter
3 a crowd
4 a champion
5 an opponent
6 a substitute
7 a coach
8 a referee
9 an umpire
10 a sailor

Someone who

a wins a major sports competition
b follows a team, watches their matches, etc.
c helps train a team
d judges a game of football or rugby
e tries to stop the ball in football
f you play against and try to beat
g comes on to play when a player is injured
h directs a boat
i is a group of people watching a major sport event
j judges a game of cricket or tennis

EXTENDED

12 Complete the sentences with the noun (person) form of the words in brackets.

1 A person who shoots arrows at a target is an ... (**ARCHERY**).
2 Our football team's got a new ... (**STRIKE**) who scores lots of goals!
3 Carla Dunbridge became a ... (**FINAL**) in the US open tennis tournament at the age of 18.
4 Did I tell you I'm going to be a ... (**CONTEST**) in next week's sports quiz?
5 Mike always wanted to be a ... (**WRESTLE**) when he was a boy.
6 People from all around the world tuned in to see the two ... (**FINAL**) play.
7 And the first ... (**CANOE**) to cross the line is Dupont for France!
8 How does it feel to be a ... (**SPECTATE**) at the Olympics?

Sporting events

BASIC

13 Choose the correct options to complete the text.

The Olympic (1) *Competition / Games* (or simply, the Olympics) is the world's biggest sporting (2) *event / occasion* and takes place every four years in different host cities all over the world. It includes over thirty different sports, including golf (3) *matches / tournaments*, marathon (4) *races / games* and many more. Many sports, such as athletics, include initial rounds known as 'heats'. The winners of these then go on to compete in the (5) *last / final*, where the winner wins a gold (6) *medal / trophy*, the (7) *semi-final / runner-up* wins silver and the third place competitor wins bronze.

EXTENDED

14 Translate the words in brackets into English to complete the match report.

A stunning last-minute victory for France against Germany on Tuesday in the Women's European Championship. Goals from both sides in the (1) (*drugiej połowie*) ... meant that it finished a (2) (*remisem*) ... at the (3) (*końcowy gwizdek*) ... Going into (4) (*dogrywki*) ..., the German (5) (*obrona*) ... was solid, but a (6) (*faul*) ... by German player Weber gave France a (7) (*rzut karny*) ... Lavigne fired his shot into the back of the net and scored the winning goal with only seconds left on the clock. France now go through to the (8) (*pół-finałów*) ... on Friday, where they'll play Poland.

Doing sport

BASIC

15 Complete the table with the sports in the box. When do we use *go*, *play* and *do*?

aerobics • athletics • basketball • climbing
cycling • football • hockey • karate
rollerblading • rugby • skateboarding • skiing
sport • squash • surfing • swimming
tennis • volleyball • windsurfing • yoga

go	play	do
...	...	...

16 Complete the sentences with the verbs in the box. There are two extra verbs.

beat • break • come • hit • keep • pass • save • work

1 Argusson needs to ... his opponent today in order to go through to the next stage.
2 What an amazing performance! It looks like she's going to ... the world record by 0.3 seconds!
3 And that's how you ... a shot! What a goalkeeper!
4 ... the ball to me! I've got a clear shot!
5 Dumphreys is such a good player, you can tell she works hard to ... fit.
6 The front two runners are very close. It looks like Zola is going to ... first though. And he does!

EXTENDED

17 Choose the correct options.

1 This year's school swimming team are so good, I think they're going to ... the competition away.
a win **b** blow **c** take **d** run
2 I really hope we ... the title this year.
a win **b** beat **c** break **d** defeat
3 Our team coach gives us sports drinks during games because he says it will ... our performance.
a increase **b** save **c** work **d** improve
4 It wasn't until the age of 19 that Emma felt confident enough to ... professional in tennis.
a work **b** send **c** turn **d** keep
5 I don't think we'll win the league this year, but it would be nice to ... the favourite.
a turn **b** beat **c** win **d** knock
6 He was doing really well in the race until the last kilometre when he started to ... behind.
a lose **b** come **c** fall **d** pass

18 Match phrasal verbs 1–6 with their meanings a–f.

1 let in
2 give up
3 knock out
4 send off
5 take on
6 warm up

a beat another team in a competition
b prepare your body for exercise
c allow the other team to score a goal
d stop trying
e make a player leave the game
f compete with

19 Complete the commentary with the phrasal verbs from Exercise 18.

And you join us today from Twickenham where Bristol (1) ... Reading in the Rugby Championship. Reading, the favourites, are hoping to (2) ... Bristol ... of the tournament with a win. Both teams have just come out to (3) ... before the game.

...

Oh, it looks like the referee is going to (4) ... Wilkins ... for quite a nasty foul there, and he has! So now Bristol are one player down, but they're clearly not going to (5) ... – look at them go! Oh, and Reading have (6) ... another shot, unbelievable!

20 Discuss the questions in pairs.

1 What are the most popular sports in Poland? Why do you think they are so popular?
2 What do you think are the five most watched sports in the world?
3 What are the most boring sports to watch for you? Why do you find them boring to watch?
4 Do you think professional sportspeople are paid too much? Why/Why not?



Listening

BASIC

1 Discuss the questions in pairs.

1 What do you think are the five most popular sports in the world?

2 Do you like playing/watching football? Why/Why not?

2 Complete the sentences with the words in the box. There are two extra words.

draw • goalpost • head • nil • pass • score • win

1 We had a brilliant day at the football match, our team beat the other team five – ... !

2 Wilkins jumps up to ... the ball into the goal!

3 Do you think she can ... a goal from there?

4 A great effort, but the ball has hit the ... and bounced back onto the field.

5 After spending the second half a goal behind, a late goal by United meant the game ended in a ... .

E DOBIERANIE

3 52 Listen to five speakers saying why they think football is so popular round the world. Match speakers 1–5 with sentences A–F. There is one extra sentence.

This speaker

A says you can play football anywhere.

B suggests that a team's location can be an advantage.

C talks about the number of goals in a game.

D describes the importance of having the right equipment.

E thinks it doesn't matter who you are in football.

F describes the level and quality of football.

1	2	3	4	5
...	...	...	...	...

4 52 Choose the correct options. Then listen again and check.

1 You can win a football match with just one goal, which makes it a low- *score / scoring* game.

2 When I was a boy, we used to kick a ball *out / about* in the park every day after school.

3 Many people think top- *flight / game* footballers get paid too much.

4 Because of bad weather, the organisers had to *postpone / cancel* the match until next weekend.

5 Do you prefer watching local teams play in the league, or international *tournaments / meetings*?

5 Match the sports in the box with photos A–D. There are two extra words.

archery • climbing • handball
ice hockey • rugby • volleyball


A


B


C


D

E UZUPEŁNIANIE LUK

6 53 Listen to the information about becoming a volunteer camp leader at a sports camp. Complete gaps 1–4 with information from the recording.

Myla Sports Camps

- over (1) ... locations in Britain
- for children 9 to 15 years old
- both individual and team sports

Volunteer camp leader

Duties: help children develop new skills and (2) ...
Requirements:
- at least 18 years old
- be physically fit
- have knowledge and (3) ... of playing at least one sport

Training:
- two (4) ... in June
- free

7 53 Complete each gap with one word. Then listen again and check.

1 You'll play an important ... in teaching the children.

2 Many of the children take ... new sports as a direct result of trying them ... at the sports camp.

3 We have ...-of-the-range sports equipment for everyone to use.

4 You'll need to be over 18, be in good ... .

5 Let's make sure you're ... equipped to support the children on the camps.

6 It's great to take ... a challenge like this.

EXTENDED

8 Discuss the question in pairs.

1 What do you think these words mean? Use a dictionary to check. What sport do you think they refer to?

- catch a crab
- nutmeg
- hat-trick
- love

9 Work in pairs. Look at the three groups of words and phrases below. Which sport does each group refer to?

1 rower, oar, stroke, propel something forward

2 striker, defender, sprint, block, attacking player

3 serve; game, set and match; runner-up, win a title

E WYBÓR WIELOKROTNY

10 54 Listen to three recordings about unusual sports words and choose the correct option a, b or c in 1–2 and a, b, c or d in 3–6.

Recording 1

1 The speaker is describing
- **a** a tactic to go faster.
- **b** an accidental move.
- **c** a training exercise.

Recording 2

2 Which of the following in the conversation is stated as a fact, not an opinion?
- **a** A hat-trick is when a player scores three goals.
- **b** The player they're watching makes a good move.
- **c** 19th Century nutmeg sellers were devious.

Recording 3

3 Geoff thinks the interviewer's question at the start is interesting because
- **a** the answer is surprising.
- **b** nobody has asked him it before.
- **c** there are many possible answers.
- **d** it's very easy for him to answer.

4 How does Geoff feel about the 'egg' explanation?
- **a** interested
- **b** convinced
- **c** amused
- **d** sceptical

5 What other word does he suggest as coming from Latin?
- **a** love
- **b** amateur
- **c** professional
- **d** zero

6 What conclusion can we draw from what Geoff says?
- **a** You shouldn't always believe the first explanation you hear.
- **b** It's important to love the sport we're playing.
- **c** Winning a game is important.
- **d** Tennis has an unusual scoring system.

11 Match the idioms in bold 1–6 with definitions a–f. Can you guess which sport each one comes from?

1 Our project was going so badly that in the end we decided to just **throw in the towel** and start again.

2 Come on up, I'll play any of you, **no holds barred**!

3 The other students in my class are all very fit and do a lot of sport. It's **part for the course** here, really.

4 Well, we've said what we can offer you, so **the ball's in your court**, take it or leave it.

5 Every time we think we've nearly finished, the teacher will **move the goal posts** and give us more to do!

6 I voted for Philip in the class election, but it seems I **backed the wrong horse** as he lost.

- **a** normal or expected in a situation
- **b** change the rules while something is happening
- **c** support something which fails
- **d** give up and admit defeat
- **e** no limits or restrictions
- **f** it's up to you

12 Match extreme sports 1–4 with descriptions a–d.

1 bungee jumping

2 kitesurfing

3 white-water rafting

4 skydiving

- **a** moving along very fast water in a boat
- **b** falling from a high place with a cord attached to your legs
- **c** falling from a high place with a parachute
- **d** using the wind to pull you along the surface of water

E DOBIERANIE

13 55 Listen to four speakers talking about extreme sports. Match speakers 1–4 with sentences A–E. There is one extra sentence.

This speaker mentions

- **A** an accident that nearly happened.
- **B** an early form of the sport.
- **C** the temperature of the water.
- **D** how they thought it would be easier than it actually was.
- **E** managing how you feel when you do it.

1	2	3	4
...	...	...	...

Reading

BASIC



1 Discuss the questions in pairs.

1 Does the town or city where you live have any interesting sports events or parades? What happens?

2 Are there any sports or games in Poland that visitors might find unusual? How do you play them?

E UZUPEŁNIANIE LUK

2 Read the text with four missing sentences. Complete gaps 1-4 with sentences A-E. There is one extra sentence.

The Great Knaresborough Bed Race



Every year in June, the town of Knaresborough in North Yorkshire comes alive as people gather to compete and watch the Great Bed Race. Teams of six people (and one who sits in the bed) complete the 3km race pushing a bed along a circular course. (1) ...

The race first took place in 1966 and hasn't changed since then, except for one part of the course which is now considered to be too dangerous to include. Teams must provide their own 'beds' with wheels, and they must be able to float. Six runners push the bed and one person sits on it. (2) ...

Before the race starts, each team parades around the town, along with their supporters (up to 20 per team) in fancy dress. (3) ... Spectators cheer the teams on all along the course, and the event draws big crowds. The race has proved so popular in the past that there are now similar races in different parts of the world.

The fastest teams usually complete the course in around 14 minutes. (4) ... The fastest team outright wins a trophy, and there are also prizes for different categories, such as best junior team, best dressed bed, and even most entertaining team!

The photos illustrate similar races in Atlanta and Lawrenceville, USA.

A Others take over 30 minutes to cross the finish line.

B This includes steep hills and a final stretch through a river.

C They act as a coach and cheer the team along.

D This is the most important part of the race for them.

E After that, the race starts.

3 Read the text again. What do these numbers refer to?

1 6 **2** 3 **3** 1966 **4** 20 **5** 14 **6** 30

4 Choose the correct options to complete the sentences. Then check your answers with the text.

1 The *line / course* for the race is 10km long.

2 The final *run / stretch* of the race is the hardest.

3 The competition *holds / takes* place every six months.

4 Spectators stand at the side of the road and *cheer / shout* the runners on.

5 It's a popular event which *pulls / draws* a big crowd every year.

6 Who will be first to *pass / cross* the finish line?

EXTENDED

5 Discuss the questions in pairs.

1 What mental qualities do you need to be good at sport? Does it depend on the sport? How so?

2 What do you think sports psychologists do?

E WYBÓR WIELOKROTNY

6 Read Text 1 about sport psychology. Choose the correct answer a, b, c or d for questions 1–4.

Text 1

Key concepts in sport psychology

As any seasoned athlete knows, success in sport is not just about physical skills. Players and teams don't win major international events just by being in shape and through training. A large part of it is mental ability, too. As a branch of psychology, sport psychology is a relatively new discipline, but is becoming more and more important in today's competitive world of sport. In broad terms, sport psychology generally covers five main areas.

One of these is known as attentional focus. This is where psychologists train sportspeople to tune out from distractions such as the crowd and fans during pivotal moments in the game. Imagine a tennis player about to serve for a match point at Wimbledon in front of hundreds of live spectators. Or a basketball player attempting to score the winning point for their team with only seconds left on the clock. They need to be able to shut out distractions from outside the game and truly be in the moment. In order to help with this, they learn deep breathing techniques, mindfulness and paying attention to the body language of the other players.

Another important area is that of visualisation and goal-setting. Visualisation relates to having a clear image in your mind of what success looks like. This could be seeing yourself and your teammates holding the trophy aloft in front of thousands of cheering supporters. Or it might be seeing the ball fire past the goalie and into the back of the net (including your own quirky victory dance as the whistle blows). Goal-setting can also be short term or long term. Say, for example, you decide you want to run a marathon this year. In order to do so you'll need to set yourself clear, manageable goals and slowly increase them in increments until race day. All of this can help participants feel calmer and more focused before an event.

Sport psychology also focuses on motivation and (in the case of team sports) team-building. Motivation is often said to be *extrinsic* i.e. in pursuit of external incentives such as medals, titles, etc. or *intrinsic* i.e. born out of an individual sense of providing oneself or a love of the sport. Team-building skills are vital for a sports coach and involve creating a 'well-oiled machine' where everyone clearly knows their role during a match. It also includes things like conflict resolution and management. Coaches aim to build a 'hive mind' where everyone works for and with each other in order to achieve success.

Another key concept in sport psychology focuses on what's referred to as anxiety and arousal. A certain level of stress in sport can be helpful as it provides the adrenaline needed to focus and play to the best of your ability. This is known as arousal. However, as sportspeople turn professional and compete in high-profile competitions, levels of anxiety can reach harmful levels. The aim of psychologists in this case is to teach coping and management strategies in order to avoid burnout. In the longer term, top-flight sportspeople need to learn how to balance the sport with their personal lives.

A final key area is that of rehabilitation. Anyone who's ever been injured playing sport can relate to the frustration someone feels when they're knocked out of a match or tournament because of an injury. The return to playing the sport can also be marred by fear of damaging that part of your body again. For professional sportspeople this is magnified as their whole livelihood depends on them being able to compete. In this respect it means they need help in rebuilding the confidence to fully engage and play to the best of their ability.

In all these areas sport psychology plays a vital role in building and maintaining the mental toughness that athletes need in order to blow the competition away.

1 Attentional focus is about training sportspeople to
- **a** focus on the crowd.
- **b** ignore the crowd.
- **c** pay attention to the score.
- **d** imagine scoring.

2 What is important about setting long-term goals?
- **a** Breaking them down into smaller goals.
- **b** Being ambitious about what you can achieve.
- **c** Making sure you win.
- **d** Focusing on the moment you're in.

3 What point does the writer make about anxiety?
- **a** A little anxiety can be useful.
- **b** It should be avoided completely.
- **c** You can never have too much.
- **d** It's good in the long term.

4 Which of the following statements is NOT true, according to the article?
- **a** After an injury, a sportsperson may be afraid of it happening again.
- **b** The fear of getting injured again is bigger for professional sportspeople.
- **c** It's easy for people to accept the risk of injury when playing sport.
- **d** Sports psychology can help people rebuild their confidence after an injury.

7 Read Text 1 on page 195 again and answer the questions.

1 According to the article, what techniques can a sportsperson use to improve attentional focus?

2 What are the two types of motivation? How do they work?

3 In terms of team building, what is important for each member of the team to be aware of?

4 What problem can be caused by too much anxiety?

8 Match the highlighted words and phrases in Text 1 on page 195 with synonyms 1–8.

1 excitement
2 strength of mind
3 ignore
4 important parts
5 made much bigger
6 beat all the others
7 small increases
8 spoilt by being afraid

E UZUPEŁNIANIE LUK

9 Read Text 2 and complete the gaps in sentences 1–4 with information from the text.

Text 2

The Race

If you had told me two years ago that right now I would be here on a crisp but sunny April morning, running a marathon, I would have laughed you out of the room. Back then I was out of shape, leading a largely sedentary lifestyle, and exercise was something other people did. But then it came to a head one day when the lift in my block of flats was broken and I had to use the stairs. This left me worn out and gasping for breath, so enough was enough. I decided to take up walking, going a little further each day. Soon the walking became jogging, and not long after I started to find I couldn't get enough of it. That was when I entered my first race, a 5k, and finished. I felt on top of the world, but it wasn't enough (running is addictive, you see). I entered more races with longer distances, improved my performance, and before I knew it, I'd taken on the challenge of a running a marathon.



You think about a lot of things when running long distances and it felt good to reflect on just how far I'd come. But now it was time to focus. As any runner knows, the most important muscle you have when running is your brain. I was coming up to the last mile and felt almost detached from my body. I was literally running on empty and this was where I needed to really be strong. I had to visualise myself crossing the finish line, the clock showing less than four hours. This was the goal I had set myself, you see, completing it in under four hours. As I rounded the corner into the final straight and glanced up at the clock: 03:57:23. I could do this! I started to sprint towards the finish line with one final push, and I was just about to cross, when…

…that's when I saw him. A fellow runner had collapsed, and was barely holding himself up on a post at the side of the course. There was only one thing I could do, so I slowed down and went over to him. I lifted him up with his arm round my shoulders, and slowly we dragged our feet (which at this point felt like tree trunks) over the finish line, together. He just kept telling me, 'Thank you, thank you!' I looked up at the clock: 04:02:56. I hadn't made my time, but it mattered less than anything else to me right then. There would be other marathons, and at least we had both finished. I felt an extra bit of pride then, as someone put the medal over my head and round my neck.

1 The writer decided to change his lifestyle one day after he had to ... .
2 After he ran a 5k race, he ran races with ... .
3 In the marathon, he set himself the goal of ... .
4 He didn't achieve his goal because he ... .

10 **Complete the sentences with one word in each gap. Then check your answers with the texts.**

1 The crowd went silent as Tom lifted his racket to ... for match ... .
2 With only seconds left on the ... , the striker fired the ball past the ... straight into the back of the ... to score the winning goal.
3 England return home today, after being ... out of the World Cup by Croatia.
4 The 21-year-old badminton player is expected to ... the competition away.
5 I started the marathon well, but by mile 18 I was running on ... .
6 No words can describe the feeling when you cross the finish ... at the end of the race.
7 Soon the leading runners will ... the corner into the final ... .



Use of English

BASIC

E MINIDIALOGI

1 Complete the short dialogues. Choose a, b or c.

1 X: Do you do any sports?
Y: ...
X: So how long have you been playing it?
a I've taken up table tennis recently.
b I'm thinking of taking up volleyball.
c I used to play squash, but I gave up.

2 X: Did you watch the final match yesterday?
Y: ...
X: I'm quite the opposite – I love football.
a Yes, and I'm disappointed with the result.
b Oh, was it yesterday? I completely forgot.
c No, I'm not much into team sports.

3 X: I got injured during the competition last week.
Y: Oh, sorry to hear that. ...
X: Right, I was lucky to compete in the final.
a Too bad the event ended so early for you.
b Luckily, you got better before the tournament ended.
c You would win in the final if you could run faster.

4 X: I took part in a half marathon a few days ago.
Y: ...
X: I did, but it wasn't enough to be among the ten best runners. I came twenty-seventh.
a I'm sure you did your best.
b I guess you were really tired afterwards.
c I bet you'll have a go at a full marathon soon.

5 X: Why don't you try your luck at tennis, too?
Y: ...
X: What about squash then; it's not as expensive.
a No, I'm not fit enough for this kind of sport.
b I can't afford it, I'm afraid.
c I tried it once, but I was hopeless at it.

E UZUPEŁNIANIE ZDAŃ

2 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Would you like ... (*take / part*) next month's school chess tournament?

2 The running shoes were pretty cheap, so I ... (*decide / buy / they*).

3 Simon was too tired after the first part of the race and he ... (*not / manage / get*) to the finish line.

4 Many people participated in the 400-metre race apart from me. ... (*None / we / run*) the distance in less than fifty seconds.

5 Layla is really good at judo. How long ... (*she / practise*) it?

E ZESTAW LEKSYKALNY

3 Use one word to complete the two sentences.

1 ...
- A player from my local football club has decided to ... a contract with one of the best German clubs.
- I'd like to ... up for extra yoga classes organised by the sports centre in my town.

2 ...
- After the match, the ... came into the changing room and congratulated his players.
- We went to the athletics tournament by ...; the driver warned us not to leave any rubbish on board.

3 ...
- Mr Lowell, our PE teacher, also ... the gymnastics club on Thursday afternoons.
- Samantha ... the fastest of all the students in our school.

4 ...
- I was replaced by another player in the second ... of the match.
- The team withdrew from the tournament because almost ... of the players were ill or injured.

5 ...
- We played really well until the semi-finals, but then we ... out after losing a match to another club.
- I was so angry when I lost the tennis match that I ... my racket onto the grass and left the court at once.

EXTENDED

E UZUPEŁNIANIE ZDAŃ

4 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Last week's tournament ... (*have / to / call*) off because of a heavy storm.
2 My tennis racket is broken. Would you mind if ... (*I / take / your*)?
3 No sooner ... (*the / sprinter / cross*) the finish line than he fell to the ground.
4 I know that you'd like to try kite surfing, but ... (*be / not / it*) a bit too dangerous for you?
5 It was the third time ... (*I / be*) the ice hockey finals.

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 I regret not playing better in the match yesterday. We had a chance to win.
SHOULD
I ... in the match yesterday. We had a chance to win.
2 Other sports are more attractive for students than yoga.
LEAST
Yoga is ... sport for students.
3 This young athlete has the potential to set a new world record one day.
CAPABLE
This young athlete ... a new world record one day.
4 England didn't win the Euro Cup 2020. Italy did.
THAT
It ... the Euro Cup 2020, not England.
5 Amanda cannot practise horse riding because of her injury.
ALLOWED
Amanda ... horse riding because of her injury.

E UZUPEŁNIANIE LUK

6 Complete each sentence with the correct form of the word in the box. There are two extra words.

oppose • profession • qualify • reason
strike • succeed • support

1 The Polish sprinter was faster than all his ... in the 100m race.
2 The club has a lot of loyal ... who never miss a single match during the league tournament.
3 The jumper's skis were two centimetres too long, which was why he was ... from the competition.
4 After a few years as an amateur, the champion started boxing ... .
5 The early 2020s were very ... for Polish tennis players Iga Świątek and Hubert Hurkacz, as they both won many prestigious tournaments.

E ZESTAW LEKSYKALNY

7 Use one word to complete the three sentences.

1 ...
- The goalkeeper was badly injured in the match – he ... his arm and couldn't play for 2 months.
- The chess player was disqualified because he ... the rules of the tournament.
- With his amazing time of 9.58 seconds, Usain Bolt ... his own 100m world record in 2009 and no-one has ran this distance faster since then.

2 ...
- The striker hit the ball towards the ... but the keeper caught it with ease.
- Even ... which we scored in the last minute of the match didn't change the situation and we lost 2:3.
- It had taken the young athlete four years, but she has finally reached her ... and became the national champion.

3 ...
- My father likes watching ... and field competitions on TV.
- What's the score now? I was in the kitchen and I've lost ... of the match.
- He's a professional footballer. His career ... includes over 100 matches for the national team.

4 ...
- The tournament ... place every two years in Rome.
- Every time our national team ... part in the EURO tournament, Mr Kowalski travels across Europe to watch all the matches live.
- It ... several years to get ready for an event like the Olympic Games.

Speaking

1 Discuss the questions in pairs.

1 What are some of the benefits of teamwork in sport?

2 How does sport influence your day-to-day life?

2 56 Read the task and look at the photos. Then listen to someone doing the task. Which picture does he choose? Why doesn't he choose the other two?

You are going to give a presentation on the benefits of teamwork in sport. Look at three pictures you are considering for your title slide.

- Choose the one that in your opinion is most suitable and justify your choice.
- Justify why you reject the remaining options.







3 56 Listen again and tick the phrases the Speaker uses.

Useful phrases

Choosing an option

In my opinion, the third picture would work best.
The third picture appeals to me most.
I think the third would go down well.

Justifying your choice

The reason I think this picture is best is because
Taking the target audience into account,
The best thing about picture three is

Justifying why you reject the other options

The problem with picture two is
I'm not a huge fan of picture two because
Picture one is a definite no-no because

Matura hacks

Pamiętaj, że w tym zadaniu musisz podać argumenty i uzasadnić, dlaczego wybierasz jedno zdjęcie, oraz wyjaśnić, dlaczego odrzucasz pozostałe.

E ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

4 Work in pairs. Read the task and take turns practising it.

You are starting a new sports club at school, and you want to encourage people who might not usually be into sport to join. Look at three pictures you are considering for a poster for your club.

- Choose the one that in your opinion is most suitable and justify your choice.
- Justify why you reject the remaining options.







Writing

BASIC

1 Complete the following sentences so that they are true for you.

1 Team sports are more/less exciting than individual sports because ... .

2 My favourite sportsperson is ... . I admire him/her for ... .

3 ... is a dangerous sport because ... .

2 Read the email from a volleyball player to her friend. Match questions A–D with paragraphs 1–4.

A What is your coach like?

B Why will you write again?

C How did you get your place in the team?

D How are you preparing for the tournament?

Hi Lucy,

(1) **How are things** at your place? You won't believe what has happened here! My school volleyball team is taking part in a tournament next month, and **guess what**! Yes, I'm in the team! The coach says she wants me to play because I'm getting better and better. This is a great chance for me!

(2) **That means** that I have to concentrate more on preparing. So, at the moment we're practising more and playing extra matches. And this will go on for the next three weeks.

(3) It's hard work, but I don't want to let my coach down. She's very demanding but treats us fair. She always gives us useful tips.

(4) **I'll write again** after the tournament and let you know about the results.

Can't wait to see you offline again one day!

Take care,

Alina

3 Translate the Polish parts of the sentences into English. Use the phrases in bold in exercise 2.

1 My tennis practice is on Fridays. (*To oznacza, że*) ... I won't be able to meet you this Friday.

2 (*Nie zgadniesz*) ... ! Our volleyball team has been promoted to the higher league!

3 (*Napiszę znów*) ... when I'm back from the horse-riding camp.

4 (*Nie mogę się doczekać*) ... to meet you.

5 (*Jak leci*) ... in your judo club?

4 Read the sample task below. Match each sentence 1–5 with the instruction a–d that it refers to. One instruction matches two sentences.

Zacząłeś/Zaczęłaś uprawiać nowy sport w lokalnym klubie sportowym. W e-mailu do koleżanki:

a napisz, jaki to sport i dlaczego Cię zainteresował,
b opisz wrażenia z pierwszych treningów,
c opisz swojego trenera/instruktora,
d wspomnij o zawodach, w których masz zamiar wziąć udział.

1 I got interested in it because ...

2 After a few first practice sessions, ...

3 I'm thinking of ...

4 Recently, I've decided to try ...

5 He's/She's a friendly person, who ...

5 Use your own ideas to complete each sentence in exercise 4.

6 Translate the Polish parts of the sentences using the English phrases a–d.

1 The ice rink is close to my house, (*więc łatwo było się zapisać*) ... .

2 (*W przyszłym miesiącu mam zamiar*) ... take part in the local skating tournament.

3 (*Byłam trochę przestraszona*) ... after the first practice session.

4 (*Moje nowe hobby to*) ... ice skating.

a my new hobby is

b I was a bit scared

c next month, I'm going to

d so it was easy to sign up

E E-MAIL

7 Write an email.

W Twoim mieście otwarto nowe centrum sportowe. Napisz e-mail do kolegi, w którym:

- poinformujesz go o nowym miejscu i terminie otwarcia,
- zaproponujesz zapisanie się na wspólne zajęcia,
- opiszesz, jak obecnie dbasz o kondycję,
- zapytasz kolegę o ulubioną aktywność sportową.

Rozwiń *swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić* ***od 100 do 150 słów****.*

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 ... has been an Olympic discipline since the 1896 Summer Olympics. **ROW**

2 Jack has always been a keen ... of his favourite football team. **SUPPORT**

3 What is the target distance in Olympic ... ? **ARCH**

4 The player in a sports team whose job is to guard the goal is called a ... . **GOAL**

5 That player kicked his ... , which is against the principles of fair play. **OPPOSE**

E UZUPEŁNIANIE LUK

2 Complete the sentences with one word in each gap.

1 The summer and winter Olympic Games are held ... four years.

2 The game ended in a ... since both teams scored the same number of goals.

3 Brown had to ... his rival to get to the finals.

4 Jeremy scored the goal only because he jumped ... high enough to head the ball.

5 The opening of the new, Olympic size swimming ... has been postponed until next month.

E ZESTAW LEKSYKALNY

3 Use one word to complete the two sentences.

1 ...

- The long jumper didn't manage to ... the record in the last attempt, but it was a good try.
- I never ... down after losing a game.

2 ...

- The skating competitions will take ... later this week.
- People say the Canary Islands are an ideal ... for speed sailing enthusiasts.

3 ...

- Do you enjoy watching football ... TV or live at the stadium?
- Despite the injury, the cyclist carried ... with the race.

4 ...

- Every year we ... windsurfing in Turkey, which is one of the best countries for it.
- Let's ... on watching the match after the commercials have finished.

5 ...

- Which sporting ... will be the most important next year?
- In the ... of bad weather, the tennis tournament will be held indoors.

E UZUPEŁNIANIE ZDAŃ

4 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Dad says he ... (*use / skate*) every Sunday when he was at school.

2 ... (*not / cross / road*) until the cyclists have gone by.

3 I ... (*win / three / swim*) competitions so far. I hope to win more.

4 My parents would rather I ... (*not / take up*) an extreme sport.

5 All the rules of the game ... (*have / be / follow*). The umpire will check if they are.

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 Jack doesn't play basketball. He doesn't play volleyball either.
NEITHER
Jack ... volleyball.

2 I attended a truly thrilling tennis match on Sunday.
WAS
I ... by the tennis match I attended on Sunday.

3 It is likely that the referee will stop the match if the riots in the stands continue.
MAY
The referee ... the match if the riots in the stands continue.

4 No other sports competition is as big as the Olympic Games.
THE
The Olympic Games ... sports competition.

5 Although Mark had no experience, he decided to run the marathon.
SPITE
... no experience, Mark decided to run the marathon.

EXTENDED

E SŁOWOTWÓRSTWO

6 Transform the words in bold to complete the sentences.

1 Owing to intensive training and commitment, the athlete was a ... in the national athletic competition. **FINAL**

2 All the ... cheered as they stood on the pitch at the Olympic Stadium during the opening ceremony. **CONTEST**

3 I'm not keen on playing any sports, but I love being a ... . **SPECTATE**

4 Jack has been chosen as a ... in the ice hockey match because he is an excellent skater. **DEFEND**

5 The long distance ... fainted after reaching the finish line. **RUN**

E UZUPEŁNIANIE LUK

7 Complete the sentences with one word in each gap.

1 Receiving an Olympic gold medal ... any sports discipline is every sportsperson's dream.

2 John beat lots of other skiers to qualify ... the skiing competition.

3 To avoid any injuries during P.E. lessons, we always ... up at the beginning by running and stretching our muscles.

4 In 1850, the first ... vault competitions were organised.

5 An open-air ice skating ... is set up in almost every city to encourage people to practise winter sports.

E UZUPEŁNIANIE LUK

8 Complete each sentence with the correct form of the word in the box. There are two extra words.

break • fall • hit • perform • try • weigh • win

1 Skydiving is an extreme sport, but it's worth ... it once just for the thrill.

2 Once he ... behind the group in the race, he will find it difficult to catch up with them.

3 Having a good sleep the night before the competition will certainly improve your ... .

4 There are a few ... lifting gold medalists from my city, including my next-door neighbour.

5 Jackson scored the ... goal in the last minute of the match.

E TRANSFORMACJE

9 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 The stadium is too small for so many sports fans.
ENOUGH
The stadium ... for so many sports fans.

2 'How much did you pay for your skis?' Andrew asked me.
MY
Andrew wanted to know how much I ... skis.

3 People think Brian came first in the triathlon because he is an excellent swimmer.
IS
Brian ... first in the triathlon because he is an excellent swimmer.

4 I didn't know whether I finished the run first or second until the judges checked the recording again.
KNOW
Not till the judges had checked the recording again, ... whether I finished the run first or second.

5 The referee gave the other team a penalty kick, which was a mistake.
SHOULD
The other team ... a penalty kick.

E UZUPEŁNIANIE ZDAŃ

10 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Brenda never goes climbing because she ... (*be / afraid / high*).

2 ... (*George / mental / tough*) helped him win the tournament.

3 They ... (*compliment / I / do*) my best to win the semi-finals.

4 I wish I had ... (*train / hard / qualify*) for the national team at the last World Championships.

5 By the time I am thirty, I ... (*definitely / retire*) from professional sport.

Wordlist

SPORTS

aerobics /eə'rəʊbɪks/ aerobik
American football /əˌmerɪkən 'fʊtbɔːl/ futbol amerykański
archery /'ɑːtʃəri/ łucznictwo
athletics /æθ'letɪks/ lekkoatletyka
badminton /'bædmɪntən/ badminton
ballet /'bæleɪ/ balet
baseball /'beɪsbɔːl/ baseball
basketball /'bɑːskətbɔːl/ koszykówka
bowling /'bəʊlɪŋ/ gra w kręgle
boxing /'bɒksɪŋ/ boks
canoeing /kə'nuːɪŋ/ kajakarstwo
car racing /'kɑː ˌreɪsɪŋ/ wyścigi samochodowe
chess /tʃes/ szachy
climbing /'klaɪmɪŋ/ wspinaczka
cricket /'krɪkɪt/ krykiet
cross-country skiing /ˌkrɒs'kʌntri 'skiːɪŋ/ biegi narciarskie
cycling /'saɪklɪŋ/ kolarstwo
decathlon /dɪ'kæθlɒn/ dziesięciobój
discus /'dɪskəs/ rzut dyskiem
diving /'daɪvɪŋ/ nurkowanie (z aparatem tlenowym)
fencing /'fensɪŋ/ szermierka
figure skating /'fɪgə ˌskeɪtɪŋ/ łyżwiarstwo figurowe
football/soccer /'fʊtbɔːl/'sɒkə/ piłka nożna
golf /gɒlf/ golf
gymnastics /dʒɪm'næstɪks/ gimnastyka
hammer throw /'hæmə θrəʊ/ rzut młotem
handball /'hændbɔːl/ piłka ręczna
hang-gliding /'hæŋˌglaɪdɪŋ/ lotniarstwo
high jump /'haɪ dʒʌmp/ skok wzwyż
hockey /'hɒki/ hokej
horse-riding /'hɔːsˌraɪdɪŋ/ jazda konna
horseracing /'hɔːsˌreɪsɪŋ/ wyścigi konne
hurdling /'hɜːdlɪŋ/ bieg przez płotki
ice-skating /aɪsskeɪtɪŋ/ łyżwiarstwo; jazda na łyżwach
individual sport /ˌɪndə'vɪdʒuəl spɔːt/ sport indywidualny
indoor sport /'ɪndɔː spɔːt/ sport halowy
javelin /'dʒævəlɪn/ rzut oszczepem
jogging /'dʒɒgɪŋ/ jogging
judo /'dʒuːdəʊ/ judo
karate /kə'rɑːti/ karate
kayaking /'kaɪækɪŋ/ pływanie kajakiem; kajakarstwo
kung fu /ˌkʌŋ 'fuː/ kung fu (chińska sztuka walki)
long jump /'lɒŋ dʒʌmp/ skol w dal
long-distance running /ˌlɒŋ'dɪstəns 'rʌnɪŋ/ bieg długodystansowy
marathon /'mærəθən/ maraton
martial arts /ˌmɑːʃəl 'ɑːt/ sztuki walki
motocross /'məʊtəʊkrɒs/ motokros (wyścigi motocyklowe)
motor racing /'məʊtəʊ ˌreɪsɪŋ/ wyścigi samochodowe
outdoor sport /ˌaʊt'dɔː spɔːt/ sport na świeżym powietrzu
parachuting /'pærəʃuːt/ spadochroniarstwo
pole vault /pəʊl vɔːlt/ skok o tyczce
relay race /'riːleɪ reɪs/ bieg sztafetowy
rollerblading /'rəʊləbleɪdɪŋ/ jazda na rolkach
rowing /'rəʊɪŋ/ wioślarstwo
rugby /'rʌgbi/ rugby
running /'rʌnɪŋ/ bieganie
sailing /'seɪlɪŋ/ żeglarstwo
scuba diving /'skuːbə ˌdaɪvɪŋ/ nurkowanie z akwalungiem
shooting /'ʃuːtɪŋ/ strzelanie
skateboarding /'skeɪtbɔːdɪŋ/ jazda na deskorolce
skating /skeɪtɪŋ/ łyżwiarstwo
ski jumping /'skiː dʒʌmpɪŋ/ skoki narciarskie
skiing /'skiːɪŋ/ narciarstwo
snowboarding /'snəʊbɔːdɪŋ/ snowboarding
speed skating /'spiːd ˌskeɪtɪŋ/ łyżwiartstwo szybkie
squash /skwɒʃ/ squash
swimming /'swɪmɪŋ/ pływanie
table tennis /'tenɪs/ tenis stołowy
team sport /ˌtiːm 'spɔːt/ sport drużynowy
tennis /'tenɪs/ tenis
volleyball /'vɒlibɔːl/ siatkówka
weightlifting /'weɪtˌlɪftɪŋ/ podnoszenie ciężarów
windsurfing /'wɪndˌsɜːfɪŋ/ windsurfing
workout /'wɜːkaʊt/ ćwiczenie; trening
wrestling /'reslɪŋ/ zapasy
yoga /'jəʊgə/ joga

EXTREME SPORTS

adrenaline rush /ə'drenəlɪn rʌʃ/ zastrzyk adrenaliny
bungee jumping /'bʌndʒi ˌdʒʌmpɪŋ/ skok na bungee
caving /'keɪvɪŋ/ alpinizm jaskiniowy
extreme sport /ɪk'striːm spɔːt/ sport ekstremalny
kite surfing /'kaɪt ˌsɜːfɪŋ/ surfing ze specjalnym latawcem
overcome fear /ˌəʊvə'kʌm fɪə/ pokonywać strach
paragliding /'pærəˌglaɪdɪŋ/ paralotniarstwo
risk (of sth) /rɪsk (əv 'sʌmθɪŋ)/ ryzyko (czegoś)
skydiving /'skaɪˌdaɪvɪŋ/ spadochroniarstwo
thrill seeker /'θrɪlˌsiːkə/ poszukiwacz wrażeń, ryzykant
whitewater rafting /ˌwaɪtwɔːtə 'rɑːftɪŋ/ spływ górski

SPORTS EQUIPMENT

ball /bɔːl/ piłka
bat /bæt/ kij (np. do baseballa, krykieta)
board /bɔːd/ deska; tarcza; plansza
boots /buːts/ buty za kostkę
bow /baʊ/ łuk (do strzelania)
chess pieces /tʃes piːsɪz/ figury szachowe
gear /gɪə/ sprzęt; rzeczy
gloves /glʌvz/ rękawice
goal /gəʊl/ bramka; cel
goggles /'gɒgəlz/ gogle; okulary ochronne
golf club /'gɒlf ˌklʌb/ kij do golfa
helmet /'helmɪt/ kask
hockey stick /'hɒki stɪk/ kij do hokeja
ice skates /'aɪs skeɪts/ łyżwy
mask /mɑːsk/ maska
net /net/ siatka
oar /ɔː/ wiosło
parachute /'pærəʃuːt/ spadochron
pedal /'pedl/ pedał w rowerze
ping pong table /ˌpɪŋ pɒŋ 'teɪbəl/ stół do tenisa stołowego
puck /pʌk/ krążek (do gry w hokeja)
punch ball/bag /pʌntʃ bɔːl/bæg/ gruszka bokserska/worek treningowy
rollerblades /'rəʊləbleɪdz/ łyżworolki
shin pad /ʃɪn pæd/ ochraniacz; nagolennik
shuttlecock /'ʃʌtlkɒk/ lotka (do badmintona)
skateboard /'skeɪtbɔːd/ deskorolka
ski boots /skiː buːts/ buty narciarskie
ski lift /skiː lɪft/ wyciąg narciarski
sports equipment/sports kit /spɔːts ɪ'kwɪpmənt/spɔːt kɪt/ sprzęt sportowy
swimming cap /'swɪmɪŋ kæp/ czepek kąpielowy
swimming costume /'swɪmɪŋ'kɒstjʊm/ strój kąpielowy
swimming trunks /'swɪmɪŋ trʌŋks/ kąpielówki, spodenki do pływania
tennis ball /'tenɪs bɔːl/ piłka tenisowa
tennis racket /'tenɪs rækɪt/ rakieta tenisowa
tracksuit /'træksuːt/ dres
trainers /'treɪnəz/ obuwie sportowe
wetsuit /'wetsuːt/ strój do nurkowania

SPORTS FACILITIES

basketball court /'bɑːskətbɔːl kɔːt/ boisko do koszykówki
bowling alley /'bəʊlɪŋ æli/ kręgielnia
boxing ring /'bɒksɪŋ rɪŋ/ ring bokserski
cricket pitch /'krɪkɪt pɪtʃ/ boisko do krykieta
football pitch/field /'fʊtbɔːl pɪtʃ/fiːld/ boisko do piłki nożnej
golf course /'gɒlf kɔːs/ pole golfowe
gym /dʒɪm/ siłownia; sala gimnastyczna
race track /'reɪs træk/ tor wyścigowy
rugby pitch /'rʌgbi pɪtʃ/ boisko do gry w rugby
skating/ice rink /'skeɪtɪŋ/aɪs rɪŋk/ lodowisko
ski slope /skiː sləʊp/ stok narciarski
stadium /'steɪdiəm/ stadion
swimming pool /'swɪmɪŋ puːl/ basen
tennis court /'tenɪs kɔːt/ kort tenisowy
track /træk/ bieżnia, tor
volleyball court /'vɒlibɔːl kɔːt/ boisko do gry w siatkówkę

PEOPLE AND SPORTS

amateur /'amətə/ amator/amatorka
archer /'ɑːtʃə/ łucznik/łuczniczka
athlete /'æθliːt/ sportowiec
audience /'ɔːdiəns/ widownia; publiczność
basketball player /'bɑːskətbɔːl ˌpleɪə/ koszykarz/koszykarka
boxer /'bɒksə/ bokser/bokserka; pięściarz
canoeist /kə'nuːɪst/ kajakarz/kajakarka
captain /'kæptɪn/ kapitan
champion /'tʃæmpiən/ mistrz/mistrzyni
climber /'klaɪmə/ wspinacz
coach /kəʊtʃ/ trener/trenerka
contestant /kən'testənt/ uczestnik/uczestniczka
crowd /kraʊd/ tłum
cyclist /'saɪklɪst/ rowerzysta/rowerzystka
defender /dɪ'fendə/ obrońca
diver /'daɪvə/ nurek; płetwonurek
finalist /'faɪnəlɪst/ finalista/finalistka
football player/footballer /'fʊtbɔːl ˌpleɪə/ 'fʊtbɔːlə/ piłkarz/piłkarka
goalkeeper /'gəʊlˌkiːpə/ bramkarz
golfer /gɒlfə/ golfista/golfistka
gymnast /'dʒɪmnæst/ gimnastyk/gimnastyczka
hockey player /'hɒki ˌpleɪə/ hokeista/hokeistka
jumper /'dʒʌmpə/ skoczek
marathon runner /'mærəθən rʌnə/ maratończyk
opponent/rival /ə'pəʊnənt/'raɪvəl/ przeciwnik/przeciwniczka/rywal/rywalka
professional /prə'feʃənəl/ sportowiec zawodowy
referee /ˌrefə'riː/ sędzia
runner /'rʌnə/ biegacz/biegaczka
sailor /'seɪlə/ żeglarz/żeglarka
skater /skeɪtə/ łyżwiarz/łyżwiarka

ski jumper /skiː 'dʒʌmpə/ skoczek narciarski
skier /'skiːə/ narciarz/narciarka
spectator/viewer /spek'teɪtə/'vjuːə/ widz
striker /'straɪkə/ napastnik/napastniczka
substitute /'sʌbstɪtjuːt/ rezerwowy
supporter/fan /sə'pɔːtə/fæn/ kibic/fan
swimmer /'swɪmə/ pływak/pływaczka
team /tiːm/ zespół; drużyna
tennis player /'tenɪs ˌpleɪə/ tenisista/tenisistka
umpire /'ʌmpaɪə/ sędzia (w sporcie)
weightlifter /'weɪtˌlɪftə/ sztangista
windsurfer /'wɪndˌsɜːfə/ windsurfer
winner /'wɪnə/ zwycięzca/zwyciężczyni
wrestler /'reslə/ zapaśnik/zapaśniczka

SPORTING EVENTS

competition /ˌkɒmpə'tɪʃən/ zawody; konkurs
contest /'kɒntest/ konkurs; zawody
defence /dɪ'fens/ obrona
draw /drɔː/ remis
European Championship /ˌjʊərə'piːən 'tʃæmpiənʃɪp/ mistrzostwa Europy
event /ɪ'vent/ wydarzenie
extra time/overtime /'ekstrə taɪm/ 'əʊvətaɪm/ dogrywka; doliczony czas
fair play /feə pleɪ/ czysta gra
final /'faɪnəl/ finał
final whistle /faɪnəl 'wɪsəl/ finałowy gwizdek
first/second half /fɜːst/'sekənd hɑːf/ pierwsza/druga połowa
foul /faʊl/ faul
game /geɪm/ gra
game of cards /geɪm əv kɑːdz/ gra w karty
half /hɑːf/ połowa
injury /'ɪndʒəri/ kontuzja
league /liːg/ liga
live commentary /laɪv 'kɒməntəri/ komentarz na żywo
match /mætʃ/ mecz
medal (bronze, gold, silver) /'medl (brɒnz, gəʊld, 'sɪlvə) medal (brązowy, złoty, srebrny)
Olympic Games/Olympics /əˌlɪmpɪk 'geɪmz/ ə'lɪmpɪks/ igrzyska olimpijskie
Olympic sport /əˌlɪmpɪk spɔːt/ olimpijska dyscyplina
Paralympics /ˌpærə'lɪmpɪks/ igrzyska paraolimpijskie
penalty /'penlti/ karny; punkty karne; strata
point /pɔɪnt/ punkt
prize /praɪz/ nagroda
race /reɪs/ wyścig
record /'rekɔːd/ rekord
round /raʊnd/ runda
runner-up /ˌrʌnə'ʌp/ zdobywca drugiego miejsca
semi-final /ˌsemi'faɪnəl/ półfinał
sporting event /'ˌspɔːtɪŋ ɪ'vent/ wydarzenie sportowe
tournament /'tʊənəmənt/ turniej
trophy /'trəʊfi/ trofeum
victory /'vɪktəri/ zwycięstwo
warm-up session /'wɔːmʌp ˌseʃən/ rozgrzewka
World Championship /wɜːld 'tʃæmpiənʃɪp/ mistrzostwa świata
World Cup /wɜːld kʌp/ Puchar Świata
world record /wɜːld 'rekɔːd/ rekord świata

DOING SPORT

attack /ə'tæk/ atakować
be in for sth /bi ɪn fə 'sʌmθɪŋ/ doigrać się
be in/on a team /bi ɪn/ɒn ə tiːm/ być w zespole
be into sth /bi 'ɪntə 'sʌmθɪŋ/ pasjonować się czymś
be out of breath /bi aʊt əv breθ/ mieć zadyszkę
be out of shape /bi aʊt əv ʃeɪp/ nie być w formie
be tested positive/negative for /bi testɪd 'pɒzətɪv/'negətɪv fə/ otrzymać pozytywny/negatywny test na
be useless at sth /bi 'juːsləs ət 'sʌmθɪŋ/ być beznadziejnym w czymś
beat the favourite /biːt ðə 'feɪvərət/ pokonać faworyta
beat the other team /biːt ðə 'ʌðə tiːm/ pokonać inny zespół
beat the world record /biːt ðə wɜːld 'rekɔːd/ bić rekord świata
beat your opponent/the champion /biːt jə ə'pəʊnənt/ðə 'tʃæmpiən/ pokonać przeciwnika/mistrza
beat/defeat /biːt/dɪ'fiːt/ pokonywać
become a professional /bɪ'kʌm ə prə'feʃənəl/ przejść na zawodostwo (w sporcie)
blow the competition away /bləʊ ðə ˌkɒmpə'tɪʃən ə'weɪ/ pokonać rywala/rywalkę
book tickets /bʊk'tɪkɪts/ rezerwować bilety
bounce /baʊns/ odbijać (piłkę)
break a record /breɪk ə 'rekɔːd/ bić rekord
break the rules /breɪk ðə ruːlz/ łamać zasady
burn calories /bɜːn 'kæləriz/ spalać kalorie
catch the ball /kætʃ ðə bɔːl/ łapać piłkę
cheer /tʃɪə/ kibicować
come first /kʌm fɜːst/ być na pierwszym miejscu
compete /kəm'piːt/ współzawodniczyć
competitive sport /kəm'petətɪv spɔːt/ sport wyczynowy
complete a race /kəm'pliːt ə reɪs/ ukończyć wyścig
defend /dɪ'fend/ bronić
disqualify /dɪs'kwɒlɪfaɪ/ dyskwalifikować
dive /daɪv/ nurkować
do aerobics /duː eə'rəʊbɪks/ uprawiać aerobik
do athletics /duː æθ'letɪks/ uprawiać lekkoatletykę
do exercise /duː 'eksəsaɪz/ ćwiczyć
do judo/high jump/long jump /duː 'dʒuːdəʊ/haɪ dʒʌmp/lɒŋ dʒʌmp/ uprawiać judo/skok wzwyż/skok w dal
do karate /duː kə'rɑːti/ uprawiać karate
do kung fu /duː ˌkʌŋ 'fuː/ uprawiać kung fu
do sports /duː spɔːts/ uprawiać sporty
do yoga /duː 'jəʊgə/ ćwiczyć jogę
drug test /drʌg test/ test antydopingowy
exercise /'eksəsaɪz/ ćwiczyć; ćwiczenie
fall behind sb/sth /fɔːl bɪ'haɪnd 'sʌmbɒdi/ 'sʌmθɪŋ/ być gorszym od
fight /faɪt/ walczyć; walka
get injured /get 'ɪndʒəd/ doznać kontuzji
give sb a yellow/red card /gɪv 'sʌmbɒdi ə 'jeləʊ/red kɑːd/ dać komuś żółtą/czerwoną kartkę
give up /ˌgɪv 'ʌp/ poddać się
go climbing /gəʊ 'klaɪmɪŋ/ wspinać się
go cycling/cycle /gəʊ 'saɪklɪŋ/'saɪkəl/ iść pojeździć na rowerze
go diving /gəʊ 'daɪvɪŋ/ iść nurkować
go jogging /gəʊ 'dʒɒgɪŋ/ iść pobiegać
go kayaking /gəʊ 'kaɪækɪŋ/ iść na kajak
go riding/ride a horse /gəʊ 'raɪdɪŋ/raɪd ə hɔːs/ pójść na jazdę konną
go rollerblading/rollerblade /gəʊ 'rəʊləbleɪdɪn/'rəʊləbleɪd/ iść na rolki
go sailing /gəʊ 'seɪlɪŋ/ jeździć na żagle
go skateboarding /gəʊ 'skeɪtbɔːdɪŋ/ iść pojeździć na deskorolce
go skiing /gəʊ 'skiːɪŋ/ jechać na narty
go snowboarding /gəʊ 'snəʊbɔːdɪŋ/ iść pojeździć na desce snowboardowej
go surfing /gəʊ 'sɜːfɪŋ/ iść popływać na desce
go swimming/swim /gəʊ 'swɪmɪŋ/swɪm/ iść popływać
go windsurfing /gəʊ 'wɪnd ˌsɜːfɪŋ/ iść na windsurfing
hurt yourself /hɜːt jɔː'self/ skaleczyć się; zranić
improve performance /ɪm'pruːv pə'fɔːməns/ poprawić wyniki
join a gym /dʒɔɪn ə dʒɪm/ zapisać się na siłownię
keep a title /kiːp ə 'taɪtl/ utrzymać tytuł
keep fit /kiːp fɪt/ trzymać formę
keep one's fingers crossed /kiːp wʌnz 'fɪŋgəz krɒst/ trzymać za kogoś kciuki
kick /kɪk/ kopać
knock sb out /nɒk 'sʌmbɒdi aʊt/ znokautować kogoś
lead by 2 points /liːd baɪ tuː pɔɪnts/ prowadzić o dwa punkty
let in a goal /let ɪn ə gəʊl/ wpuścić gola
lose a game/match/race /luːz ə geɪm/ mætʃ/reɪs/ przegrać grę/mecz/wyścig
make it to the finishing line /meɪk ɪt tə ðə 'fɪnɪʃɪŋ laɪn/ dotrzeć na metę
miss the goal/a kick /mɪs ðə gəʊl/ə kɪk/ spudłować/nie trafić
participate in/take part in /pɑː'tɪsəpeɪt ɪn/ teɪk pɑːt ɪn/ brać udział w
pass the ball /pɑːs ðə bɔːl/ podawać piłkę
play against sb /pleɪ ə'genst 'sʌmbɒdi/ grać przeciwko komuś
prepare for the Olympics /prɪ'peə fə ðə ə'lɪmpɪks/ przygotowywać się do olimpiady
qualify /'kwɒlɪfaɪ/ zakwalifikować się
race /reɪs/ wyścig
run a marathon /rʌn ə 'mærəθən/ brać udział/biec w maratonie
save a goal/point /seɪv ə gəʊl/pɔɪnt/ obronić bramkę/punkt
send sb off /send 'sʌmbɒdi ɒf/ wykluczyć kogoś z gry (usunąć z boiska)
set a record /set ə 'rekɔːd/ ustanowić rekord
shoot /ʃuːt/ strzelać
ski /skiː/ jeździć na nartach
support a team /sə'pɔːt ə tiːm/ wspierać drużynę/zespół
take on a challenge /teɪk ɒn ə 'tʃæləndʒ/ podjąć wyzwanie
take up a sport /teɪk ʌp ə spɔːt/ podjąć się uprawiania sportu
throw the hammer/javelin /θrəʊ ðə 'hæmə/ 'dʒævəlɪn/ rzucać młotem/dyskiem
train /treɪn/ trenować
training/practice /'treɪnɪŋ/'præktɪs/ trening
turn professional /tɜːn prə'feʃənəl/ przejść na zawodostwo
warm up /wɔːm ʌp/ rozgrzewać się
win a game/match/race/sporting competition/ /wɪn ə geɪm/mætʃ/reɪs/'spɔːtɪŋ ˌkɒmpə'tɪʃən/ wygrywać grę/mecz/wyścig/zawody sportowe
win on points /wɪn ɒn pɔɪnts/ zdobywać punkty
work out at the gym /wɜːk aʊt ət ðə dʒɪm/ ćwiczyć na siłowni

Moduł 12

Świat przyrody

Vocabulary

Weather and climate

BASIC

1 Discuss the questions in pairs.

1 What's your favourite season? Why?

2 What's your least favourite type of weather? Why?

2 Choose the correct options to describe the photos.



It's *foggy / cloudy* outside.



It's a(n) *frosty / icy* morning.



It's a *stormy / misty* day.



The weather on holiday was beautiful and *sunny / windy*.



Look over there, it's a *breeze / rainbow*!



The weather here is *freezing / clear!*

3 Complete the weather forecast with the words in the box. There are two extra words.

below • centigrade • chilly • clear
lightning • mild • storm • warmer

It's a cold night for most of the country tonight, with temperatures reaching (1) ... zero in all areas. However, in the morning we can expect (2) ... skies and slightly (3) ... temperatures of around 4 to 5 degrees (4) ... . It won't last for long though as a (5) ... comes in from the Atlantic tomorrow evening, bringing with it thunder and (6) ... .

EXTENDED

4 Discuss the questions in pairs.

1 What's the most extreme weather you've experienced? Where was it and what did you do?

2 What are the hottest and coldest temperatures in a typical year where you live?

5 Translate the words in brackets into English.

1 The worst thing about this (*fali upałów*) ... is the (*wilgotność*) ... , it's insufferable.

2 It's going to rain later, but they're not expecting a (*ulewy*) ... , just a bit of (*mżawki*) ... .

3 We got stuck in a (*zamieci śnieżnej*) ... on our way home last night, it was quite scary.

4 Not another (*pochmurny*) ... day! When are we going to see some sun?

5 It's a bit ... (*zimno*) outside, so I'd take a jacket if I were you.

6 Can you hear that (*grad*) ... on the roof? It's loud!

6 Complete the sentences with the words in the box. There are two extra words.

extreme • heavy • high • light
micro • moderate • spell • torrential

1 The southern part of the country can expect to see ... showers throughout the afternoon, but it will generally be clear.
2 As this area of ... pressure moves in, we can expect to see warmer temperatures.
3 ... snowfall in some parts of the countryside left many people stranded at home.
4 It looks like we've got a ... of bad weather heading our way tomorrow.
5 Britain has a fairly ... climate in general, with not much extreme weather.
6 During the rainy season, ... rain is not uncommon.

Animals

BASIC

7 Complete the table with the animals in the box.

ant • bat • bee • butterfly • chicken • crocodile • deer
dolphin • eagle • elephant • fly • fox • giraffe • goat
hamster • kitten • lamb • monkey • mosquito • owl
penguin • pig • polar bear • puppy • rat • salmon
shark • sheep • swan • turtle • whale • wolf • zebra

Farm animals	Pets	Wild land animals	Wild flying animals	Wild sea/ water animals
...	...	...	...	...

EXTENDED

8 What is the difference in meaning between the following pairs of words?

1 mammal / reptile
2 bark / miaow
3 beak / whisker
4 rodent / amphibian
5 carnivore / herbivore
6 predator / prey

Plants

BASIC

9 Choose the correct options to complete the text.

When we first moved into our new house, it had been empty for a while and the garden was overgrown. The (1) *grass / leaf* was really tall, so we had to cut that down. The rose (2) *trees / bushes* at the side of the garden also needed cutting back. But at the end of the garden was an old tree which wasn't healthy so we had to cut it down. The (3) *roots / branches* were too deep in the (4) *water / soil*, so we just left the bottom of the tree (5) *plant / trunk* in, and we use it as a place to sit now! We planted lots of different coloured (6) *flowers / branches* round the side of the garden, and now it looks really nice.

EXTENDED

10 Match sentences 1–6 with endings a–f. Then match the idioms in bold with definitions A–F.

1 If you think I was the one who told Alicia your secret, then you're **barking**
2 You don't believe that **old**
3 I felt really tired earlier, but after that short nap I feel **fresh**
4 He's taking advantage of you because you have a car. You need to **nip**
5 This year's Matura students are **the cream**
6 I got so involved with the minor parts of my essay that I **couldn't see**

a **as a daisy**!
b **up the wrong tree**. It wasn't me.
c **it in the bud** before he goes too far.
d **the wood for the trees** and lost focus.
e **chestnut** that your school days are the happiest of your life, do you?
f **of the crop**. They really are good!

A stop a problem before it becomes too serious
B the best of a group
C look for something in the wrong place or in the wrong way
D unable to see the whole situation clearly because you're too focused on the details
E feel energetic and lively
F an idea that has become uninteresting because it's been repeated too much

Landscape

BASIC

11 Complete the facts with the missing words. The first letters are given.

1 The Pacific O... is the deepest in the world.
2 Aconcagua is the highest m... in South America, and the highest outside of Asia, at nearly 7,000 metres.
3 Also in South America is Angel Falls in Venezuela, which is the world's highest w... .
4 If you want a long walk by the sea, then head to Praia do Cassino, the world's longest b... . It's 157 miles long and stretches from Rio de Janeiro to Uruguay!
5 The world's largest i... is Greenland, though the weather there means it's not as green as the name suggests!
6 With hotter weather, the Sahara D... is the hottest in the world, with the highest temperature ever recorded there of 58 degrees.
7 The c... with the highest number of countries is Africa, with 54.
8 The Caspian Sea in Asia is not really a sea – it's the world largest l... .

12 Choose the correct options.

1 We had a lovely picnic in the *bay / field* until the cows came over and scared us!
2 It was really hot, so we took our shoes off and walked through the *ocean / stream* for a while.
3 We stood at the top of the *valley / cliff* and looked out at the beautiful, blue sea.
4 If you walk to the top of the *hill / forest* you can see for miles around.
5 I love lying on the beach and hearing the sound of the waves hit the *shore / reef*.
6 At the end of the garden there's a small *forest / wood*.

EXTENDED

13 Match the words in the box with definitions 1–8.

cape • coral reef • dunes • estuary
gulf • meadow • peninsula • rainforest

1 a long piece of land projected out into the sea
2 a 'headland', a smaller piece of land into the sea
3 a ridge of rock in warmer sea, covered with plants and animals
4 a large collection of trees in a tropical area
5 hills of sand
6 the point where a river meets the sea
7 a large, deep inlet of sea, almost surrounded by land
8 a field of wild grassland

14 Complete the sentences with words from exercise 13.

1 On holiday we went snorkelling over the ... and saw lots of beautiful fish.
2 The Amazon is the largest ... in the world.
3 We walked over the ... until we got to the beach.
4 The baby lambs playing in the ... were beautiful.
5 It was a beautiful boat trip along the river, then out of the ... into the sea.

Environmental threats and protection

BASIC

15 Complete the sentences with collocations made with a word from box A and a word from box B.

A air • climate • greenhouse • natural • save • sort

B change • effect • energy • pollution • resources • rubbish

1 We need to ... this ... into things which can be recycled and things which can't.
2 ... ... could lead to the world's temperature increasing, which is very bad for the planet.
3 Clean water is one of a country's most valuable ... .
4 The ... ... is where heat from the sun enters Earth but can't escape.
5 Vehicles which use petrol are one of the biggest causes of ... ... in big cities.
6 Dad won't let us put the heating on all day, he says we need to ... .

16 Translate the words in brackets into English.

1 This animal's natural (*środowiskiem*) ... is the desert.
2 The company was found guilty of dumping toxic (*ścieki*) ... into the sea.
3 The lake has been turned into a (*ochronny*) ... area for birds.
4 We always sort our (*śmieci*) ... in order to recycle glass, paper and plastic.
5 The giant panda is probably the most well-known of the world's (*zagrożonych gatunków*) ... .

EXTENDED

17 Complete the sentences with the noun forms of the words in brackets. One of them is plural.

1 The project has made great progress in protecting the ... (**BIODIVERSE**) of the area.
2 We all have to do what we can to reduce energy ... (**CONSUME**).
3 Scientists took samples of water from the river to measure levels of ... (**CONTAMINATE**).
4 Carbon ... (**EMIT**) are the biggest cause of climate change.
5 ... (**DEFOREST**) can lead to soil ... (**ERODE**), which over time can turn the land into desert.
6 Environmental ... (**DEGRADE**) over the years has led to the ... (**EXTINCT**) of the animal.

18 Choose the correct options to complete the text.

We all need to do more to protect the environment, whether it's big (1) ... companies cutting down the forests for wood, or ships causing huge oil (2) ... causing (3) ... damage to the species which are (4) ... to the areas where they occur. But it's not just big organisations. Using more public transport is important to reduce the amount of car (5) ... fumes we produce by driving. Doing things like this can help us minimise our own impact (6) ... the environment.

1	**a** forest	**b** logging	**c** tree	**d** wooding
2	**a** spills	**b** drops	**c** pours	**d** flows
3	**a** irreplaceable	**b** broken	**c** ruined	**d** irreparable
4	**a** diverse	**b** international	**c** habitat	**d** endemic
5	**a** fuel	**b** smell	**c** exhaust	**d** driving
6	**a** off	**b** on	**c** in	**d** at

Natural disasters

BASIC

19 Choose the correct options to complete the definitions.

1 When there's no food for people to eat, it's a *flood / famine*.
2 When the ground suddenly violently moves, it's a(n) *volcano / earthquake*.
3 A strong storm with very strong wind is a *hurricane / thunder*.
4 When it doesn't rain and the land is too dry, it's a *flood / drought*.
5 A *flood / tsunami* is a long, high wave which damages buildings on land.

EXTENDED

20 Complete the newspaper headlines with the words in the box. There are two extra words.

ash • bursts • landslides • Richter
rubble • twister • wave

1 HUNDREDS STILL TRAPPED IN ... AFTER EARTHQUAKE
2 WEEK OF HEAVY RAIN CAUSES ... IN MOUNTAINOUS NORTH OF THE COUNTRY
3 EUROPEAN FLIGHTS GROUNDED DUE TO ... CLOUD AFTER VOLCANO ERUPTS
4 RIVER TYE ... ITS BANKS AFTER STORM
5 HAITI EARTHQUAKE ESTIMATED AT 7.2 ON ... SCALE

21 Discuss the questions in pairs.

1 What animals do you like most? Why?
2 What do you think is the biggest environmental problem today?
3 What are some ways in which energy is wasted?
4 What things can we do to help the environment? What things do you do?
5 Why do you think natural disasters have got worse in recent years?



Listening

BASIC

1 Discuss the questions in pairs.

1 What do you think are the pros and cons of the following jobs?
- zookeeper
- vet
- police dog handler
- wildlife documentary maker
- cat care assistant (someone who works at a cat rescue centre)

2 Would you like to work with animals? Why/Why not?

E DOBIERANIE

2 57 Listen to five people who work with animals. Match Speakers 1–5 with sentences A–F. There is one extra sentence.

This Speaker
- **A** suggests their work doesn't finish when they go home.
- **B** complains about the animals they work with.
- **C** describes an aspect of their job which isn't interesting.
- **D** talks about seeing things which most people don't notice.
- **E** says their job can be dangerous at times.
- **F** describes trying not to become too involved in the work.

1	2	3	4	5
…	…	…	…	…

3 57 Choose the correct options to complete the extracts. Then listen again and check.

1 You also need to *do / make* a lot of paperwork.
2 … so it's *not / no* surprise I became a vet.
3 We have to *care / treat* a wide range of sick and injured animals.
4 … we always feel bad when we see an animal *in / of* pain or not well.
5 … well that sort of makes it all *worth / worthwhile*.
6 Rudy the Alsatian is my partner and best *dog / friend*.
7 … it's good to find a *niche / part* you can specialise in.
8 That's maybe the hardest thing, trying not to become too *attached / connected* to them.

4 Complete the definitions with the words and phrases in the box. There are two extra words.

flower bed • pots • roots • seedlings • seeds • sow • tree

1 To … is to put seeds in the ground or in a pot, so they can grow.
2 … are small containers to grow small plants in
3 … are 'baby' plants.
4 … are what a plant grow underground to make it stable and collect water.
5 A … is a small area where we grow flowers, fruit and vegetables.

E WYBÓR WIELOKROTNY

5 58 Listen to three recordings. Choose the correct option a, b or c.

Recording 1

1 The speaker describes
- **a** homework his class has to do.
- **b** a competition his class are having.
- **c** different types of chillis.

Recording 2

2 Where did the speaker find out about growing food from scraps?
- **a** a book
- **b** a friend
- **c** the internet

3 She thinks it's a great idea because
- **a** it tasted better than she had expected.
- **b** she usually grows celery from seeds.
- **c** it creates food from what would normally be wasted.

Recording 3

4 Which of these was NOT a reason for her setting up the community garden?
- **a** She wanted to grow her own food.
- **b** She wanted to help poor families in her area.
- **c** An area wasn't used for anything.

5 Who did she contact first about her idea?
- **a** local companies
- **b** local government
- **c** local people

6 At the end she describes what a person said to her as an example of
- **a** how growing food is good for mental well-being.
- **b** how growing food is a good form of physical exercise.
- **c** how growing food can prevent people being hungry.

6 Discuss the question in pairs:

Do you think a community garden in your area would be a good idea? Why/Why not?

EXTENDED

7 Discuss the questions in pairs.

1 What are the three most urgent things we need to do to protect the environment, in your opinion?

2 In what ways have we protected (or even improved) the environment in recent years?

8 Choose the correct options to complete the sentences.

1 Acid *water / rain* is a problem caused by sulphur in the atmosphere.

2 We need to urgently stop burning *fossil / animal* fuels to stop climate change.

3 Industrial *deposits / emissions* are one of the biggest contributors to greenhouse gases.

4 Many people *compost / grow* their food waste to create soil and fertilizer for new plants.

5 Too much of our rubbish gets sent to *landfill / land dump* sites rather than be recycled.

6 The problem with cattle farming is that it uses a lot of land for *grazing / eating*.

E DOBIERANIE

9 59 Listen to four speakers talking about environmental success stories. Match speakers 1–4 with sentences A–E. There is one extra sentence.

This Speaker mentions

A how the environment can be useful for the economy.

B the effects of a chemical reaction.

C the reasons for people's natural behaviour.

D the success of an earlier version of a scheme.

E ways to re-use things we usually throw away.

1	2	3	4
...	...	...	...

10 59 Complete the extracts with the missing words. Then listen again and check.

1 The clouds were then blown across large ... of northern Europe and America.

2 … which ... the way for a solution to the problem.

3 This was so successful that many other countries followed ... .

4 Bison are not dangerous to humans and bring a ... of benefits to the ecosystem they inhabit.

5 Vermont was the first state to ... the practice in law.

11 Complete the sentences with the words in the box. There are two extra words.

electrolysis • emissions • energy
generate • natural • renewable • source

1 Natural gas is the most common fuel ... that people use for heating.

2 Our company aims to produce zero ... by 2030.

3 ... is a process whereby electricity is used to separate chemicals.

4 Did you know you can ... electricity by riding a bicycle?

5 Solar power is an example of ... energy.

E UZUPEŁNIANIE LUK

12 60 Listen to an interview with an expert on green hydrogen. Complete gaps 1–4 with the missing information.

1 Electricity ... to provide all the energy we need in the world.

2 Electrolysis is used to ... .

3 Brown or grey hydrogen is made using electricity generated from ... .

4 The problem with green hydrogen at the moment is that it's ... for most companies.

13 60 Listen again and answer the questions.

1 What does Tyler say we need a more powerful fuel source than electricity to do?

2 What reasons does he give for companies already using hydrogen as a fuel source?

3 What percentage of electricity is currently generated by renewable sources?

4 What has a company recently received which will help them provide green hydrogen more cheaply?

14 60 Choose the correct options to complete the sentences. Then listen again and check.

1 Cattle farming has a huge impact *to / on* the natural environment.

2 Installing solar panels is just *protectively / prohibitively* expensive for a lot of people.

3 The new technology is still in its *childhood / infancy*.

4 With this investment, we'll be able to *scale / grow* up the technology to reach more people.

5 This development in green technology *means / bodes* well for the future.

Reading

BASIC

1 Discuss the questions in pairs.

1 Which of these types of weather have you ever seen/experienced? Where was it? What did you do?

- rain on a sunny day
- snow in June
- strange clouds
- lightning in the day
- temperatures above 40 degrees

2 What other strange weather have you experienced?

E DOBIERANIE

2 Read the text about weird weather. Match headings A–F with texts 1–4. There are two extra headings.

A Pipes in the sky
B Flowers in the air
C Lights at sea
D Sea gardens
E Trees at night
F Fire in the air

Weird weather



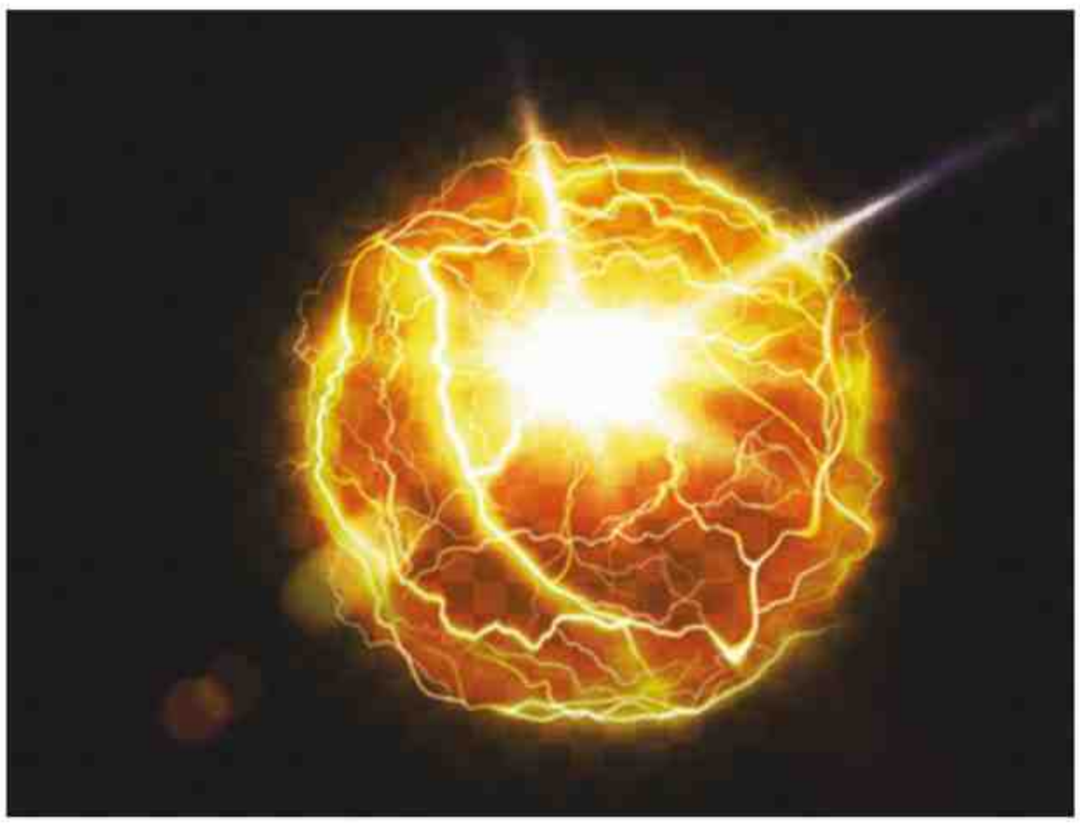
1 These very rare clouds look like long tubes in the sky. They can appear as one cloud, or a row of up to ten. They're a beautiful sight first thing in the morning and can be up to 620 miles long! They sit very low in the sky, and nobody really knows how they're formed. The best place to see them is North Australia, but they sometimes appear in other places round the world.



2 Arctic Ocean frost flowers are formed when the air temperature drops to below the temperature of the ice, usually around 120 degrees centigrade. These beautiful creations form vast fields over large areas. The amazing thing is, they have microorganisms living in them, which create their own complete ecosystem, similar to what you might see on a coral reef. Except much, much colder!



3 This beautiful natural phenomenon can be seen at sunrise or sunset on a clear day, most often in the ocean. It's a complex process with a number of weather conditions necessary for it to appear, but it's basically to do with how the light separates at this time of day. It's often called the 'Pirate's Green Flash' (due to it most often being seen at sea), as they used to think it was a sign of people who had drowned in the sea coming back to life.



4 Very little is known about how ball lightning forms. This is mainly due to the fact that it's extremely rare and often only appears for a few seconds. During a thunderstorm, it may descend from the sky, or form a few metres above the ground. It can vary in size from anything from the size of a pea to several metres in diameter. It bounces off objects and burns them as it does so, leaving behind a smell of sulphur.

3 Choose the correct options to complete the sentences. Then check your answers with the text.

1 Heavy clouds tend to *sit / stand* lower in the sky than lighter clouds.

2 At night, the temperature usually *rests / drops*.

3 Did you know that the human body contains trillions of *macroorganisms / microorganisms*?

4 The Great Barrier Reef is the largest *colour / coral* reef in the world.

5 When he fell in the sea, he couldn't swim so he nearly *drowned / flooded*.



EXTENDED

4 Discuss the questions in pairs.

1 Where can you find wild flowers in your city?

2 Do you think wild flowers are important for the local ecosystem? Why/Why not?

E UZUPEŁNIANIE LUK

5 Read the text. Complete gaps 1–4 with sentences A–E. There is one extra sentence.





THE WILD IN BLOOM

Since the 1930s, due to huge advances in agricultural technology, the UK has lost 97% of its wild flower meadows. Why is this important, you might ask? The answer is simple: wild flowers provide a vital source of nectar for bees and other pollinators. Without these, many plants can't produce the fruit and vegetables that are the basis of our whole ecosystem.

Another benefit of an abundance of wild flowers is that, like their human-grown counterparts, they help drawn in carbon dioxide from the atmosphere. (1) ...

This has therefore prompted many people and organisations to take action in order to turn the situation around in a process known as 'rewilding'. One example of this is a new initiative called 'No Mow May'. At this time of year, many wild flowers are starting to establish themselves in order to provide the flowers that pollinators need. (2) ... So the idea is that you leave your lawn unkempt for a month, in order to attract bees and the like. And it's not just people with gardens. Councils are also encouraged not to cut grass verges at the sides of roads and other open spaces. The result is a beautiful cacophony of different colours and scents to welcome in the summer.

There are many other ways in which we can encourage and boost wild flower populations. (3) ... These are small, handful-sized clusters of wild flower seeds which you can take with you when out for a walk, and simply throw them into open spaces. They're cheap and plentiful, and come with the knowledge that you're helping establish small colonies of natural beauty. Left undisturbed, they'll flourish for years to come.

(4) ... There are numerous rewilding projects that include reintroducing previously endangered (or even extinct) species of animals into areas where they were once plentiful. And this isn't limited to the land. There are numerous marine projects which restock the seas with marine life that has become scarce. But the beauty of rewilding when it comes to flowers, is that it's something you can do as an individual. Whether it's leaving (part or all) of your lawn to grow naturally, or actively sowing/scattering seeds, you can play a part in rebuilding the basis of life.

A Of course the term 'rewilding' isn't limited to just flowers.

B This therefore helps reduce the number greenhouse gases that abound.

C There are many reasons why you might want to think about this carefully.

D But by mowing your lawn, you cull them before they have a chance to become strong enough to do so.

E An example of this is wildflower seed 'bombs'.

6 Read the text again and answer the questions.

1 Why has the UK lost so many of its wild flower meadows?

2 Why are bees important, according to the writer?

3 What two groups of people is 'No Mow May' aimed at?

4 How does the writer describe wild flower seed bombs?

5 What does the writer think is the best thing about rewilding?

7 Find synonyms in the text. They are in the same order as the words in the text.

1 fields

2 bees, birds, butterflies, etc.

3 idea

4 messy, scruffy

5 a wild mix of sounds or colours

6 groups

7 thrive, bloom

8 Discuss the questions in pairs.

1 Which of the rewilding projects in the text do you like the most? Why?

2 What other things can we as individuals do to reverse environmental destruction?



Use of English

BASIC

E MINIDIALOGI

1 Complete the short dialogues. Choose a, b or c.

1 X: What's the weather forecast for tomorrow?
Y: ...
X: Oh, that will spoil the fun of our school trip.
a Storms are likely in our region.
b Earthquakes are quite common in our region.
c There will be a new landfill in our region.

2 X: Which species are under protection: pandas or koalas?
Y: ...
X: That means you cannot keep either of them as pets. That's a pity.
a All of them.
b Both of them.
c Neither of them.

3 X: We should produce more energy from alternative sources.
Y: ...
X: Because otherwise, we will never stop polluting the environment.
a Why does it matter?
b What does it mean?
c How do you know?

4 X: The blizzard started soon after we had left the hostel.
Y: ...
X: We rushed back to the hostel at once.
a What had you done in that situation?
b What were you doing in that situation?
c What did you do in that situation?

5 X: Our school joined the 'Plant a Tree' programme last year.
Y: ...
X: We planted several trees in the park near our school.
a Where are you going to do your activities?
b How many trees does the park need?
c What activities did the programme include?

E UZUPEŁNIANIE ZDAŃ

2 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 These solar panels can ... (*use / instead*) burning oil or gas.

2 The average temperature on Earth has ... (*rise / less*) one degree centigrade in the past 100 years.

3 ... (*you / find / recycle*) difficult in your household or is it easy for you?

4 Experts from several countries have been discussing fossil fuel energy as well ... (*it / impact*) the environment.

5 The Red List includes all the animal species which are ... (*danger / extinction*).

E TRANSFORMACJE

3 Choose the answer a, b or c which means the same as the highlighted phrase.

1 Such heavy snowfall was **unpredictable** in this area in November.
a impossible to forecast
b likely to happen
c not unusual

2 During the 'Clean up the World' action, a group of students **picked up** several bags of rubbish left in the forest.
a ignored
b reused
c collected

3 There are simple tips and hints which can teach everybody how to **cut down on** the amount of waste they produce every day.
a increase
b reduce
c realise

4 In a recent survey, most residents in my city **voted against** another landfill in the suburbs.
a said they didn't want
b claimed they needed
c decided they didn't mind

5 Many natural disasters like hurricanes or droughts **may result from** climate change.
a are obviously caused by
b probably lead to
c possibly have their source in

EXTENDED

E ZESTAW LEKSYKALNY

4 Use one word to complete the three sentences.

1 ...

- One of the most common ... for measuring the power of an earthquake is named after the scientist Richter.
- ... protect the skin of the fish from attacks by predators and mechanical injuries.
- The anglers had ... which they used to weigh the fish they had caught.

2 ...

- The lightning hit the tree and tore a huge ... off it.
- It wasn't until I was at school that I learnt that the small river which flows through my village is a ... of the Vistula River.
- Aquatic ecology is a ... of ecology which deals with ecosystems in oceans, seas and lakes.

3 ...

- We haven't had such ... rain for years – many fields are under water.
- The rock that rolled off the mountain and blocked the road was so ... that even an excavator couldn't remove it.
- Look at those ... clouds. It's definitely going to rain in a moment.

4 ...

- The Earth is the third planet in the ... system.
- Can you see those black panels on the roof? Their whole farm is powered by ... energy.
- The ... eclipse is a rare occasion when sunlight doesn't reach the Earth.

E UZUPEŁNIANIE ZDAŃ

5 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Last week's forest fires ... (*must / cause*) by some careless tourists.

2 A group of environmentalists is still protesting against the new power station that ... (*current / build*) in the region.

3 ... (*Never / we / see*) deer and foxes come so close to our farms.

4 These temperatures are given in Fahrenheit. Do you know how ... (*convert / they*) centigrade?

5 When we reached the top of the mountain, it was ... (*definite / spectacular*) view I had ever seen.

E TRANSFORMACJE

6 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 We must stop using so much plastic.
HIGH
It's ... using so much plastic.

2 We believe these legal regulations will cause a reduction in carbon dioxide emissions into the atmosphere.
EXPECTED
These legal regulations ... carbon dioxide emissions into the atmosphere.

3 They are still evacuating the residents of the flooded village.
FINISHED
They ... the residents of the flooded village yet.

4 They said 'Don't go hiking until the storm is over'.
WARNED
I ... go hiking until the storm was over.

5 What really worries me is pollution of the river in my city.
CONCERNED
I ... pollution of the river in my city.

E UZUPEŁNIANIE LUK

7 Complete each sentence with the correct form of the word in the box. There are two extra words.

diverse • erupt • explore
nature • new • repair • vegetate

1 Wildfires usually cause ... damage to the environment.

2 Etna is still an active volcano and the next ... may happen any time.

3 Solar and wind power are the most popular examples of ... energy, i.e. energy that has unlimited resources.

4 There are several caves in Slovenia that are still ... by man because they are too difficult to access.

5 Contrary to what you may think, these rocks were shaped ..., not by man.

Speaking

1 Discuss the questions in pairs.

1 Is litter a problem in your area?
2 What can we do to encourage people not to drop litter?
3 What are some other local environmental problems you have noticed in your area?

2 61 Listen to two people discussing setting up a litter-picking group. Which of these things 1–6 do they discuss?



1 what equipment they need
2 when and how often to meet
3 interesting places they can visit
4 how to promote the group
5 what they shouldn't do
6 the benefits of the group

3 61 Listen again and tick the phrases they use.

Useful phrases

Making suggestions

What about?
How about?
Why don't we?
Why not?
Let's
Shall we?
What do you think about?
Do you think it would be a good idea to?

Useful phrases

Responding to suggestions

That's a great idea.
Why not?
That sounds like a good idea.
You're not wrong.
I guess you're right.
I like that idea, but
I'm not sure that's the best thing to do.
No, let's not do that because

Matura hacks

- ✓ Pamiętaj, żeby odnieść się do czterech kwestii podanych w poleceniu.
- ✓ Rozwiń każdą kwestię, podając szczegóły i przykłady oraz uzasadniając swoje stanowisko.
- ✓ Reaguj na pytania i podejmuj dyskusję.

E ROZMOWA Z ODGRYWANIEM ROLI

4 Work in pairs. Read the instructions and practise the task. When you have finished, swap roles and practise again.

You want to create a local community group to plant a lot of new trees in your area. First agree on what you're going to do, then discuss the things below. There are four things you need to discuss:

- what equipment you need
- when and how often to meet
- how to promote the group
- the benefits of the group



Writing

EXTENDED

1 Look at the list of activities that are harmful to the environment. Rank them from the most to the least serious, in your opinion.

- People throw away lots of plastic. Plastic waste decomposes for years.
- Some people don't segregate and recycle rubbish.
- Some factories pollute rivers with raw sewage.
- Too many trees are being cut down.
- People generate too much electronic waste.

2 Choose three problems from the list in exercise 1 and suggest a solution that could improve the situation.

Plastic waste
Single-use plastic bags, cutlery and cups should be replaced with products made of biodegradable material.

3 Read the sample letter to the management of a factory. Answer questions 1–4.

Dear Mr Anderson,
I am writing to you on behalf of the local community of my town, Genford, where your car components factory is located. **We have decided to express our concerns** regarding the impact of your factory on the environment.

The town **used to be** a quiet place with beautiful landscapes, which attracted visitors from all over the country. With hiking routes in nearby mountains, clean air and crystal clear water in the river, the region was popular with tourists. **However, a lot has changed** since the factory was built – the quality of the air and water has decreased and the noise from the plant disturbs both residents and visitors. The number of holidaymakers has dropped dramatically, and those who live from tourism are on the verge of bankruptcy.

We, the residents of Genford, **demand that** the management of the factory improve the situation. We expect you to introduce steps that will protect the river and the atmosphere from pollution. **Another step to be considered is** modernisation of the factory's machinery so that it produces less noise in the neighbourhood. **It would also be advisable** to participate financially in a campaign aimed at increasing tourism in the area.

I do hope you will consider our expectations and take the necessary steps to minimise the factory's negative impact on the town. **I will be glad to assist you** in any activities that you decide to take up, especially those promoting tourism in our region.

Yours sincerely,
Lucas Kaminsky

1 Who does the author represent in his letter?

2 What elements of the environment used to attract tourists to Genford?

3 What are the environmental problems that the factory has caused?

4 Which steps does the author want to help the management with?

4 Translate the Polish parts of the sentences into English using some of the phrases in bold from the sample letter.

1 (*Wskazane byłoby również*) ... to plant more trees in the park.

2 (*Wiele się jednak zmieniło*) ... since the national park was established.

3 (*Piszę do Państwa w imieniu*) ... the bird-watching club I'm in charge of.

4 (*Żądamy, aby*) ... any further decisions regarding the park be discussed with the community.

5 (*Z przyjemnością wesprę Państwa*) ... in organising the 'Clean up the World' action in my school.

5 Match the formal phrases in bold in the sample letter with the informal ones (1–8) below.

1 I can help you

2 Think of one more thing

3 You must do the following:

4 We're worried

5 (…) wanted me to write this

6 But now it's different

7 I hope you agree with what we want

8 In the past, it was

E LIST FORMALNY

6 Write a formal letter according to the instructions below. Your letter should be between 200 and 250 words long.

W miejscowości, w której mieszkasz, wiele domów jest ogrzewanych węglem.
Napisz list formalny do władz miasta z prośbą o uruchomienie kampanii zachęcającej do zrezygnowania z ogrzewania węglem i zastąpienie go ogrzewaniem z czystych źródeł energii.

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 It was so ... that drivers had to switch on their fog lights. **FOG**

2 A flash of ... means that a storm is approaching. **LIGHT**

3 Everyone may contribute to the reduction of ... by caring about their local environment. **POLLUTE**

4 It was ... cold, so Jane put on a winter jacket and a cap. **FREEZE**

5 We woke up to a ... morning and could hardly see the other side of the river. **MIST**

E UZUPEŁNIANIE LUK

2 Complete the sentences with one word in each gap.

1 When the temperature drops ... zero degrees centigrade, water changes into ice.

2 We had to cut the tree ... because it could have fallen on the roof of our house.

3 There are plans to turn the empty area in the city centre ... a small park.

4 Most animals ... after their young like people do with their children.

5 We should ... energy by turning off electrical appliances when we aren't using them.

E UZUPEŁNIANIE ZDAŃ

3 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 It ... (*rain / heavy*) when we woke up, so we had to cancel our visit to the zoo.

2 What about ... (*plant / tulip*) in the empty flower bed?

3 If a storm ... (*catch*) you in an open area, quickly find a safe place to shelter.

4 The authorities accused the ... (*company / dump*) chemical waste into the river.

5 Do you know what ... (*hot / place*) in the world is?

E TŁUMACZENIE

4 Choose the answer a, b or c which is the correct translation of the phrase in brackets.

1 What is the lowest temperature ever (*zanotowana*) ... in Poland?
a recorded **b** written **c** dropped

2 If (*nie będzie deszczu*) ... for another week, the land will be extremely dry.
a it isn't rain
b it doesn't rain
c there won't be rain

3 It's high time (*abyśmy ścięli*) ... the grass in the garden.
a we are cutting
b we have cut
c we cut

4 Despite the deep water, only a few buildings (*zostało zniszczonych*) ... during the flood last month.
a would be damaged
b were damaged
c have been damaged

5 The Copacabana beach (*rozciąga się*) ... for over 5 kilometres along the Atlantic shore.
a moves **b** stretches **c** goes

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 Visitors to the zoo mustn't feed the animals.
ARE
Visitors to the zoo ... to feed the animals.

2 'Don't keep your geranium in too small a pot', the gardener said to me.
NOT
The gardener told me ... in too small a pot.

3 What a pity some people don't sort their rubbish.
WISH
I ... their rubbish.

4 This is a veterinary clinic. My dog is treated here.
WHERE
This is the veterinary clinic ... .

5 There are dark clouds in the sky. It is possible that it will snow soon.
SNOW
There are dark clouds in the sky. It ... soon.

EXTENDED

E SŁOWOTWÓRSTWO

6 Transform the words in bold to complete the sentences.

1 High ... levels make people sweat. **HUMID**

2 A sudden ... caught us in the middle of the forest far from any shelter. **POUR**

3 If all mankind doesn't unite to protect our planet, ... damage will be caused, making it impossible for us to live here. **REPAIR**

4 Some ... companies cut down trees selectively so as not to deprive whole areas of trees. **LOG**

5 Although the day was ... , we set off on a long walk. **CAST**

E UZUPEŁNIANIE LUK

7 Complete the sentences with one word in each gap.

1 Due to heavy snowfall we got ... in the mountain shelter, unable to leave it.

2 A long ... of bad weather resulted in many holidaymakers deciding to shorten their stay at the seaside.

3 Lots of plants endemic ... exotic countries can be seen in our palm house.

4 Electric cars don't produce exhaust ... .

5 Scientists can predict the impact of climatic changes ... our planet very precisely.

E TŁUMACZENIE

8 Translate the parts of the sentences in brackets into English. Use a maximum of five words in each gap.

1 (*Oczekiwaliśmy*) ... heavy rain yesterday, but in the end there was only a little drizzle.

2 People should be instructed (*jak zachować się*) ... if there is an earthquake.

3 (*Zatrzymaliśmy się, aby podziwiać*) ... a beautiful rainbow in the sky.

4 Marajó in the Amazon is the world's largest island (*otoczona przez*) ... freshwater.

5 (*Niepotrzebnie wziąłem*) ... my skis to the mountains because there was not enough snow for skiing.

E TRANSFORMACJE

9 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 It is estimated that the 2004 Indian Ocean tsunami killed almost half a million people.
IS
The 2004 Indian Ocean tsunami ... almost half a million people.

2 A carnivore eats meat and a herbivore eats plants or vegetables.
NOT
Unlike a carnivore, a herbivore ... meat.

3 'How can we minimise the impact of the oil spill on the environment?' the officials wondered.
THEY
The officials wondered ... the impact of the oil spill on the environment.

4 The water in the lake was heavily contaminated and swimming was forbidden.
SO
... in the lake that swimming was forbidden.

5 They should have checked the weather forecast before hiking in the mountains.
ONLY
If ... the weather forecast before hiking in the mountains.

E UZUPEŁNIANIE ZDAŃ

10 Complete the sentences with the correct form of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 The ... (*giant panda / nature / inhabit*) is mainly in forests high in the mountains of southwest China.

2 But for the blizzard, they ... (*reach / they*) destination much earlier.

3 As soon as ... (*temperature / drop*) by a few degrees, some animals will hibernate to conserve energy to survive.

4 Unfortunately, we aren't ... (*use / live*) in extreme weather conditions.

5 It's time the government ... (*take / step*) to stop deforestation.

Wordlist

WEATHER AND CLIMATE

above/below zero /əˌbʌv/bɪˌləʊ 'zɪərəʊ/ powyżej/poniżej zera
blizzard /'blɪzəd/ zamieć śnieżna
blow /bləʊ/ dmuchać, wiać (o wietrze)
breeze /bri:z/ bryza, wiaterek
chilly /'tʃɪli/ zimny, chłodny
clear up /ˌklɪə 'ʌp/ przejaśniać się, rozpogadzać
clear/cloudless sky /klɪə/'klaʊdləs skaɪ/ bezchmurne niebo
climate /'klaɪmət/ klimat
cloud /klaʊd/ chmura
cloudy /'klaʊdi/ pochmurny
cold /kəʊld/ zimny
cool /ku:l/ chłodny
degree Celsius/degrees Centigrade/ Fahrenheit /dɪ'gri: 'selsiəs/dɪ'gri:z 'sentəgreɪd/'færənhaɪt/ stopni Celsjusza/ Farenheita
downpour /'daʊnpɔ:/ ulewa
drizzle /'drɪzəl/ mżawka
dry /draɪ/ suchy
fog /fɒg/ mgła
foggy /'fɒgi/ mglisty
freezing /'fri:zɪŋ/ lodowaty
frost /frɒst/ mróz
frosty /'frɒsti/ mroźnie
gale /geɪl/ wichura
hail /heɪl/ grad
heat /hi:t/ ciepło; upał
heatwave /'hi:tweɪv/ fala upałów
heavy snowfall /'hevi 'snəʊfɔ:l/ obfite opady śniegu
high humidity /haɪ hju:'mɪdəti/ wysoka wilgotność powietrza
hot /hɒt/ gorący
humid /'hju:mɪd/ wilgotny
ice /aɪs/ lód
icy /'aɪsi/ lodowaty; oblodzony
light showers /laɪt 'ʃaʊəz/ przelotne opady
lightning /'laɪtnɪŋ/ błyskawica
mild climate /maɪld 'klaɪmət/ klimat łagodny
mist /mɪst/ mgła
misty /'mɪsti/ mglisty
moderate climate /ˌmɒdərət 'klaɪmət/ klimat umiarkowany
overcast sky /ˌəʊvə'kɑ:st skaɪ/ zachmurzone niebo
pour down/pour with rain /pɔ: daʊn/pɔ: wɪð reɪn/ lać (o deszczu)
pressure /'preʃə/ ciśnienie
rain /reɪn/ deszcze
rainbow /'reɪnbəʊ/ tęcza
rainfall /'reɪnfɔ:l/ opady deszczu
rainstorm /'reɪnstɔ:m/ ulewa
rainy /'reɪni/ deszczowy
scorching /'skɔ:tʃɪŋ/ skwarny; upalny
shine /ʃaɪn/ świecić (o słońcu)
shower /'ʃaʊə/ przelotny deszcz
sky /skaɪ/ niebo
sleet /sli:t/ deszcze ze śniegiem; gołoledź
snow /snəʊ/ śnieg
snowstorm /'snəʊstɔ:m/ zamieć śnieżna
snowy /'snəʊi/ śnieżny
spell of bad weather /spel əv bæd 'weðə/ okres złej pogody
storm /stɔ:m/ burza, nawałnica
stormy /'stɔ:mi/ burzowy
sun /sʌn/ słońce
sunny /'sʌni/ słoneczny
sunshine /'sʌnʃaɪn/ światło słoneczne
temperature /'temprətʃə/ temperatura
thunder /'θʌndə/ grzmot
thunderstorm /'θʌndəstɔ:m/ burza (z piorunami)
torrential rain /tə'renʃəl reɪn/ ulewny deszcz
warm /wɔ:m/ ciepły
weather forecast /'weðə ˌfɔ:kɑ:st/ prognoza pogody
wet /wet/ mokry
wind /wɪnd/ wiatr
windy /'wɪndi/ wietrzny

PLANTS

branch /brɑ:ntʃ/ gałąź
bush /bʊʃ/ krzak; krzew
clover/shamrock /'kləʊvə/'ʃæmrɒk/ koniczyna
daffodil /'dæfədɪl/ żonkil; narcyz
daisy /'deɪzi/ stokrotka
exotic plant /ɪg'zɒtɪk plɑ:nt/ roślina egzotyczna
flower /'flaʊə/ kwiat
forget-me-not /fə'getmiˌnɒt/ niezapominajka
grass /grɑ:s/ trawa
grow; grow plants /grəʊ; grəʊ plɑ:nts/ rosnąć; uprawiać rośliny
harvest (n, v) /'hɑ:vɪst/ zbiory; zbierać (plony)
leaf /li:f/ liść
leaves /li:vz/ liście
maple /'meɪpəl/ klon
oak /əʊk/ dąb
pine /paɪn/ sosna
plant (n; v) /plɑ:nt/ roślina; sadzić
root /ru:t/ korzeń
rose /rəʊz/ róża
soil /sɔɪl/ gleba
thistle /'θɪsəl/ oset
tree /tri:/ drzewo
trunk /trʌŋk/ pień
tulip /'tju:lɪp/ tulipan
weed /wi:d/ chwast

ANIMALS

alligator /'æləgeɪtə/ aligator
amphibian /æm'fɪbiən/ płaz
ant /ænt/ mrówka
bat /bæt/ nietoperz
beak /bi:k/ dziób
beaver /'bi:və/ bóbr
bee /bi:/ pszczoła
beetle /'bi:tl/ chrząszcz; żuk
bird /bɜ:d/ ptak
brown bear /braʊn beə/ niedźwiedź brunatny
bull /bʊl/ byk
butterfly /'bʌtəflaɪ/ motyl
camel /'kæməl/ wielbłąd
cheetah /'tʃi:tə/ gepard
chick /tʃɪk/ pisklę; kurczątko
chimpanzee /ˌtʃɪmpæn'zi:/ szympans
cow /kaʊ/ krowa
crocodile /'krɒkədaɪl/ krokodyl
deer /dɪə/ jeleń
dolphin /'dɒlfɪn/ delfin
domestic animal /dəˌmestɪk 'ænəməl/ zwierzę domowe
donkey /'dɒŋki/ osioł
duck /dʌk/ kaczka
eagle /'i:gəl/ orzeł
elephant /'eləfənt/ słoń
farm animal /fɑ:m 'ænəməl/ zwierzę gospodarskie
feather /'feðə/ pióro
fish /fɪʃ/ ryba, ryby
fly /flaɪ/ mucha
fox /fɒks/ lis
giraffe /dʒə'rɑ:f/ żyrafa
goat /gəʊt/ koza
guinea pig /'gɪni pɪg/ świnka morska
hamster /'hæmstə/ chomik
hare /heə/ zając
hedgehog /'hedʒhɒg/ jeż
herbivore /'hɜ:bəvɔ:/ roślinożerca
herring /'herɪŋ/ śledź
hippo /'hɪpəʊ/ hipopotam
horse /hɔ:s/ koń
insect /'ɪnsekt/ insekt
kitten /'kɪtn/ kociak
lamb /læm/ jagnię
leopard /'lepəd/ lampart
lion/lioness /'laɪən/'laɪənes/ lew/lwica
lizard /'lɪzəd/ jaszczurka
mammal /'mæməl/ ssak
monkey /'mʌŋki/ małpa
mosquito /mə'ski:təʊ/ komar
mouse /maʊs/ mysz
octopus /'ɒktəpəs/ ośmiornica
owl /aʊl/ sowa
parrot /'pærət/ papuga
paw /pɔ:/ łapa
penguin /'peŋgwɪn/ pingwin
pet /pet/ zwierzę domowe
pig /pɪg/ świnia
pigeon /'pɪdʒɪn/ gołąb
polar bear /ˌpəʊlə 'beə/ niedźwiedź polarny
predator /'predətə/ drapieżnik
puppy /'pʌpi/ szczeniak
rabbit /'ræbɪt/ królik
rat /ræt/ szczur
raven /'reɪvən/ kruk
reptile /'reptaɪl/ gad
rodent /'rəʊdənt/ gryzoń
salmon /'sæmən/ łosoś
seagull /'si:gʌl/ mewa
seahorse /'si:hɔ:s/ konik morski
seal /si:l/ foka
shark /ʃɑ:k/ rekin
sheep /ʃi:p/ owca
snake /sneɪk/ wąż
species /'spi:ʃi:z/ gatunek
squirrel /'skwɪrəl/ wiewiórka
stork /stɔ:k/ bocian
swallow /'swɒləʊ/ jaskółka
swan /swɒn/ łabędź
tiger /'taɪgə/ tygrys
tortoise /'tɔ:təs/ żółw lądowy
tuna /'tju:nə/ tuńczyk
turtle /'tɜ:tl/ żółw wodny
whale /weɪl/ wieloryb
whisker /'wɪskə/ wąs (u zwierząt)
wild boar /ˌwaɪld 'bɔ:/ dzik
wing /wɪŋ/ skrzydło
wolf /wʊlf/ wilk
zebra /'zi:brə/ zebra

LANDSCAPE

bay /beɪ/ zatoka
beach /bi:tʃ/ plaża
cape /keɪp/ przylądek
cave /keɪv/ jaskinia
cliff /klɪf/ klif, urwisko
coast /kəʊst/ wybrzeże
continent /'kɒntɪnənt/ kontynent
coral reef /'kɒrəl ri:f/ rafa koralowa
desert /'dezət/ pustynia
dunes /dju:nz/ wydmy
estuary /'estʃuəri/ ujście rzeki
field /fi:ld/ pole; obszar
forest/wood/the woods/woodland /'fɒrɪst/ wʊd/ðə wʊdz/'wʊdlənd/ las
glacier /'glæsiə/ lodowiec

gulf /gʌlf/ zatoka
hill /hɪl/ wzgórze
island /'aɪlənd/ wyspa
jungle /'dʒʌŋgəl/ dżungla
lake /leɪk/ jezioro
landscape /'lændskeɪp/ krajobraz
meadow /'medəʊ/ łąka
mountain /'maʊntɪn/ góra
mountain range /'maʊntɪn reɪndʒ/ pasmo górskie
ocean /'əʊʃən/ ocean
peak /pi:k/ szczyt (góry)
peninsula /pə'nɪnsjələ/ półwysep
pond /pɒnd/ staw; oczko wodne
rainforest /'reɪn,fɒrɪst/ las deszczowy
river /'rɪvə/ rzeka
road /rəʊd/ droga
sandy/rocky beach /'sændi/'rɒki bi:tʃ/ piaszczysta/kamienista plaża
scenery /'si:nəri/ sceneria; krajobraz
sea /si:/ morze
shore /ʃɔ:/ brzeg (morza, jeziora)
stream /stri:m/ strumień; potok
valley /'væli/ dolina
volcano /vɒl'keɪnəʊ/ wulkan
waterfall /'wɔ:təfɔ:l/ wodospad

ENVIRONMENT THREATS AND PROTECTION

acid rain /,æsɪd 'reɪn/ kwaśne deszcze
air pollution /eə pə'lu:ʃən/ zanieczyszczenie powietrza
ban pesticides /bæn 'pestɪsaɪdz/ zakazać stosowania pestycydów
become extinct /bɪ,kʌm ɪk'stɪŋkt/ wyginąć
biodegradable /,baɪəʊdɪ'greɪdəbəl/ ulegający rozkładowi biologicznemu
biodiversity /,baɪəʊdaɪ'vɜ:səti/ bioróżnorodność
car exhaust fumes /kɑ: ɪg'zɔ:st fju:mz/ spaliny samochodowe
carbon dioxide /,kɑ:bən daɪ'ɒksaɪd/ dwutlenek węgla
carbon footprint /,kɑ:bən 'fʊt,prɪnt/ ślad węglowy
cause destruction to sth /kɔ:z dɪ'strʌkʃən tə sʌmθɪŋ/ powodować zniszczenie czegoś
conservation /,kɒnsə'veɪʃən/ ochrona
consumption /kən'sʌmpʃən/ konsumpcja
contaminate /kən'tæməneɪt/ zanieczyścić
cut down forests /,kʌt 'daʊn 'fɒrɪsts/ wycinać lasy
cut down on sth /,kʌt 'daʊn ɒn sʌmθɪŋ/ ograniczyć coś
damage the environment /,dæmɪdʒ ðɪ ɪn'vaɪrənmənt/ niszczyć środowisko
deforestation /di:,fɒrə'steɪʃən/ wylesienie
degradation /,degrə'deɪʃən/ degradacja
disposable /dɪ'spəʊzəbəl/ jednorazowy
eco-friendly /'i:kəʊ ,frendli/ przyjazny dla środowiska
ecological /,i:kə'lɒdʒɪkəl/ ekologiczny
ecosystem /'i:kəʊ,sɪstɪm/ ekosystem
emission /ɪ'mɪʃən/ emisja
endangered species /ɪn,deɪndʒəd 'spi:ʃi:z/ zagrożony gutunek
endemic species /en,demɪk 'spi:ʃi:z/ gatunek endemiczny (występujący tylko na danym terenie)
energy-saving /,enədʒi 'seɪvɪŋ/ energooszczędny
environment /ɪn'vaɪrənmənt/ środowisko
environmental /ɪn,vaɪrən'mentl/ dotyczący środowiska
environmental disaster /ɪn,vaɪrən'mentl dɪ'zɑ:stə/ katastrofa ekologiczna
environmental sustainability /ɪn,vaɪrən'mentl sə'steɪnəbələti/ zrównoważony rozwój środowiska
environmentalist /ɪn,vaɪrən'mentəlɪst/ ekolog
extinct (species) /ɪk,stɪŋkt 'spi:ʃi:z/ wymarły (gatunek)
extinction /ɪk'stɪŋkʃən/ wymarcie
generate CO_2/energy/pollution /'dʒenəreɪt si:əʊtu:/'enədʒi/pə'lu:ʃən/ wytwarzać, generować CO_2/energię/zanieczyszczenie
global warming /,gləʊbəl 'wɔ:mɪŋ/ globalne ocieplenie
greenhouse effect /'gri:nhaʊs ɪ,fekt/ efekt cieplarniany
habitat /'hæbətæt/ środowiska życia; siedlisko
harmful to the environment /'hɑ:mfəl tə ðɪ ɪn'vaɪrənmənt/ szkodliwy dla środowiska
hole in the ozone layer /həʊl ɪn ðɪ 'əʊzəʊn leɪə/ dziura w warstwie ozonowej
in danger of/at risk of /ɪn 'deɪndʒə əv/ət rɪsk əv/ zagrożony (czymś); w zagrożeniu (czymś)
in the wild /ɪn ðə waɪld/ na wolności
industry /'ɪndəstri/ przemysł
irreparable (damage) /ɪ'repərəbəl ('dæmɪdʒ)/ nienaprawialne (szkoda)
landfill/dump /'lændfɪl/dʌmp/ wysypisko śmieci
logging /'lɒgɪŋ/ wycinanie drzew
lower/reduce CO_2 emission /'ləʊə/ rɪ'dju:s si:əʊtu: ɪ'mɪʃən/ obniżyć/ zredukować poziom emisji CO_2
melting glaciers /,meltɪŋ 'glæsiə/ topniejące lodowce
minimise one's impact on/of /'mɪnəmaɪz wʌnz 'ɪmpækt ɒn/əv/ zmniejszyć czyjść wpływa na
natural resources /'nætʃərəl rɪ'zɔ:sɪz/ zasoby naturalne
oil spill /ɔɪl spɪl/ wyciek ropy
organic /ɔ:'gænɪk/ organiczny, naturalny
overfishing /,əʊvə'fɪʃɪŋ/ przełowienie
overpopulation /,əʊvəpɒpjə'leɪʃən/ przeludnienie
ozone layer /'əʊzəʊn ,leɪə/ warstwa ozonowa
pick up litter/clean up litter /,pɪk 'ʌp ,lɪtə/ ,kli:n 'ʌp ,lɪtə/ zbierać, podnosić śmieci
plant trees /plɑ:nt tri:z/ sadzić drzewa
polar ice cap /,pəʊlə 'aɪs kæp/ polarna czapa lodowa
pollute /pə'lu:t/ zanieczyszczać
pollution /pə'lu:ʃən/ zanieczyszczenie
protect the environment /prə'tekt ðɪ ɪn'vaɪrənmənt/ chronić środowisko
protect wildlife /prə'tekt 'waɪldlaɪf/ chronić dziką przyrodę
recycle /,ri:'saɪkəl/ powtórnie przetwarzać
recycling /ri:'saɪklɪŋ/ recykling
greenhouse gases /'gri:nhaʊs gæsɪz/ gazy cieplarniane
run out of sth /,rʌn 'aʊt əv'sʌmθɪŋ/ kończy się coś (np. paliwo)
save energy /seɪv 'enədʒi/ oszczędzać energię
smog /smɒg/ smog
soil erosion /sɔɪl ɪ'rəʊʒən/ erozja gleby
soil pollution/contamination /sɔɪl pə'lu:ʃən/ kən'tæməneɪʃən/ zanieczyszczenie gleby
sort rubbish /sɔ:t 'rʌbɪʃ/ segregować śmieci
sustainable /sə'steɪnəbəl/ zrównoważony, nie naruszający równowagi ekologicznej
threat /θret/ zagrożenie; groźba
threaten /'θretn/ zagrażać, grozić
throw away /,θrəʊ ə'weɪ/ wyrzucać
throw sth out /θrəʊ sʌmθɪŋ aʊt/ pozbywać się czegoś, wyrzucać
ultra-violet radiation /,ʌltrə'vaɪəlɪt ,reɪdi'eɪʃən/ promieniowanie ultrafioletowe
unleaded petrol /ʌn'ledɪd 'petrəl/ benzyna bezołowiowa
water pollution /,wɔ:tə pə'lu:ʃən/ zanieczyszczenie wody
wildlife /'waɪldlaɪf/ dzika przyroda

NATURAL DISASTERS

ash cloud /æʃ klaʊd/ chmura pyłu wulkanicznego
avalanche /'ævəlɑ:ntʃ/ lawina
be evacuated /bi ɪ'vækjueɪtɪd/ być ewakuowanym
be trapped in the rubble /bi træpt ɪn ðə 'rʌbəl/ być uwięzionym pod gruzami
casualty /'kæʒuəlti/ ofiara wypadku
destroy /dɪ'strɔɪ/ niszczyć
destroy resources /dɪ'strɔɪ rɪ'zɔ:sɪz/ niszczyć zasoby
destruction /dɪ'strʌkʃən/ zniszczenie
drought /draʊt/ susza
earthquake /'ɜ:θkweɪk/ trzęsienie ziemi
erupt /ɪ'rʌpt/ wybuchać (wulkan)
famine /'fæmɪn/ głód
fire /faɪə / pożar
flood /flʌd/ powódź
forest fire /'fɒrɪst faɪə/ pożar lasu
hurricane /'hʌrɪkən/ huragan
landslide /'lændslaɪd/ osuwisko, obryw
natural disaster /'nætʃərəl dɪ'zɑ:stə/ katastrofa naturalna
on the Richter scale /ɒn ðə 'rɪktə skeɪl/ w skali Richtera
rescue sb /'reskju: sʌmbɒdi/ ratować kogoś
rescue worker/team /'reskju: 'wɜ:kə/ti:m/ ratownik/ekipa ratunkowa
survivor /sə'vaɪvə/ osoba, która ocalała
the river burst its banks /ðə'rɪvə bɜ:st ɪts bæŋks/ rzeka wystąpiła z brzegów
tidal wave /'taɪdl weɪv/ fala pływowa
tornado /tɔ:'neɪdəʊ/ tornado
tsunami /tsʊ'nɑ:mi/ tsunami
twister /'twɪstə/ trąba powietrzna
typhoon /,taɪ'fu:n/ tajfun
volcanic eruption /vɒl,kænɪk ɪ'rʌpʃən/ erupcja wulkanu

ENERGY

alternative energy sources /ɔ:l,tɜ:nətɪv ,enədʒi 'sɔ:sɪz/ alternatywne źródła energii
biofuel /'baɪəʊ,fju:əl/ biopaliwo
burn fuel/petrol /bɜ:n 'fju:əl/'petrəl/ spalać paliwo/benzynę
coal /kəʊl/ węgiel
crude oil/petroleum /kru:d ɔɪl/pə'trəʊliəm/ ropa naftowa
electric car/power /ɪ,lektrɪk kɑ:/'paʊə/ elektryczny samochód/elektryczna energia
energy /'enədʒi/ energia
fossil fuel /'fɒsəl ,fju:əl/ paliwo kopalne
nuclear energy /,nju:kliər 'enədʒi/ energia jądrowa
power /'paʊə/ energia (np. nuklearna)
power plant/power station /'paʊə plɑ:nt/ 'paʊə 'steɪʃən/ elektrownia
renewable energy /rɪ'nju:əbəl 'enədʒi/ energia odnawialna
solar power /,səʊlə 'paʊə/ energia słoneczna
source of energy /sɔ:s əv 'enədʒi/ źródło energii
water power /,wɔ:tə 'paʊə/ energia wodna
wind farm /wɪnd fɑ:m/ farma wiatrowa
wind power /wɪnd 'paʊə/ energia wiatrowa

Moduł 13

Podróżowanie i turystyka

Vocabulary

Means of transport

BASIC

1 Discuss the questions in pairs.

1 What's your favourite type of transport during holidays? Why?

2 How do you usually get to school? Do you like it? Why/Why not?

3 What do you need to do to get a driving licence in Poland

2 Work in pairs. Choose the odd one out.

1	bus	train	taxi	tram
2	bike	bus	scooter	motorbike
3	lorry	yacht	ship	ferry
4	bike	plane	taxi	underground
5	bike	lorry	car	bus

EXTENDED

3 Discuss the questions in pairs.

1 Is there any environmentally friendly transport available in your area?

2 If you could have any type of car (or other vehicle), what would you have? Why?

4 What is the difference in meaning between these pairs of words?

1 trawler / liner

2 sports car / van

3 canoe / sailing boat

4 double-decker bus / coach

5 ferry / ship

6 cab / lorry

7 tram / truck

Train, ship, plane and other vehicles

BASIC

5 Decide if the words relate to trains (T), ships (S) or flights (F).

airline • boarding pass • carriage • compartment
gate • harbour • platform • railway • sail

6 Choose the correct options to complete the text.

Thank you for flying with Continental Airlines. When you arrive at the (1) *gate / airport*, please go to the (2) *check-in desk / security* to show your documents and receive your (3) *terminal / boarding pass*. After this, go through (4) *departure / security* to have your bags checked, then into the (5) *gate / departure lounge* to relax and wait for your flight to be called. While you're there you can shop in the (6) *duty-free / terminal* zone, or get something to eat at one of the cafés. When your flight is called, go quickly to your (7) *gate / airport* to board your flight.

EXTENDED

7 Complete the sentences with the words in the box. There are two extra words.

call • connecting • flight • lag • reclaim
runway • turbulence

1 When you get off the plane, go to baggage ... to collect your bags.

2 When I got back from Argentina, it took me nearly a week to recover from the jet ... .

3 Don't worry about the bumps in the flight, it's just ... .

4 You need to change at Boston for your ... flight to New Orleans.

5 This is the last ... for passengers travelling to Zurich on flight ZU67.

8 Match the parts of a car 1–6 with definitions a–f.

1 bonnet
2 boot
3 wing mirror
4 glove compartment
5 indicator
6 windscreen wiper

a something on the side of the car which lets you see what's behind you
b something you use when it's raining to help you see
c the part at the front of the car which covers the engine
d a space in front of the passenger seat to store things
e a light which shows which way you're turning
f the space at the back of the car to put things in (e.g. your shopping)

Traffic

BASIC

9 Match the words in the box with photos A–H. There is one extra word.

bus stop • cycle path • junction • motorway • pavement
petrol station • road sign • roundabout • traffic jam

















10 Choose the correct options.

1 Press the button to tell the bus driver we need to get *out / off* at the next stop.
2 Oh no, I haven't got my keys! I must have dropped them when I got *off / out* of the taxi!
3 Let's go to the café *by / on* foot, it's a lovely day.
4 He didn't even say goodbye, he just got *in / on* his motorbike and rode away.
5 You pay for your bus journey when you get *on / in* the bus.

EXTENDED

11 Complete the conversation with the verbs in the box. There are two extra verbs.

do • drive • drop • fill • give (x2) • have • slow

A: How are you getting to the party, Tilly?
B: I was going to walk.
A: Oh, don't do that, I'll (1) ... you a lift.
B: That's really nice of you dad, thanks. (in the car)
A: I need to (2) ... up on the way, so we'll have to stop at the petrol station.
B: No worries, but can you (3) ... down a bit? You're going very fast.
A: Ha ha, OK.
B: Dad! You need to (4) ... way here! Careful!
A: Oops! Sorry.
B: And now you've turned the wrong way.
A: Oh, of course. I'd better (5) ... a U-turn.
B: Actually dad, don't worry. Can you just (6) ... me off here? I think I'll walk.
A: OK …

12 Translate the phrases in brackets into English.

The first time I took my driving test it was a complete disaster. To start with, I forgot to (1) (*zapiąć mój pas bezpieczeństwa*) ... and the examiner had to remind me. Not a good start! Then when we were on the main road I didn't realise the (2) (*ograniczenie prędkości*) ... was 60. I thought it was 30, so I caused a bit of a (3) (*korek uliczny*) ... behind me until everyone started to (4) (*wyprzedzać*) ... me. Then we got to a junction and I stopped to let other cars go. People behind me were beeping their horns, then the examiner told me I had right of way, so I drove off carefully. By now I was really nervous and I almost didn't see the (5) (*przejścia dla pieszych*) ... in front of us! That's when the examiner did an emergency stop! Obviously at the end of the test I failed. I can laugh about it now though because the next time I took the test I passed with flying colours!

Accommodation

BASIC

13 Choose the correct options to complete the advert.

HEART OF BRIGHTON

Stay with us at Berkley Guest (1) *House / Home* in the heart of Brighton. Whether you want a room with a sea (2) *watch / view* or a budget room at the back of the hotel, we have everything you need. Upon arrival, our (3) *reception / receptionist* will welcome you and show you to your room.

Facilities include:

- heated swimming pool
- 24-hour room (4) *service / food*
- (5) *air / heat* conditioning
- breakfast (6) *included / supplied*

We only have a few (7) *vacancies / availabilities* left, so don't delay, (8) *order / book* your room today!

EXTENDED

14 Complete the text with the words in the box. There are two extra words.

bags • bed • camper • campsite • chalet • check hostel • put • suite

Last summer our family went camping. When we arrived at the (1) ... , the weather was terrible and we had to (2) ... up the tent in the rain. Not a good start. It rained all evening and we stayed in the tent feeling miserable. Then, in the middle of the night, the tent started leaking, and everything, even our sleeping (3) ... got wet. Early the next morning a (4) ... van arrived next to our tent with really loud children that woke us up. That was when we decided to (5) ... in to a nearby (6) ... and breakfast. I was so relieved, and my room had an en-(7) ... bathroom, so I spent an hour in a nice hot bath, warming up.



Excursions and sightseeing

BASIC

15 Choose the correct options to complete the post and comments.

Forum THINGS TO DO IN LISBON?

I'm travelling to Lisbon next month on business, and have a few extra days to (1) *explore / attract* the city. Any suggestions? I don't want to go on a/an (2) *organised / guided* tour with a fixed (3) *plan / timetable*, I'd like to visit places in my own time.

traveller672: I'd recommend visiting the tourist office first. You can pick up (4) *adverts / brochures* for all the main tourist (5) *visitations / attractions* and choose somewhere you'd really like to visit.

lisboaguy: I'd strongly recommend the Electricity Museum, located in an old power station. You can have a tour (6) *guide / guidebook* show you around, or just walk round it yourself. It's really interesting and (7) *ticket office / admission* is free! Oh, and they have a great gift shop where you can pick up a cool (8) *backpack / souvenir*.

markthemark7: If you can, try a short trip out of Lisbon, the coast there is amazing. I'd recommend the beach at Praia dos Galapos if you want to relax and lie on the beach. You can also (9) *go / do* hiking up the hills behind the beach, which offers stunning (10) *views / sceneries* out across the ocean.

SUBMIT

EXTENDED

16 Translate the words and phrases in brackets into English.

Last year I went on holiday to Greece and had an amazing time. On the first day we went on a (1) (*wycieczkę ze zwiedzaniem*) ... of Athens, which included visiting the (2) (*starożytne ruiny*) ... of the Parthenon. The temple itself was amazing, but there was also a (3) (*zapierający dech w piersiach widok*) ... across the city. However, because we went in the (4) (*szczycie sezonu*) ... , Athens was very crowded. So the next day we decided to go (5) (*w ustronne miejsce*) ... and visit some of the islands. We decided to (6) (*podróżować z niewielkim bagażem*) ... so we could move around easily. First we went to Ikaria, with its beautiful (7) (*dziewiczymi*) ... beaches. We liked it so much that we chose to stay there, in a (8) (*luksusowym*) ... hotel.

Tourism

BASIC

17 Choose the correct options.

1 What time do we *catch* / *board* the ship?
2 It was such a short flight, we landed just twenty minutes after we *took* / *got* off.
3 We had to run to the platform and we only just managed to *catch* / *have* the train.
4 Next month we're *going* / *doing* on a cruise in the Caribbean.
5 It's busy at that time of year, so you'll need to *book* / *make* a reservation.

EXTENDED

18 Complete the sentences with a word from box A and a word from box B.

A on • pick • see • set • touch

B board • down • off (x2) • up

1 Our flight is in the morning tomorrow so we need to ... ... from home early.
2 Are you coming with us into town tomorrow? We can ... you ... on the way if you like.
3 When I went backpacking, my parents came to the airport to ... me ... .
4 When you're ... ... the cruise ship, all the food is free.
5 Our plane will ... ... in about two hours.

Types of holidays and travelling

BASIC

19 Match the types of holidays 1–6 with the example activities a–f.

1 a backpacking holiday
2 a beach holiday
3 a camping holiday
4 a city break
5 a package holiday
6 a safari

a staying in a tent
b staying in hostels/cheap accommodation
c watching animals in the wild
d sunbathing by the sea
e sightseeing
f being collected from the airport and taken to your hotel

EXTENDED

20 What is the difference in meaning between the following pairs of words?

1 voyage / cruise
2 trip / journey
3 excursion / expedition
4 tour / travel
5 agrotourism / ecotourism

Accident and emergency

BASIC

21 Complete the sentences with the words in the box. There are two extra words.

accident • ambulance • cancelled • crash • delay
lost • poisoning • rescue • sunburnt

1 Quick, call an ... ! There's been a(n) ... on the road.
2 Oh no, our return flight's been ... . We'll have to book another one.
3 We got ... when we were walking in the woods, and the ... services had to come and find us.
4 Did you hear about that plane ... on the news last night? It looked terrible.
5 When I was on holiday I got food ... and had to stay in bed for three days.

EXTENDED

22 Complete the newspaper headlines with the phrases in the box.

breaks down • head on collision • knocked down
pile-up • runs out of • seasick

1 FOUR DEAD AFTER ... CAUSED BY ... ON M40.
2 CAPTAIN OF YACHT BECOMES ... .
3 FORMULA 1 DRIVER LOSES RACE AS HIS CAR ... .
4 POLICE LOOKING FOR DRIVER AFTER CHILD IS ... IN BUSY STREET.
5 FAMILY MISSING AFTER THEIR CAR ... PETROL IN FOREST.

23 Discuss the questions in pairs.

1 What's your favourite type of holiday? Why?
2 What's the best holiday you've ever had? What did you do and where did you stay?
3 What's the worst problem you've ever had while travelling? What happened and how did it end?

Listening

BASIC

1 Discuss the questions in pairs.

1 How long do people in your city usually spend getting to and from work?
2 What unusual forms of transport can you think of? What makes them unusual?

2 Match the words in the box with definitions 1–4. There are two extra words.

bus • escalator • jeep • lift • passengers • pedal

1 a small strong vehicle used for driving over rough ground, often by the army
2 part of a bike you operate with your foot
3 people who use public transport
4 a metal box that carries people up and down

3 62 Listen to three recordings about unusual journeys to work or school and answer the questions.

1 How does Speaker 1 describe the look of this transport?
2 How many people use the *Wuppertal Schwebebahn* every day according to Speaker 2?
3 What does the boy say is a popular form of transport in his home town?

E WYBÓR WIELOKROTNY

4 62 Listen again. Choose the correct option a, b or c.

1 What does Speaker 1 like most about this type of transport?
a the way it looks
b the cost of travelling
c the number of passengers it can carry

2 Speaker 2 suggests that some people might find this type of transport
a boring. **b** expensive. **c** frightening.

3 Speaker 2 says this type of transport is
a for tourists and local people.
b just for local people.
c just for tourists.

4 The girl doesn't cycle to school because
a it's too difficult. **b** it's too slow. **c** it's too cold.

5 The boy says that in his home town
a lots of people drive a car.
b lots of people use public transport.
c lots of people cycle.

6 What does the boy say about the cycle lift?
a It can be difficult to use.
b It doesn't cost anything.
c It is often busy.

5 62 Choose the correct options. Then listen again and check.

1 People use them to commute to work and to simply just get *round / around*.
2 It's also the oldest train *line / road* of its type.
3 It gets very *full / crowded* in the morning when everyone is going to work or school.
4 *Press / Touch* the button on the machine, and it pushes you up the hill!
5 It's enough to give you a helping *hand / arm* up those big hills.

6 Complete sentences 1–4 with the words and phrases in the box. There are two extra words.

camping • campsite • caravan • fully booked
tent • treehouse • vacancies

1 Because of the festival, most of the hotels in town are ..., it's really difficult to find one with any ... .
2 When I was a child my dad built me a ... in the big oak tree at the bottom of the garden.
3 I know a really good ... in South Wales where you can stay in your tent.
4 Our family has a ... in Wales where we sometimes stay for the weekend.

E UZUPEŁNIANIE LUK

7 63 Listen to someone booking holiday accommodation. Complete the gaps 1–5 with the information from the text.

Gladenham Farm Camping
Booking form

Customer details
Name(s): Mr and Mrs (1) ...
Date of arrival: (2) ... June
Number of nights: (3) ...

Accommodation
Type of accommodation: (4) ... with electricity and wi-fi
Amount paid: € (5) ...
Amount to pay: nothing

EXTENDED

8 Discuss the questions in pairs.

1 Which of these types of accommodation have you stayed in on holiday? Which do you like best? Why?

- tent
- caravan
- hotel
- hostel
- bed and breakfast
- holiday apartment

9 64 Listen to people talking about unusual holiday accommodation and answer the questions.

1 What three things does the Speaker 1 say his accommodation had?

2 How high up is the highest room in the hotel according to Speaker 2?

3 Can you stay in the hotel described by Speaker 3 these days?

E WYBÓR WIELOKROTNY

10 64 Listen again. Choose the correct option a, b or c in 1–2 and a, b, c or d in 3–6.

1 On his holiday, Speaker 1
- **a** went on a train journey.
- **b** stayed in a train carriage.
- **c** stayed in a caravan park.

2 According to Speaker 2, the crane hotel is designed for
- **a** people who like extreme sports.
- **b** families with children.
- **c** people travelling on business.

3 According to Speaker 3, before the hotel was built
- **a** lots of people visited the Amazon.
- **b** you could only access Ariaú by boat.
- **c** there wasn't much accommodation in the rainforest.
- **d** visitors stayed with local people.

4 Which adjective best describes the hotel?
- **a** dangerous
- **b** romantic
- **c** friendly
- **d** luxurious

5 What was the hotel important in creating?
- **a** local employment
- **b** film-making
- **c** indigenous culture
- **d** the fishing industry

6 The hotel eventually closed because
- **a** it became dangerous.
- **b** the business failed.
- **c** of a scandal.
- **d** of a flood.

11 64 Complete the extracts with the missing words. Then listen again and check.

1 The owners of the park decided to buy them ... cheaply.

2 They all have stunning ... across the city and the port.

3 This really was the ... of luxury, deep within the largest rainforest in the world.

E UZUPEŁNIANIE LUK

12 65 Listen to a talk about cycle paths. Complete gaps 1–4 with the information from the talk.

Milton Keynes Redways

HISTORY
- started building Milton Keynes in 1971
- main planned transport routes were for cars
- needed safe way to cycle around the city
- Redways (originally called Pedways) were built – (1) ... miles of them

MODERN USE
- surface is coloured red
- used by pedestrians and cyclists
- on average they're (2) ... wide
- connected to (3) ...
- includes 13 super routes
- lit at night
- all motorised vehicles prohibited except for (4) ..., electric scooters and electric bikes, and delivery robots

13 65 Listen again and answer the questions.

1 When did planners realise they need to provide space for cyclists?

2 What happens when a redway meets a road?

3 Who are the 'super routes' designed for?

4 What is the latest 'vehicle' allowed to use the redways?

Reading



BASIC

1 Discuss the questions in pairs.

1 What are the advantages and disadvantages of going backpacking compared to a package holiday?
2 If you could go backpacking for a few months, where would you go? Why?
3 What would you take with you on a 3-month long backpacking trip round Europe?

2 Read the text and answer the questions.

1 Which places did Jack visit on his backpacking holiday?
2 Did Jack enjoy his trip to the island? Why/Why not?

E WYBÓR WIELOKROTNY

3 Read the text. Choose the correct answer a, b, c or d.

Lying there on the beach, soaking up the sunshine, it was difficult to imagine a better life. Jack had been backpacking for several months now, travelling light, travelling by bus and staying in the cheapest places possible in order to make his money last as long as possible. But he knew he'd soon have to use the last of it to pay for his flight home. It had been great, visiting different countries around South-East Asia, meeting other travellers and having different experiences. But as he sat here now on this beach on the south coast of Java, Indonesia, he couldn't help but think something had been missing. Sure, it had been amazing to see the elephants in northern Thailand and to watch the sunrise over the Angkor Wat temples, but he still felt like something was missing. He felt like he really needed to experience something truly unique before he could return home.

Those thoughts stayed with him as he met a small group of travellers walking by, carrying camping equipment and food, looking like they were on their way somewhere. 'Where are you going?' he asked them. 'To the island. Do you want to join us?' they replied. 'What island?' he asked. 'Sempu Island. It's just across the way there. We'll have to stay the night, but there are no hostels there, so we'll sleep on the beach.' Was this it? Was this the adventure he was looking for? Without hesitation he picked up his things and joined them.

It took about an hour to reach the island, on a small boat sailed by a local fisherman. When they arrived, they jumped into the shallow water, passing their things to each other off the boat. One of the girls, an Australian called Charlotte, gave the fisherman some money and he agreed to pick them up tomorrow at the same time. 'It's this way, come on.' One of the boys said to Jack, and gestured towards a small track in the forest, which thickly covered the island. 'It's about an hour until we get to the beach.' 'The beach?' Jack replied. 'Yeah, just wait until you see it. It's amazing.' he replied.

They hiked through the forest. It was hard going, hiking up hills in the endless sun, the only relief being the modest shade that the trees in the forest offered. This was truly off the beaten track. Just when he thought he'd had enough though, they turned a corner and there it was – the most beautiful beach he'd ever seen. It fronted a stunning lake, the turquoise waters shimmering in the sun. At that moment, everyone started shouting and laughing, and they all dropped what they were carrying and ran straight into the cool waters of the lake, swimming, splashing each other and laughing. That was when Jack knew he'd finally found what he'd been looking for all these months. He'd seen the true beauty this world can offer, and he'd found himself.

1 Which statement is true about Jack?
- **a** He had a lot of luggage with him.
- **b** He had a lot of money left.
- **c** He didn't have a lot of luggage.
- **d** He had months of travelling left.

2 The writer mentions Thailand and Angkor Wat because
- **a** of the things Jack saw there.
- **b** he wanted to visit those places next.
- **c** they're popular tourist destinations.
- **d** they were very crowded.

3 How did they make sure the fisherman would return the next day?
- **a** He told them he would.
- **b** They knew him.
- **c** He was very honest.
- **d** They paid him.

4 The hike to the beach was
- **a** boring.
- **b** easy.
- **c** difficult.
- **d** short.

5 What is the best title for the story?
- **a** An unexpected visitor
- **b** A real destination
- **c** Out of the cold
- **d** Jack's travels

4 Choose the correct options to complete the sentences. Then check your answers with the text.

1 When backpacking in South-East Asia, it's a good idea to travel *small / light*.
2 In Bangkok, I met a group of *travellers / passengers* who were going to the same place as me.
3 I really enjoy *hiking / moving* long distances in the countryside.
4 When we were backpacking, we stayed in shared rooms in *hotels / hostels* as they're cheap.
5 I don't like crowded places, I prefer to go off the beaten *road / track* to places not many other people know about.

5 Discuss the questions in pairs.

1 Would you like to visit Sempu Island? Why/Why not?
2 What was the last new place you visited? What did you do there?



EXTENDED

6 Discuss the questions in pairs.

1 In your opinion, what's the safest way to travel short distances and long distances?
2 Have you ever had a scary experience when flying? What happened?

7 Read the text and answer the questions.

1 What object helped the writer overcome his fear of flying?
2 Why does he mention the passenger next to him?



E UZUPEŁNIANIE LUK

8 Read the text and complete gaps 1–4 in the summary on page 233 with the information from the text. Each gap should be completed with no more than three words.

'Please fasten your seatbelts, we are going through an area of turbulence.' came the announcement on the plane. These were the words which used to strike fear into my heart travelling by plane. The thought of being over 8,000 metres up in the sky and at the mercy of the clouds and the weather made me feel so helpless, and the hairs on the back of my neck would stand on end while I broke out into a cold sweat. I would find myself gripping the arm rest until my knuckles went white, as if grasping something stable would save me.

As a teenager, I'd been a member of the county basketball team, and we often played in tournaments both nationally and internationally. This meant a lot of travel, often by plane. Too afraid to tell anyone else on the team or our coach that I had an immense fear of flying, I'd kept it to myself. But from the moment we checked in, the fear started building, and only grew bigger as we went through security and into the departure lounge. By the time we boarded the plane, I was almost trembling. The turbulence was the worst, it felt like we were being shaken vigorously around in the sky, all of us trapped in a metal cylinder which could fall to the ground and crash at any moment. I read the safety procedures over and over, checking where the nearest emergency exit was and that my life jacket was under my seat.

I'd tried everything, deep breathing, making sure I sat near the front if possible, repeating to myself the mantra that air travel is the safest form of travel, but nothing worked. But then one flight, as we were going through what felt like a particularly nasty bout of turbulence, my eye caught the glass of water on my table. I focused on it, trying to distract myself from the rumblings in the air, and watched how the surface of the water in the cup barely shimmered. That's when it hit me. Imagine holding that same glass of water when in a car going over potholes on a bumpy road. Then I tried to imagine holding a glass of water while riding my bike. I wouldn't be able to, would I? That's when I realised that turbulence wasn't as big a thing as I thought it was. It wasn't even the same as the twists and turns you felt while in a car on a windy road. And that was my epiphany, when I realised that turbulence really wasn't the monster I'd made it out to be. After that I started reading up online about flight safety and technology, and realised exactly how safe it was. From then on, flying became a much easier, even enjoyable experience, and I took time to marvel at the science behind one of humankind's greatest achievements.

'Please fasten your seatbelts, we are going through an area of turbulence.' the announcement said. That was when I looked down at the hand of the passenger next me, gripping the arm rest until the knuckles went white. I turned round and said, 'look at the water in that glass. Now imagine you're in a car going along a bumpy road.'

After hearing an announcement on the plane, the narrator remembered how he used to feel when flying as a teenager. At that time he had been part of a (1) ... and because of this they often travelled by plane to matches, both in the country and abroad.

He tried several different techniques to control his fear of flying, including (2) ..., choosing to sit in the best position on the plane and telling himself that air travel is safe. One day he was on a flight when they had turbulence and he focused on a glass of water. He realised that even though the turbulence felt bad, the surface of the water didn't move too much. He then compared the situation to other (3) ... and realised it wasn't that bad.

At the end of the story, they experienced turbulence and the narrator noticed that the person sitting next to him was afraid. He told them to focus on the (4) ... .

9 Complete the sentences with the words in the box. There are two extra words. Then check with the text.

close • emergency • fasten • potholes
procedures • safety • turbulence

1 Make sure you ... your seatbelt before the plane takes off.
2 Don't worry, that movement's just ... . It's quite normal on a flight.
3 Please take a moment to read the safety ... before we depart.
4 There are six ... exits. Two at the back, two in the middle and two at the front.
5 Somebody needs to repair the ... in this road, it's terrible to drive on!

10 Find synonyms of these words and phrases in the text. They are in the same order as they appear in the text.

1 unable to be helped or do anything
2 huge
3 shaking
4 with a lot of strength
5 unable to escape
6 not smooth



Use of English

BASIC

E ZESTAW LEKSYKALNY

1 Use one word to complete the two sentences.

1 ...

- Sometimes tourists travelling abroad ... the law only because they don't know local regulations.
- I didn't want my car to ... down on our way to the seaside so I had it inspected before leaving.

2 ...

- It took us over two hours to ... up our tents at the campsite.
- We had to ... off our trip to Vienna because my parents were ill.

3 ...

- There was a big car ... behind the hotel, but when we got there all the places were taken.
- The palace is situated in the middle of a beautiful ... with lots of trees and flowers.

4 ...

- The ... officer at the airport asked me to open my suitcase and take out all my belongings from my pockets.
- If you knew the local ... in this region, you would never wear such clothes to a wedding party.

5 ...

- The airline won't give you your money back if you ... your flight unless you have a reasonable excuse.
- Every time I go on a three-week holiday in the summer, what I ... most are my cats.

E MINIDIALOGI

2 Complete the short dialogues. Choose a, b or c.

1 X: How was the ferry trip?
Y: Terrible. ... , as always.
X: Oh, I'm sorry to hear that. I hope you feel better.

a I got stuck in a jam
b I got seasick
c I ran out of petrol

2 X: All those package holidays in luxurious hotels are too expensive for me.
Y: ... ? I mean a backpacking holiday, for example.
X: Yes, you're right. I'll think about that.

a Why don't you look for something cheaper
b Which hotel would you like to stay at
c Have you ever been to a five-star hotel

3 X: I need a room for two people for three nights.
Y: I'm sorry, sir. I'm afraid ... .
X: Oh, I see. Could you recommend another hotel nearby then?

a all our rooms are air-conditioned
b the elevator is out of order
c we're fully booked

4 X: ... , sir?
Y: Sure, here you are, officer. Why did you stop me?
X: You've been driving over the speed limit.

a What's in your trunk
b Can I see your driving licence
c Did you have a nice trip

5 X: How long are we supposed to drive along this dirt road?
Y: ... with a church on the right.
X: Oh. There was one a minute ago. We missed it, I guess.

a Before we turn into a street
b Next to the crossroads
c Until we see a junction

E UZUPEŁNIANIE LUK

3 Complete the text with one word in each gap.

A new type of tourist accommodation has become popular recently: more and (1) ... people are offering their private apartment or house for tourists to rent for a short time, usually between one day and two weeks. (2) ... are dozens of internet sites which advertise such offers. How is this type of accommodation (3) ... from a typical stay at a hotel?

Firstly, it's usually much cheaper (4) ... a hotel. Another plus is that you can use the owner's devices and equipment, which gives you a feeling of 'being at home'. Additionally, if you are going to come with a pet or need some special conditions for your children, you can easily negotiate it before booking the place.

There are some risks, however, which you should remember (5) ... . Sometimes the standard of the place doesn't match the quality described in the advertisement. Also, big houses may be shared by two or more families at the same time, which always results in a lack of privacy. That is why you should always ask about all important details regarding the apartment or house before making your final decision

EXTENDED

E TRANSFORMACJE

4 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 The receptionist offered to accommodate James in a room without windows, but James didn't agree.
OBJECTED
James ... in a room without windows.

2 If you ask me, a sleeper would be the best for such a long journey by train.
CONCERNED
As ... , a sleeper would be the best for such a long journey by train.

3 'We will have no vacancies until Sunday', the receptionist said to me.
NOT
The receptionist told me ... vacancies until Sunday.

4 I left my luggage unattended in the departure lounge, which was a mistake.
WISH
I ... my luggage unattended in the departure lounge.

5 No matter what, you should never ignore the traffic laws in a foreign country.
CIRCUMSTANCES
Under ... ignore the traffic laws in a foreign country.

E UZUPEŁNIANIE LUK

5 Complete each gap with the correct form of the word in the box. There are two extra words.

appoint • assist • complain • delight • drip • fortune • short

Mr Paolo Massini of Naples, Italy had a series of (1) ... events during his honeymoon trip with his wife. They had planned to spend some time on the French coast. First, they had hardly driven a hundred miles when their car broke down. Cautious enough, the Massinis had bought road (2) ... insurance, which provided a replacement car in no time. As soon as they checked in at the hotel, they made a few (3) ... about the quality of the room (the worst thing being water (4) ... the air-conditioner straight on the bed). And the stay itself was far from perfect, too. Mr Massini got stung by a poisonous jellyfish on the third day; his leg swelled up so much that he was taken to hospital for the next five days. He was released just in time for the journey back home. To his (5) ... , the insurance policy he had didn't cover hospitalisation and he was charged over € 2000 for the treatment.

E TŁUMACZENIE

6 Translate the parts of the sentences in brackets into English. Use a maximum of five words in each gap.

1 This time tomorrow, (*będziemy przelatywać*) ... over the Atlantic. I can't wait to see the USA!

2 Never (*wcześniej nie zatrzymałem się*) ... at such a luxurious hotel!

3 The longer we trekked, (*tym mniej pewien*) ... I was about the route we had taken.

4 I wouldn't have got to the airport on time (*gdybym nie zadzwonił*) ... for a taxi.

5 I'd rather (*żebyś nie używał*) ... your credit card while booking the accommodation for your business trip.

E UZUPEŁNIANIE LUK

7 Complete the text. Choose the correct answer a, b, c or d.

Satnav devices have become so widespread in cars that if your vehicle was manufactured after 2015, it's most likely to have a built-in navigation system. (1) ... this technology obviously provides great assistance to a driver travelling in an unknown city or region, you should not rely on the system completely uncritically. Not bearing this in (2) ... , you might easily get into trouble, as in the case of a group of tourists in France, who (3) ... in a neighbouring country as the coach driver mistakenly selected Lille, a village in Belgium, (4) ... Lille the city in France. You may find it hardly believable, but no one corrected the route for seven hours. There were a few passengers who suspected that something was wrong, but it was not until they reached their destination that the driver admitted to (5) ... made a mistake.
As surveys show, such mishaps are on the increase. So, next time you tap the name of your destination onto the screen of your satnav, (6) ... that it is exactly the place where you want to finish your journey.

1 **a** No matter **b** Even though **c** Apart from **d** As if

2 **a** mind **b** head **c** brain **d** thought

3 **a** took off **b** set out **c** ended up **d** found out

4 **a** instead of **b** according to **c** contrary to **d** despite

5 **a** have **b** has **c** had **d** having

6 **a** get ready **b** be warned **c** make sure **d** do your best

Speaking

1 Discuss the questions in pairs.

1 What are the advantages and disadvantages of these forms of transport?

- train
- car
- bicycle
- plane

2 When was the last time you travelled by each of these forms of transport? Where were you going? Did you enjoy it? Why/Why not?

2 66 Listen to someone describing the photo and answer the questions.



1 Why does the speaker think they're leaving, not arriving?

2 What does the speaker speculate about at the end?

3 66 Listen again and tick the phrases you hear.

Useful phrases

Describing a picture

The photo shows
In the photo, I can see
The photo was taken
At the top/bottom of the photo,
In the foreground/background
On the left/right of the photo,

Speculating

Maybe, he/she/it
He/She/It may/might
That's probably
I guess
I get the feeling/impression that
One possibility is that
He/She looks like
He/She looks as if

Matura hacks

- ✓ Pamiętaj, żeby w tym zadaniu opisać
  1 kto się znajduje na zdjęciu,
  2 gdzie się znajdują te osoby,
  3 co robią.
- ✓ Opisując te wszystkie elementy, możesz podawać wiele szczegółów.

E OPIS ILUSTRACJI

4 Describe the photos and answer the questions in pairs.

STUDENT A



1 What do you think they're looking at?

2 What do you do when you travel by train to keep yourself occupied?

3 Tell me about the last time you went on a train journey.

STUDENT B



1 Why do you think they've come to this place?

2 Do you like long trips by car? Why/Why not?

3 Tell me about the time you last went on a long car journey with your family.

Writing

BASIC

1 Complete the following sentences so that they are true for you.

1 When I travel by car/train/plane, I often ... .
2 A good place to stay on holiday is a place where ... .
3 One thing I liked during my last school trip was ... .
4 When you come to ..., you must visit ... .

2 Read a forum entry. Match questions A–D with paragraphs 1–4.

A What kind of place are you looking for?
B Whose opinion are you most interested in and why?
C Why were you disappointed with your last choice?
D What features of accommodation are unacceptable for you?

Forum PLACE TO GO ON HOLIDAY

(1) Hello everyone, I think you could help me a bit. I'm looking for a nice place for a holiday, because I had a really bad experience last year. I stayed in a small town with no attractions at all, except for one cinema showing old films.

(2) Believe me, it was a nightmare! So generally I need something completely different this time. The best option would be a big city with numerous tourist attractions, monuments and art galleries, preferably in Europe.

(3) I can accept different kinds of accommodation, but there are some options which are out of the question. For example, I'd never stay in a room without a bathroom or a place close to a busy street.

(4) If you have any experiences that you could share, please leave a comment here. I would especially appreciate responses from teenagers and young people who know attractive destinations worth visiting. Keep your fingers crossed for me!

SUBMIT

3 Read the sample task. Match each sentence 1–5 with the instruction a–d that it refers to. One instruction matches two sentences.

Po powrocie z wakacji chcesz podzielić się wrażeniami i ocenić miejsce pobytu na forum o podróżach.
W swoim wpisie:
a opisz miejscowość, w której spędziłeś/spędziłaś wakacje,
b wskaż najciekawszą atrakcję turystyczną, z której skorzystałeś/skorzystałaś i podaj warunki skorzystania z niej,
c ostrzeż czytelników przed potencjalnym negatywnym aspektem pobytu w tym miejscu,
d poproś innych o podzielenie się wrażeniami z tego miejsca.

1 The place was really awesome, because ...
2 Would you please also share ...
3 You have to be very careful ...
4 Remember to buy tickets in advance if you want ...
5 What I enjoyed most was ...

4 Use your own ideas to complete each sentence in exercise 5.

5 Translate the Polish parts of the sentences into English.

1 (*Chciałbym Was ostrzec*) ... not to walk in the park after dark.
2 (*Pamiętajcie, że*) ... it's forbidden to take photos inside the gallery.
3 (*To, co mogę powiedzieć o*) ... the village is that it's really picturesque.
4 (*Główną atrakcją jest*) ... the festival of food that takes place in August.
5 (*Ciekawy jestem Waszych opinii*) ... about the city – let me know how you liked it.

6 Match the sentences and phrases 1–8 with the functions they might serve in a forum entry a–d.

1 One good thing about package holidays is …
2 My trip to Croatia started last month.
3 And what about you? How do you see
4 I'm curious what you think about
5 I spent a week at the Polish seaside.
6 One day, when I was hiking in the mountains
7 It's a good option for me because
8 And then, the man came closer to me and

a Describing the time and place of events and activities
b Reporting facts from the past
c Talking about advantages
d Asking others for opinions

E WPIS NA FORUM

7 Jako zwolennik/zwolenniczka pieszej turystyki z plecakiem chcesz opisać ten model podróżowania na forum o tematyce turystycznej. W swoim wpisie:

- wspomnij czas i miejsce swojej wyprawy w takim stylu,
- opisz przygodę, która przytrafiła Ci się podczas tej wyprawy,
- podaj zalety takiego sposobu podróżowania,
- zaproś czytelników do wyrażania opinii o różnych stylach podróżowania.

Rozwiń *swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić* ***od 100 do 150 słów.***

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 Some hotels, particularly those close to the beach, are already ... booked for this summer. **FULL**

2 Nowadays, airport ... measures are very strict. **SECURE**

3 How long does a non-stop ... from New York to Sydney take? **FLY**

4 The hotel ... admitted that some guests were really annoying. **RECEPTION**

5 The late ... of the train made us change our plans. **ARRIVE**

E ZESTAW LEKSYKALNY

2 Use one word to complete the two sentences.

1 ...
- At what time will the train arrive ... the station?
- I'd like to check out of the hotel ... noon.

2 ...
- The manager of the hotel himself wanted to ... us the room.
- When you come to Manchester, I will ... you around.

3 ...
- The plane is on the runway. It will ... off in a minute.
- Robert is going to ... a coach to Vienna.

4 ...
- The Tatra mountains is the best place to ... hiking.
- The journey to Seattle seemed to ... on forever.

5 ...
- You had better ... a reservation in advance if you want a room with a nice view.
- It doesn't ... any difference whether we visit the museum or the cathedral first.

E UZUPEŁNIANIE LUK

3 Complete the sentences with one word in each gap.

1 It's really hot here in summer and that's why we always book a room with ... conditioning.

2 After passport control, we waited in the departure ... until boarding was announced.

3 After a long journey, the driver stopped the car at a petrol ... to refuel.

4 If you want to get ... the bus, press the stop button.

5 Jack told me to put on special clothes before riding ... his motorbike with him.

E UZUPEŁNIANIE ZDAŃ

4 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 After we left the check-in desk, we ... (*have / luggage / check*) by customs officers.

2 Yesterday's trip to Niagara Falls ... (*be / cancel*) because of bad weather.

3 Tom hurt his head while he ... (*get / out*) the taxi.

4 We chose that hotel because there was a ... (*heat / swim / pool*) in front of it.

5 I wish I ... (*can / explore / city*) on foot. Unfortunately, I can't because of my knee problems.

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 I don't want to spend the whole day in the city.
FEEL
I don't ... the whole day in the city.

2 The last time the Wilsons flew by plane was two years ago.
NOT
The Wilsons ... by plane for two years.

3 Of all the types of holiday, I like backpacking holidays the most.
FAVOURITE
Backpacking ... type of holiday.

4 The scouts must put up their tents before night falls.
BE
The scouts' tents ... before night falls.

5 'We are boarding the ship in a minute', the woman said to her husband.
THEY
The woman told her husband ... the ship in a minute.

EXTENDED

E SŁOWOTWÓRSTWO

6 Transform the words in bold to complete the sentences.

1 When drivers are approaching a pedestrian ..., they should drive at a speed that allows them to stop before it. **CROSS**

2 Independent travel seems to be considerably cheaper than going on a ... tour. **GUIDE**

3 From my hotel room window I could admire absolutely ... views of the bay. **BREATH**

4 Is a head-on ... really the most fatal of all types of car accident? **COLLIDE**

5 What procedures can airlines take to ensure ... ? **SAFE**

E UZUPEŁNIANIE LUK

7 Complete the sentences with one word in each gap.

1 If you don't ... off early today, you'll hit heavy traffic.

2 Is £100 enough to ... up the car?

3 St Mark's Square in Venice is crowded ... tourists no matter what the season is.

4 Flight LO1765 was ... by two hours due to heavy storm.

5 Please drop me ... on your way to work, or I'll be late for school as usual.

E UZUPEŁNIANIE ZDAŃ

8 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 We'll be on the motorway soon. I'd rather ... (*you / make / U-turn*) now.

2 He ... (*should / not / overtake*) that van on the zebra crossing. It was really dangerous.

3 The moment my brother ... (*pass / drive / test*), he'll buy a second-hand car.

4 We need to call an ambulance! A boy ... (*be / knock down*) by a passing car.

5 The hotel we stayed in was near a busy street, so we ... (*can / hear / beep / horn*) all day.

E TRANSFORMACJE

9 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 'Why didn't you pick me up from the airport?', Joan asked Brian.
NOT
Joan wanted to know why Brian ... her up from the airport.

2 My aunt didn't tell me she was leaving, that's why I didn't see her off at the station.
HAVE
If my aunt had told me she was leaving, I ... her off at the station.

3 There's no petrol left in Mary's car.
OUT
Mary ... petrol.

4 It's a pity my bike broke down while I was riding up the hill.
NOT
I wish my bike ... while I was riding up the hill.

5 We know that the first horse-drawn double-decker omnibuses were introduced in England in 1847.
TO
The first horse-drawn double-decker omnibuses are known ... in England in 1847.

E UZUPEŁNIANIE LUK

10 Complete each sentence with the correct form of the word in the box. There are two extra words.

carriage • connect • line • pass • recover • sleep • touch

1 The air hostess asked the passengers to fasten their seat belts fifteen minutes before the plane ... down.

2 How long does it take you ... from jet lag?

3 Due to heavy rain our ... bags got completely wet.

4 We have a ... flight in half an hour and I'm sure we're going to be late for it. I hope there is another flight.

5 What is the difference between an ocean ... and cruise ship?

Wordlist

MEANS OF TRANSPORT

boat/sailing boat /bəʊt/'seɪlɪŋ bəʊt/ łódź/żaglówka
canoe /kə'nuː/ kajak
coach /kəʊtʃ/ autokar; wagon
double decker bus /ˌdʌbəl 'dekə bʌs/ autobus piętrowy
ferry /'feri/ prom
liner /'laɪnə/ liniowiec (statek lub samolot)
lorry/truck /'lɒri/trʌk/ ciężarówka
motorbike/motorcycle /'məʊtəbaɪk/ 'məʊtəˌsaɪkəl/ motocykl
plane /pleɪn/ samolot
scooter /'skuːtə/ skuter
ship /ʃɪp/ statek
taxi/cab /'tæksi/kæb/ taksówka
train /treɪn/ pociąg
tram /træm/ tramwaj
underground (BrE)/subway (AmE) /'ʌndəgraʊnd/'sʌbweɪ/ metro
van /væn/ fugonetka, van
vehicle /'viːɪkəl/ pojazd
yacht /jɒt/ jacht

TRAIN

carriage /'kærɪdʒ/ wagon
compartment /kəm'pɑːtmənt/ przedział
express/fast train /ɪk'spres/fɑːst treɪn/ pociąg pospieszny
platform /'plætfɔːm/ peron
railway /'reɪlweɪ/ kolej
railway/train station /'reɪlweɪ/treɪn 'steɪʃən/ stacja kolejowa
sleeper/sleeping car /'sliːpə/sliːpɪŋ kɑː/ wagon sypialny

SHIP

cabin /'kæbɪn/ kajuta; kabina
harbour/port /'hɑːbə/pɔːt/ port
sail /seɪl/ żeglować
sea travel /siː 'trævəl/ podróż morska
vessel /'vesəl/ statek pełnomorski

FLIGHT

air travel /'eə ˌtrævəl/ podróż samolotem
airline /'eəlaɪn/ linia lotnicza
airport /'eəpɔːt/ lotnisko
baggage reclaim /'bægɪdʒ rɪ'kleɪm/ miejsce odbioru bagażu
boarding pass/card /'bɔːdɪŋ pɑːs/kɑːd/ karta pokładowa
budget/low-cost airline /ˌbʌdʒɪt/ləʊ kɒst 'eəlaɪn/ tania linia lotnicza
cabin crew /ˌkæbɪn 'kruː/ obsługa kabiny pasażerskiej
charter flight /ˌtʃɑːtə 'flaɪt/ lot czarterowy
check-in desk /tʃekɪn desk/ stanowisko odprawy (na lotnisku)
connecting flight /kəˌnektɪŋ 'flaɪt/ lot z przesiadką
departure lounge /dɪ'pɑːtʃə laʊndʒ/ hala odlotów
departure/arrival time /dɪ'pɑːtʃə/ə'raɪvəl taɪm/ czas odlotu/przylotu
domestic flight /də'mestɪk 'flaɪt/ lot krajowy
duty-free zone /'djuːtifriː zəʊn/ strefa wolnocłowa
gate /geɪt/ bramka (na lotnisku)
jet lag /'dʒet læg/ złe samopoczucie z powodu podróży przez różne strefy czasowe
last call /lɑːst kɔːl/ ostatnie wezwanie (pasażerów na ich lot)
runway /'rʌnweɪ/ pas startowy
security/security check /sɪ'kjʊərəti/ sɪ'kjʊərəti tʃek/ kontrola bezpieczeństwa
turbulence /'tɜːbjələns/ turbulencja (powietrza)
window/aisle seat /'wɪndəʊ/aɪl siːt/ miejsce przy oknie/od strony korytarza

CAR/BUS/BIKE/TAXI

bonnet /'bɒnɪt/ maska samochodowa
boot /buːt/ bagażnik
brakes /breɪks/ hamulce
bumper /'bʌmpə/ zderzak
driver's seat /'draɪvəz siːt/ siedzenie kierowcy
gearbox /gɪəbɒks/ skrzynia biegów
glove compartment /glʌv kəm'pɑːtmənt/ schowek (w samochodzie)
handbrake/emergency brake /'hændbreɪk/ ɪ'mɜːdʒənsi breɪk/ hamulec ręczny/awaryjny
headlight /'hedlaɪt/ przedni reflektor
indicator /'ɪndəkeɪtə/ kierunkowskaz
mirror/wing mirror /'mɪrə/wɪŋ 'mɪrə/ lusterko/lusterko boczne
number plate /'nʌmbə pleɪt/ tablica rejestracyjna
rear-view mirror /rɪəvjuː 'mɪrə/ lusterko wsteczne (wewnętrzne)
saddle /'sædl/ siodełko rowerowe
steering wheel /'stɪərɪŋ wiːl/ kierownica
tyre /taɪə/ opona
windscreen /'wɪndskriːn/ przednia szyba w samochodzie
windscreen wiper /ˌwɪndskriːn 'waɪpə/ wycieraczka samochodowa

TRAFFIC

commute /kə'mjuːt/ dojeżdżać (do pracy, szkoły)
crossroads/junction /'krɒsrəʊdz/'dʒʌŋkʃən/ skrzyżowanie
cycle path/bike path/cycle lane /'saɪkəl pɑːθ/baɪk pɑːθ/'saɪkəl leɪn/ ścieżka rowerowa
do/make a U-turn /duː/meɪk ə 'juː tɜːn/ zawrócić
drop sb off /drɒp sʌmbɒdi ɒf/ podrzucić kogoś
fasten one's seat belts /'fɑːsən wʌnz siːt belt/ zapinać pasy
fill up (the tank) /fɪl ʌp (ðə tæŋk)/ zatankować
fine (v; n) /faɪn/ dać mandat; mandat
get into a car /get 'ɪntə ə kɑː'/ wsiadać do samochodu
get off a bus/train /get ɒf ə bʌs/treɪn/ wysiadać z autobusu/pociągu
get out of a car /get aʊt əv ə kɑː/ wysiadać z samochodu/taksówki
give sb a lift /gɪv 'sʌmbɒdi ə lɪft/ podrzucić kogoś
give way /gɪv 'haɪweɪ/ ustąpić pierwszeństwa na drodze
go on foot/walk /gəʊ ɒn fʊt/wɔːk/ iść pieszo/spacerować
go through a red light /gəʊ θruː ə red laɪt/ przejechać na czerwonym świetle
have priority /həv praɪ'ɒrəti/ mieć pierwszeństwo
heavy traffic /ˌhevi 'træfɪk/ duży ruch uliczny; korek
hitchhiker /'hɪtʃhaɪkə/ autostopowicz
main road /'meɪn rəʊd/ główna droga
minor road /'maɪnə rəʊd/ droga lokalna
motorway/highway /'məʊtəweɪ/'haɪweɪ/ autostrada
overtake /ˌəʊvə'teɪk/ wyprzedzać
pavement /'peɪvmənt/ chodnik
pedestrian/zebra crossing /pəˌdestriə/ 'ziːbrə 'krɒsɪŋ/ przejście dla pieszych
petrol station /'petrəl ˌsteɪʃən/ stacja paliw
right of way /raɪt əv weɪ/ pierwszeństwo przejazdu
road /rəʊd/ droga; ulica
road sign /rəʊd saɪn/ znak drogowy
roadworks /'rəʊdwɜːks/ roboty drogowe
roundabout /'raʊndəbaʊt/ rondo
speed limit, keep to the speed limit /spiːd 'lɪmɪt, kiːp tə ðə spiːd 'lɪmɪt/ ograniczenie prędkości, przestrzegać ograniczenia prędkości
speed up /ˌspiːd 'ʌp/ przyspieszać
speeding /spiːdɪŋ/ przekroczenie prędkości
start a car /stɑːt ə kɑː/ odpalać samochód
steer /stɪə/ prowadzić (samochód)
traffic jam /'træfɪk ˌdʒæm/ korek
traffic lights /'træfɪk ˌlaɪts/ światła drogowe

ACCOMODATION

be fully booked /bi 'fʊli bʊkt/ mieć zajęte wszystkie terminy/miejsca
bed and breakfast /ˌbed ənd 'brekfəst/ pensjonat oferujący zakwaterowanie ze śniadaniem
book in advance /bʊk ɪn əd'vɑːns/ zarezerwować z wyprzedzeniem
campsite /'kæmpsaɪt/ kemping
caravan/trailer /'kærəvæn/'treɪlə/ przyczepa kempingowa
camper van /'kæmpə væn/ kamper
chalet /'ʃæleɪ/ domek letniskowy; domek w górach
check in/into a hotel /ˌtʃek 'ɪn/'ɪntə ə əʊ'tel/ meldować się w hotelu
check out /ˌtʃek 'aʊt/ wymeldować się (z hotelu)
double room /'dʌbəl ruːm/ pokój dwuosobowy
en suite /ɒn 'swiːt/ z łazienką
guest house /gest haʊs/ pensjonat
holiday home/cabin /'hɒlədi ˌhəʊm/'kæbɪn/ dom wczasowy/letniskowy
hostel /'hɒstl/ hostel; tańszy hotel
put up a tent /pʊt ʌp ə tent/ rozkładać namiot
resort /rɪ'zɔːt/ kurort
room service /'ruːm ˌsɜːvɪs/ obsługa hotelowa
single room /'sɪŋgəl ruːm/ pokój jednoosobowy
sleeping bag /sliːpɪŋ bæg/ śpiwór
stay at /steɪ ət/ zatrzymywać się w/u
suite /swiːt/ apartament
tent /tent/ namiot
twin room/twin-bedded room /twɪn ruːm/ twɪn bedɪd ruːm/ pokój dwuosobowy (z dwoma pojedynczymi łóżkami)
vacancy /'veɪkənsi/ wolny pokój
villa /'vɪlə/ willa, rezydencja
youth hostel /juːθ 'hɒstl/ schronisko młodzieżowe

SIGHTSEEING

admission price/charge /əd'mɪʃən praɪs/ tʃɑːdʒ/ opłata ze wstęp
attract tourists /ə'trækt 'tʊərɪsts/ przyciągać turystów
breath-taking/stunning/amazing view /'breθˌteɪkɪŋ/'stʌnɪŋ/ə'meɪzɪŋ vjuː/ zapierający dech w piersiach/zachwycający/niesamowity widok
buy souvenirs /baɪ ˌsuːvə'nɪəz/ kupować pamiątki
explore /ɪk'splɔː/ zwiedzać
go backpacking /gəʊ 'bækˌpækɪŋ/ wędrować z plecakiem
go camping /gəʊ 'kæmpɪŋ/ pojechać pod namiot

go hiking /gəʊ 'haɪkɪŋ/ pójść na pieszą wędrówkę
go sightseeing/see the sights /gəʊ 'saɪtˌsiːɪŋ/siː ðə saɪts/ zwiedzać
go trekking /gəʊ trekɪŋ/ iść na pieszą wędrówkę
guidebook /'gaɪdbʊk/ przewodnik książkowy
guided tour /gaɪdɪd tʊə/ zwiedzanie z przewodnikiem
high season /haɪ 'siːzən/ szczyt sezonu
hike (n; v) /haɪk/ piesza wędrówka; chodzić na piesze wędrówki
holiday resort /'hɒlədi rɪˌzɔːt/ miejscowość wypoczynkowa
holiday/tourist destination /'hɒlədi/'tʊərɪst ˌdestəˌneɪʃən/ cel wakacyjny/wycieczek turystycznych
holidaymaker /'hɒlədiˌmeɪkə/ turysta/turystka; wczasowicz/wczasowiczka
lie on the beach /laɪ ɒn ðə biːtʃ/ leżeć na plaży
luxurious /lʌg'zjʊəriəs/ luksusowy
make a trip/an excursion /meɪk ə trɪp/ən ɪk'skɜːʃən/ pojechać na wycieczkę
overcrowded /ˌəʊvə'kraʊdɪd/ zatłoczony
pebbly, sandy beach /ˌpebli, ˌsændi biːtʃ/ kamienista, piaszczysta plaża
scenery /'siːnəri/ sceneria, krajobraz
sightseeing tour /'saɪtˌsiːɪŋ ˌtʊə/ wycieczka ze zwiedzaniem
spectacular /spek'tækjələ/ widowiskowy
sunbathe /'sʌnbeɪð/ opalać się
tour guide /ˌtʊə 'gaɪd/ przewodnik
tour leader /ˌtʊə 'liːdə/ pilot wycieczki
tour operator /tʊə 'ɒpəreɪtə/ biuro podróży; organizator wycieczki
tourism /'tʊərɪzəm/ turystyka
tourist attractions /'tʊərɪst əˌtrækʃən/ atrakcje turystyczne
touristy /'tʊərəsti/ nastawiony na turystów (w znaczeniu negatywnym)
travel agency/travel agent /'trævəl ˌeɪdʒənsi/'trævəl 'eɪdʒənt/ biuro podróży/agent biura podróży
travel itinerary /'trævəl aɪˌtɪnərəri/ plan podróży
travel light /'trævəl laɪt/ podróżować bez zbędnych bagaży
travel sickness /'trævəl ˌsɪknəs/ choroba lokomocyjna
unspoilt /ˌʌn'spɔɪld/ zachowany w naturalnym stanie (dosłownie: niezepsuty)

TOURISM

arrival /ə'raɪvəl/ przybycie, przyjazd; przylot
arrive at the station /ə'raɪv ət ðə 'steɪʃən/ przyjechać na stację
arrive in New York /ə'raɪv ɪn njuː jɔːk/ przyjechać do Noweg Jorku
board a ship/boat /bɔːd ə ʃɪp/bəʊt/ wchodzić na pokład statku/łodzi
book a flight/ticket /bʊk ə flaɪt/'tɪkɪt/ rezerwować lot/bilet
catch a flight/bus /kætʃ ə flaɪt/bʌs/ łapać lot/autobus
change (v; n) /tʃeɪndʒ/ przesiadać się; przesiadka
check in /ˌtʃek 'ɪn/ odprawiać się (nadawać bagaż)
depart from /dɪ'pɑːt frəm/ wyjechać; odlecieć z
departure /dɪ'pɑːtʃə/ odjazd; wylot
disembark /ˌdɪsəm'bɑːk/ wysiadać (ze statku, samolotu)
get in /ˌget 'ɪn/ dotrzeć, dojechać do
get on (the plane) /get ɒn (ðə pleɪn)/ wsiadać do (samolotu)
go for a ride /gəʊ fərə raɪd/ wyruszyć na przejażdżkę
go on a cruise /gəʊ ɒn ə kruːz/ wyruszyć w rejs
go on an excursion /gəʊ ɒn ən ɪk'skɜːʃən/ jechać na wycieczkę
land /lænd/ lądować
make a reservation /meɪk ə ˌrezə'veɪʃən/ zrobić rezerwację
meet sb at the airport /miːt sʌmbɒdi ət ðə 'eəpɔːt/ umówić się z kimś na lotnisku
miss one's flight/plane /mɪs wʌnz flaɪt/ pleɪn/ przegapić lot/samolot
on board /ɒn bɔːd/ na pokładzie (samolotu, statku)
pick sb up /ˌpɪk sʌmbɒdi 'ʌp/ odebrać kogoś; podjechać po kogoś
see sb off /siː sʌmbɒdi 'ɒf/ odprowadzić kogoś
set off/out /ˌset 'ɒf/'aʊt/ wyruszyć w podróż
take a plane /ˌteɪk ə pleɪn/ lecieć samolotem
take a train /ˌteɪk ə treɪn/ jechać pociągiem
take off /ˌteɪk ɒf/ wystartować (o samolocie)
touch down /ˌtʌtʃ 'daʊn/ wylądować (o samolocie)
travel by air/plane/rail/train /ˌtrævəl baɪ eə/ pleɪn/reɪl/treɪn/ podróżować samolotem/pociągiem

INTERNATIONAL TRAVELLING

cross the border /krɒs ðə 'bɔːdə/ przekroczyć granicę
customs /'kʌstəmz/ urząd celny
customs officer /ˌkʌstəmz 'ɒfəsə/ celnik/celniczka
exchange office /ɪks'tʃeɪndʒ ˌɒfɪs/ kantor
foreign currency /ˌfɒrɪn 'kʌrənsi/ obca waluta
go through passport control/customs/security /gəʊ θruː 'pɑːspɔːt kənˌtrəʊl/ 'kʌstəmz/sɪ'kjʊərəti/ przejść przez kontrolę paszportową/celną/bezpieczeństwa
immigration officer /ˌɪmɪ'greɪʃən 'ɒfəsə/ przedstawiciel urzędu imigracyjnego
valid/invalid passport /ˌvælɪd/ɪn'vælɪd 'pɑːspɔːt/ ważny/nieważny paszport
visa /'viːzə/ wiza

ACCIDENT AND EMERGENCY, SAFETY

accident /'æksɪdənt/ wypadek
be involved in a crash /bi ɪn'vɒlvd ɪn ə kræʃ/ brać udział w wypadku
be knocked down /bi nɒkt daʊn/ stracić przytomność
be run over /bi rʌn 'əʊvə/ wpaść pod samochód
be/get stuck in a traffic jam /bi/get stʌk ɪn ə 'træfɪk dʒæm/ utknąć w korku
break down /ˌbreɪk 'daʊn/ zepsuć się
bump into sth /ˌbʌmp 'ɪntə ˌsʌmθɪŋ/ wpaść na coś
call an ambulance /kɔːl ən 'æmbjələns/ wezwać karetkę
cancellation /ˌkænsə'leɪʃən/ odwołanie; anulowanie
cancel a booking/flight /ˌkænsəl ə 'bʊkɪŋ/ flaɪt/ odwołać rezerwację/lot
casualty /'kæʒuəlti/ ranny/ranna
catastrophe /kə'tæstrəfi/ katastrofa
cause an accident /kɔːz ən 'æksɪdənt/ powodować wypadek
collide /kə'laɪd/ zderzyć się (np. w wypadku samochodowym)
crash (v; n) /kræʃ/ rozbić (samochód); wypadek, kraksa
delay (v; n) /dɪ'leɪ/ opóźniać; opóźnienie
delayed /dɪ'leɪd/ opóźniony
emergency/rescue services /ɪˌmɜːdʒənsi/ ˌreskjuː 'sɜːvɪsɪz/ służby ratownicze
fall off a bike /fɔːl 'ɒf ə baɪk/ spadać z roweru
fine/ticket /faɪn/'tɪkɪt/ mandat
get lost /get lɒst/ zgubić się
get stuck in a traffic jam /get stʌk ɪn ə 'træfɪk dʒæm/ utknąć w korku
get sunburnt /get 'sʌnbɜːnd/ doznać poparzenia słonecznego
have a flat tyre, puncture /həv ə flæt taɪə, 'pʌŋktʃə/ złapać gumę
head-on collision /hedɒn kə'lɪʒən/ zderzenie czołowe
injure /'ɪndʒə/ ranić; kaleczyć
injured /'ɪndʒəd/ ranny/ranna
life jacket /laɪf 'dʒækɪt/ kamizelka ratunkowa
lifeguard /'laɪfgɑːd/ ratownik/ratowniczka (na plaży)
lose control over a vehicle /luːz kən'trəʊl ˌəʊvə ə 'viːɪkəl/ stracić panowanie nad pojazdem
narrow escape /ˌnærəʊ ɪ'skeɪp/ sytuacja, w której z trudem unika się nieszczęścia
pile-up/multivehicle accident /paɪl ʌp/mʌlti ˌviːɪkəl 'æksɪdənt/ karambol
plane crash /pleɪn kræʃ/ katastrofa samolotu
rescue (n, v) /'reskjuː/ ratunek; ratować
rescuer /'reskjuːə/ ratownik
run out of petrol /rʌn aʊt əv 'petrəl/ nie mieć paliwa
run sb/sth over /rʌn ˌsʌmbɒdi/ˌsʌmθɪŋ 'əʊvə/ przejechać kogoś samochodem
sink /sɪŋk/ tonąć
survive /sə'vaɪv/ przetrwać, przeżyć
train crash /'treɪn kræʃ/ katastrofa kolejowa

TYPES OF HOLIDAYS

adventure holiday /ədˌventʃə 'hɒlədeɪ/ wczasy dla aktywnych
backpacking holiday /ˌbækˌpækɪŋ 'hɒlədeɪ/ wakacje z plecakiem
beach/seaside holiday /biːtʃ/ˌsiːsaɪd 'hɒlədeɪ/ wakacje nad morzem
camping holiday /ˌkæmpɪŋ 'hɒlədeɪ/ wakacje pod namiotem
city break /'sɪti breɪk/ krótka wycieczka po mieście
hitchhike (v) /'hɪtʃhaɪk/ jechać autostopem
holiday camp /'hɒlədeɪ ˌkæmp/ obóz wakacyjny
package holiday /ˌpækɪdʒ 'hɒlədeɪ/ wyjazd zorganizowany
sightseeing holiday /ˌsaɪtˌsiːɪŋ 'hɒlədeɪ/ wakacje ze zwiedzaniem
trekking holiday /ˌtrekɪŋ 'hɒlədeɪ/ piesze wakacje; obóz wędrowny

TYPES OF TRAVELLING

business trip /'bɪznəs trɪp/ podróż biznesowa
cruise /kruːz/ rejs
ecotourism /'iːkəʊˌtʊərɪzəm/ ekoturystyka, turystyka ekologiczna
excursion /ɪk'skɜːʃən/ wycieczka
expedition /ˌekspə'dɪʃən/ ekspedycja, wyprawa
journey /'dʒɜːni/ podróż; wędrówka
one-day trip /wʌn deɪ trɪp/ wycieczka jednodniowa
round-the-world trip /raʊnd ðə wɜːld trɪp/ podróż dookoła świata
tour /tʊə/ podróż, wycieczka (objazdowa)
trip /trɪp/ wycieczka, krótka podróż
voyage /'vɔɪ-ɪdʒ/ rejs, daleka podróż statkiem

Moduł 14

Kultura

Vocabulary

Visual arts

BASIC

1 Discuss the questions in pairs.

1 What's your favourite type of art?
2 What kind of art would you like to have in your room?

2 Match pictures 1–6 with the words in the box.

abstract • graffiti • landscape • portrait • sculpture • still life


1


2


3


4


5


6

3 Complete each sentence with the noun form of the word in brackets.

1 There's a great new ... (**EXHIBIT**) on at the art gallery in town.
2 Do you like my new ... (**CREATE**)? I made it out of old newspapers.
3 My aunt is a ... (**SCULPT**) and she's quite famous.
4 In our living room there is a big ... (**PAINT**) of some flowers.
5 Have you seen the new outdoor art ... (**INSTAL**) in the town centre?

EXTENDED

4 Discuss the questions in pairs.

1 What type of art are you good at making? If you're not good at art, what type would you most like to be good at?
2 What do you think of modern art?

5 What is the differences in meaning between these pairs of words?

1 art installation / mural
2 oil painting / watercolour
3 still life / abstract painting
4 easel / palette
5 doodle / sketch

6 Complete the text with words from exercise 5.

Gladchester community art college

At Gladchester community art college, you'll find everything you need to develop your skills, whether you want to paint (1) ... on canvas, watercolours, or even (2) ... on walls! We have all the latest professional equipment, including (3) ... to mix your colours and sturdy (4) ... to hold your canvas while you paint.

Our classes are open to everyone, whatever their level. So why not turn those (5) ... you do without thinking into artistic creations by joining a course with us?

Describing art

BASIC

7 Complete the sentences with the adjective forms of the words in brackets.

1 I love that painting, it's ... (**AMAZE**)!
2 I usually like Menoca's books, but I found her last one a bit ... (**DISAPPOINT**).
3 This concert is ... (**FANTASY**)! Thanks for bringing me!
4 This comedy is ... (**AMUSE**), but it's not the funniest thing I've seen.
5 I thought it was a good series until the ending, which was just ... (**RIDICULE**).
6 A really ... (**MEMORY**) book from my childhood was Angela's Prayers.

EXTENDED

8 Match the adjectives in bold in sentences 1–6 with synonyms a–f.

1 It was a nice film, even if the idea behind it was a bit **far-fetched**.
2 The ending of the story was so **predictable**, I knew what was going to happen way before it did.
3 The special effects were **spectacular**, they looked so real.
4 It's a really **gripping** film, you won't want to take your eyes off the screen even once.
5 It's a **hilarious** sitcom about a group of friends.
6 It's a shame the storyline wasn't very good because the acting was so **convincing**.

a captivating
b unsurprising
c believable
d unbelievable
e amazing
f funny

Literature

BASIC

9 Choose the correct options.

If you want to become a (1) *writer / biography*, start slowly. It's unlikely that the first thing you write will be a successful (2) *cover / novel*, so start small. A good starting point is a short (3) *story / volume*. You'll need to have a strong idea for the (4) *play / plot*, and make notes on the main (5) *chapters / characters*, including notes on what they look like and their personalities. Start with the opening (6) *scene / story* and try to imagine yourself there. Think of the sights and sounds and go from there. Try to write a little each day and keep going. Hopefully in time you'll see your name on a (7) *diary / paperback* in the bookshop!

EXTENDED

10 Complete the text with the words in the box. There are two extra words.

bestseller • blurb • bookworm • citation • cover
genre • opening • release • set

Reading academic texts

When you're reading academic books in order to write an essay or assignment, it's a very different process from reading a (1) ... for enjoyment. You might be a (2) ... who enjoys nothing more than relaxing with a good story and reading it from (3) ... to cover, but that's not the way to read a (4) ... book on a course of study, as it's a completely different (5) ... . The first step is to read the (6) ... chapter of the book, then find the parts of the book which are most relevant for your assignment for more detailed reading and note-taking. Whenever you refer to a book, make sure you include the correct (7) ... in your assignment in order to acknowledge the author's work.

Theatre

BASIC

11 Choose the correct options.

1 When I was a little girl I wanted to be a ballet *dancer / actor*.
2 The play was so boring that we left during the *scenery / interval*.
3 You're on *row / stage* in five minutes!
4 All the actors in the play wore beautiful *costumes / scenery*.
5 As the final *curtain / script* came down, the audience clapped and cheered.
6 Well done everyone, that was a brilliant *box / performance*!

EXTENDED

12 Translate the words and phrases in brackets into English.

Last year our school decided to (1) (*wystawić sztukę*) ... . It was actually a musical, and all the choreography was done by our drama teacher. It went really well, until the final act. Just when the (2) (*główny bohater*) ... was about to deliver her speech, everyone heard a massive crash from (3) (*kulis*) ... ! The (4) (*widownia*) ... laughed but the play continued, and at the end everyone got a (5) (*owacje na stojąco*) ... .

Film and types of film

BASIC

13 Match the types of film in the box with descriptions 1–8. There are two extra film types.

action • comedy • disaster • documentary • horror
psychological drama • romantic comedy (rom com)
science fiction (sci-fi) • series • western

1 An earthquake strikes and a family of four have to find each other and escape.
2 Passing by on the bus, she sees something terrible in the window of a house. But can she really be sure of what she saw?
3 It's a laugh a minute as two detectives have to go back to school undercover.
4 Two intergalactic forces battle for control of the planet Argon.
5 When two old school friends unexpectedly meet twenty years later, it looks like love … or is it?
6 This award-winning film takes a look at the secrets behind the food industry.
7 A group of friends stay in a cabin in the woods for the night, but there's something out there …
8 When a lone cowboy comes to town, he's not welcomed by the locals.

14 Choose the correct options.

1 The … make it feel as if you really are on another planet.
a special effects
b crew
c dialogue

2 A beautiful performance from actress Jennifer Saffron in the … role.
a cast
b set
c title

3 Another success from … Mark Offenberg.
a location
b director
c main

4 A disappointment – not what you'd expect from a … including so many stars.
a set
b cast
c producer

5 The … promised a brilliant film, but the film itself didn't provide.
a dialogue
b trailer
c location

EXTENDED

15 Choose the correct options.

1 Most *blockbusters / props* these days are usually superhero films.
2 White Hart II is the *prequel / sequel* to White Hart.
3 For a low-*budget / price* film, it was surprisingly good.
4 *Redos / Remakes* aren't usually as good as the original, in my opinion.
5 The film was so successful that it became a box office *crash / hit* in no time.

16 Match the words and phrases 1–9 in the text with definitions a–i.

Have you ever thought about working in film making? There are lots of different opportunities. The most obvious (but perhaps most difficult) one is as an actor. To do this you'll first have to pass an (1) **audition** (and even that can be difficult to get). You could also work as a (2) **screenwriter**, developing scripts into storylines that work on set – this is especially important if the film is an (3) **adaptation** from a book being turned into a (4) **screenplay**. For foreign films, a suitable (5) **voice-over artist** is needed for the (6) **dubbing**, as well as people who can write (7) **subtitles**. Thefilm industry also needs people who can select the (8) **soundtrack** for the film, and for the very adventurous, there's always the possibility of becoming a (9) **stunt man/woman**!

a someone who records their voice, acting out a script
b someone who writes or improves scripts for films
c text-based translation shown on screen
d the music which accompanies a film
e an 'interview' for the job of actor or singer
f a film or play that was originally a written work
g the script and directions for a film
h when sound (or translation) is added to a film
i someone who does dangerous activities in place of the main actor

Music

BASIC

17 Decide if each word is a type of music (M), a musical instrument (I) or a person/people (P).

band • blues • choir • classical • drums • flute • folk • guitar
keyboard • musician • opera • orchestra • piano • pop
rock • saxophone • singer • songwriter • trumpet • violin

18 Choose the correct options to complete the text.

ROCK CHOIR

Calling all local (1) *bands / singers*! We are forming a rock choir in the local area. We will practise in the Wysedale concert (2) *hall / room* at 7 p.m. every Monday. You don't need to be able to (3) *speak / read* music as we'll provide you with the (4) *tunes / lyrics* to each song. We'll also (5) *record / perform* each practice session so you can listen and practise at home. You don't need to be very 'musical', just bring enthusiasm and some water to drink.
Who knows, this time next year we might release our first (6) *album / opera* and go on (7) *trip / tour*!

EXTENDED

19 Complete the text with the noun and person form of the words in brackets.

From her humble beginnings as a (1) ... (**BUSK**) on the streets of Bristol, Faith Gatlin went on to become Britain's most respected (2) ... (**COMPOSE**) of the modern age. Originally a (3) ... (**CELLO**), she has tried her hand at many different instruments and has been an (4) ... (**ORGAN**), a lead (5) ... (**VOCAL**) and even the (6) ... (**CONDUCT**) of the London Philharmonic Orchestra. She credits her talent at writing music to this range of roles she has experienced.

20 Complete the text with the words in the box. There are two extra words.

contract • cover • gig • harmony
melody • pitch • rehearse • tune

I'm in a band with some friends from school. We don't write our own music, we just play (1) ... versions of songs we like. I can't sing in (2) ..., but that's OK because I play bass guitar. Our lead singer has perfect (3) ... and she's a great singer, so she sings the (4) ... in the songs, and the guitarist sings the (5) ... as well as playing guitar. We usually perform around one (6) ... a month, but we mainly play just for fun.

Media

BASIC

21 Match jobs 1–5 with descriptions a–e.

1 journalist
2 editor
3 talk show host
4 presenter
5 correspondent

a This person reports the news in a specific area or topic.
b This person researches news stories.
c This person interviews celebrities on TV.
d This person introduces and appears in a TV or radio programme.
e This person manages and chooses the final content of a newspaper, magazine or book.

22 Translate the words in brackets into English.

Leo first started his career as a journalist working for a local newspaper, writing (1) ... (*artykuły*) about local issues. At that time, the (2) ... (*nagłówki*), and even front page stories were usually along the lines of 'LOST CAT FOUND' or something small like that. At times they struggled to find big stories to fill each new (3) ... (*wydanie*). For a while Leo had his own (4) ... (*rubrykę*) where he would suggest solutions to traffic problems in the city, and that was when he was approached by a national (5) ... (*czasopismo*) to work for them. He had the chance to interview a different celebrity for each issue and write about it. But his big break came when he moved away from the (6) ... (*prasy*) and into TV news, conducting a live broadcast every night. Leo is now a well-known TV journalist.

EXTENDED

23 What is the difference in meaning between the following pairs of words?

1 tabloid / broadsheet
2 circulation / viewing figures
3 glossy magazine / gossip column
4 sitcom / panel show
5 weekend edition / obituary

24 Complete the sentences with words from exercise 23.

1 Can you buy the newspaper for me this Sunday? The ... has got some great recipes in it.
2 Have you seen that new ... about a group of teenagers who work in a burger bar? It's really funny.
3 ... are down. We need to think of ways to make this programme more popular.
4 I love reading the ... and finding out what celebrities are up to.
5 I never read ... newspapers. The stories are often silly and it's not real news.

Listening

BASIC

1 Discuss the questions in pairs.

1 What's the last book you read? What was it about? Did you like it? Why/Why not?

2 Imagine you were going on a long trip and could only take three books with you. What would they be and why?

2 Match the types of books in the box with descriptions 1–5. There is one extra word.

adventure • biography • classic • poetry
romance • self-help

1 shorter texts than stories, usually written following a rhythm

2 a book which gives advice on personal issues

3 a type of story which involves someone doing something exciting and/or dangerous

4 a love story

5 a detailed story of someone's life

E DOBIERANIE

3 67 Listen to five people talking about things they've enjoyed reading. Match speakers 1–5 with sentences A–F. There is one extra sentence.

This Speaker

A talks about the pictures in the book.

B describes a film adaptation of a book.

C says the book had an important effect on their life.

D says it's an important story for teenagers.

E describes a part of the book which made them unhappy.

F thinks other people should read it.

1	2	3	4	5
...	...	...	...	...

4 67 Listen again and match the adjectives in the box with synonyms 1–5. There are two extra adjectives.

amusing • informative • outstanding • unbelievable
unforgettable • uninteresting • vivid

1 memorable

2 funny

3 clear

4 descriptive

5 excellent

5 Choose the correct options.

1 Our visit to the museum was very *informative / vivid*, we learnt a lot.

2 The way the author described the scene was so *unforgettable / vivid* that it made you feel like you were there.

3 What an *amusing / unforgettable* performance, I'll always remember it.

4 It's an *amusing / informative* story about a boy who keeps getting in trouble – it'll certainly make you laugh.

5 Their films are always really good, but this one really is *outstanding / vivid*.

6 Complete the sentences with the words in the box. There are two extra words.

admission • collection • drawing • exhibition • festival
landscape • perspective • portraits

1 The art gallery in town has a(n) ... on at the moment of local artists.

2 This painting is a beautiful ... showing the hills around the lake.

3 You need to use ... in your picture to show the house is further away.

4 I have a friend who paints funny ... of people he knows.

5 ... to the museum is free!

6 They have a great ... of abstract art.

E UZUPEŁNIANIE LUK

7 68 Listen to the recording. Complete gaps 1–4 in the box with the missing information.

The Awful Art Gallery	
Where:	Back of the Harecliff shopping centre
Cost:	free with a (1) ...
History:	• opened in 2004 • first (2) ... in 2005 • various locations before this one
Collection:	• over 1000 paintings • space to show (3) ... paintings at any one time • includes portraits, sports, animals, (4) ...
Online shop:	sells calendars, T-shirts, posters

8 Discuss the question in pairs.

Would you like to visit The Awful Art Gallery? Why/Why not?

EXTENDED

9 Discuss the questions in pairs.

1 Do you consider yourself to be a creative person? Why/Why not?

2 When you have to do something creative at school, where do you get your ideas from?

10 Choose the correct options.

1 A(n) *verse / anthology* is part of a poem or song.

2 A(n) *easel / canvas* is something which holds a painting in place while the artist paints.

3 The *melody / rhythm* is the main tune in a piece of music.

4 To *perform / jam* is to play music with other people informally, not following a set piece of music.

5 A *riff / note* is a short sequence of music played on a guitar.

E DOBIERANIE

11 69 Listen to four people talking about where they get their ideas from. Match Speakers 1–4 with sentences A–E. There is one extra sentence.

This Speaker mentions

A getting ideas from watching the ecosystem.

B other people as a source of ideas.

C 'borrowing' ideas from other artists.

D the difficulty in remembering ideas when it comes to using them.

E 'translating' another art form into what they create.

1	2	3	4
...	...	...	...

12 69 Listen again and answer the questions.

1 How does Speaker 1 use the ideas in his little notebook?

2 How did Speaker 2 start writing her poetry about the seasons, after observing them?

3 What disadvantage does Speaker 3 mention about her method?

4 What does Speaker 4 say the band members do with the recording at home?

13 69 Choose the correct options. Then listen again and check.

1 There's no predicting when a new idea will *pop / fall* into your head.

2 … and that sort of *shoots / triggers* my memory.

3 I *pull / draw* a lot of inspiration from nature in my poetry.

4 … and it really gets my creative *water / juices* flowing.

5 … with the first *sparks / fires* of creativity allowing the mind to grow.

6 This is repeated several times until the picture just sort of *makes / takes* shape.

7 … and just play it in a *loop / circle*.

14 Complete the sentences with the musical instruments in the box. There are two extra instruments.

flute • guitar • keyboard • piano • trumpet • whistle

1 I've just started learning to play the ..., and my fingers are sore from the metal strings!

2 I love my electronic ... . You can change the keys to play different types of instruments.

3 When the train is ready to leave, the guard blows his ... .

4 Sometimes when I'm playing the ..., the cat jumps on the keys and tries to play with me!

E UZUPEŁNIANIE LUK

15 70 Listen to an interview with a music therapist. Complete gaps 1–4 with the missing information.

1 Fin says that music therapy provides people who have difficulty speaking with a way ... .

2 He says that patients don't need to have ... .

3 He describes a session where he used a song to teach a boy how to ... .

4 Fin does both one-to-one and ... sessions.

16 70 Listen again and answer the questions.

1 What do Fin's patients generally have difficulty doing?

2 What type of musical instruments do the patients play?

3 How did he set the rhythm for the song with the boy he worked with?

4 How did the girl he worked with express her emotions?

Reading

BASIC

1 Discuss the questions in pairs.

1 What types of films do you like watching?

2 Have you ever made a short film? If not, would you like to? Why/Why not?

2 Read texts A–D. What types of videos can be entered into the competition?

Text A

Title: **Foxthorpe School Filmmaking club**

Foxthorpe Secondary School filmmaking club meets once a week on Thursday from 3.30 p.m. to 5.30 p.m. in the drama department rooms 12 and 14. We have two main groups: a junior group for grades 1 and 2, and a senior group for grades 3 and 4.

Every week we meet and work on making short films for our website. These can be short clips with actors or stop motion animation videos, bringing objects to life! There are also opportunities to go on trips to animation workshops and television studios.

Each year we run a competition for the best short videos (one from each group), and the winners feature on our website.

comment ● share ●

Text B

VIDEO COMPETITION!

Come and take part in Foxthorpe school's video competition, run by the filmmaking club.

Who: Members of the filmmaking club and any other grade 3 and 4 students who want to take part.

What: Camera operators, actors, animators, musicians

When: Entries to be judged on 15th July.

Where: Submit videos (no longer than 3 minutes) to entries@foxthorpefilms.com

Please let Mr Falmouth know if you wish to take part.

E DOBIERANIE

3 Read texts A–D. Match sentences 1–3 with texts A–D. There is one extra text.

1 This text encourages people to take part in the competition.

2 This text gives information about two groups.

3 In this text, someone offers to help.

Text C

Email

TO: **SENIOR DRAMA CLUB MEMBERS**

SUBJECT: **VIDEO COMPETITION**

Dear senior filmmaking club members,

As you know, the annual filmmaking club's short video competition is coming up. I do hope you'll all be able to help me judge the entries.

Judging will take place from 9.30 a.m. on Saturday and Sunday, and we expect judging to run until around 4 p.m.

Videos must be no longer than three minutes. Any type of video can enter, whether it's a short story with actors, animation or a music video.

We also really need people to help with animation on some of the videos. Therefore, if you know anyone who is good at art, please ask them to come and see me with a sample of their artwork/animation.

See you on Saturday!

Mr Falmouth

SEND

Text D

Forum COMPETITION

Adam: Ready for the competition, everyone?

Zoe: Yeah, I'm doing a funny story about a day in the life of our school with two of my friends. I hope they like it!

Poppy: I'm putting together a stop motion animation with some of my little brother's toys. It's taking me a long time, but I'm sure I'll have it ready for next Friday.

Zoe: Next Friday? Don't you mean THIS Friday?

Adam: That's right I'm afraid. Entries are due this Friday, the 15th.

Poppy: Wait, what?! I don't have enough time!

Adam: Don't worry Poppy, I can come over and help you if you want.

Poppy: Aww, thanks Adam, that's really nice of you!

SUBMIT

E UZUPEŁNIANIE LUK

4 Read the email. Complete gaps 1–4 with information from texts A–D. Each gap should be completed with no more than two words.

Hi Erin,

How are things with you? I'm writing to share some news with you. I'm part of a filmmaking club here, run by my school. They have two groups, a junior one for people in grades 1 and 2, and a senior one for students in grades 3 (**1**) ... . I'm in the senior one, and every year we have a video competition. This year I'm making an animation video. Last weekend the (**2**) ... were judged, and guess what? I won! I was worried at first, because I got the entry date (**3**) ... and didn't think I'd have enough time to enter, but my friend Adam came over and helped me, and I finished it just in time! I'm so happy and can't wait for my video to appear on the club's (**4**) ... . I'll send you the link to it once it's up.

See you soon

Poppy

5 Choose the correct options. Then check your answers with the text.

1 My friend and I like making time stop motion *film / animation* videos, which we put online.
2 Competition *parts / entries* need to be in by the 15th.
3 Would you like to take *part / place* in our video?
4 When will the judging *take / make* place?
5 I need to *put / fix* something together for my presentation next week. Could you help me?



EXTENDED

6 Discuss the questions in pairs.

1 What is the difference between graffiti and street art?

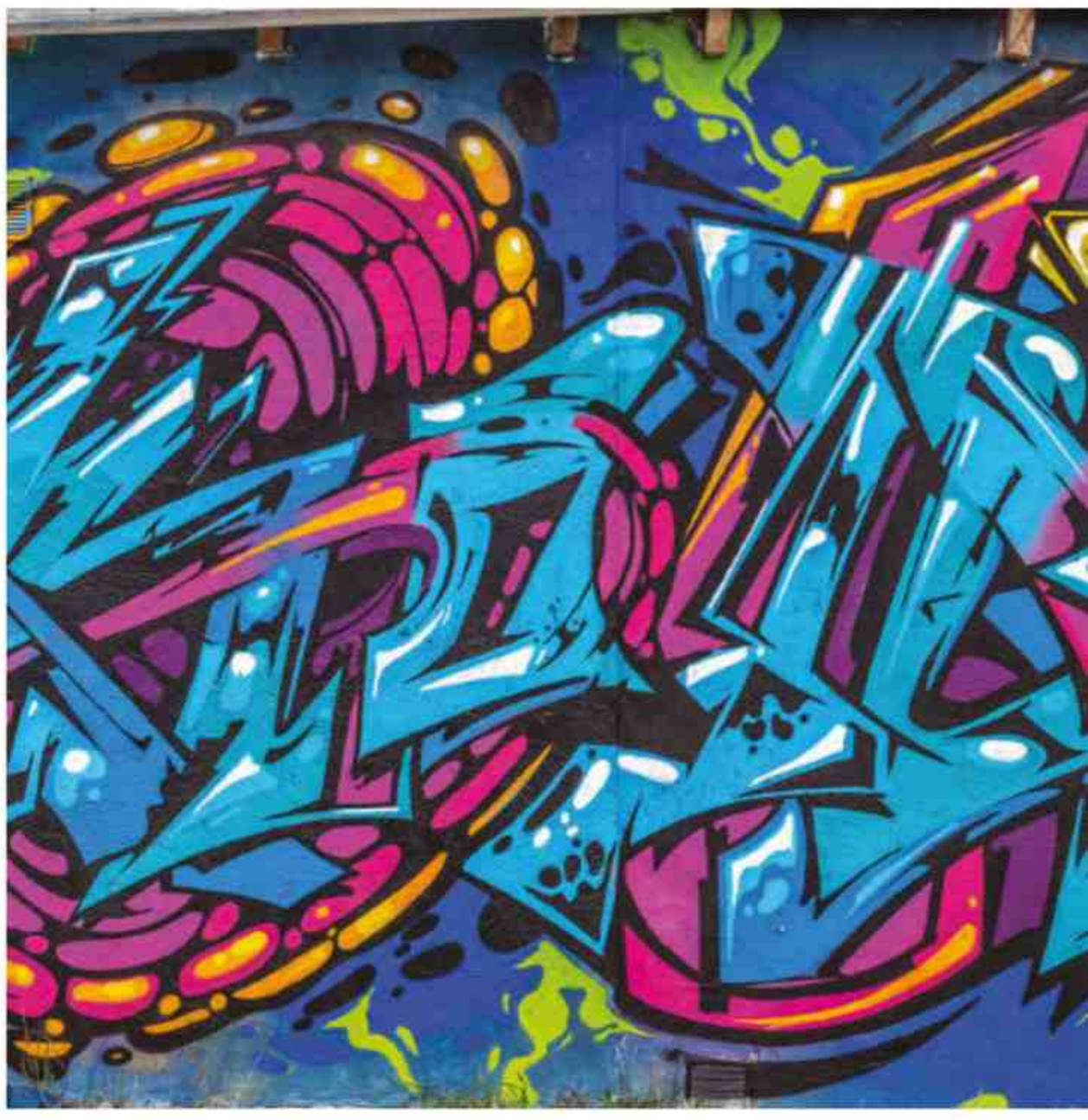
2 What street art have you seen in your town/city? Do you like it? Why/Why not?

7 Read the article and choose the best title.

A STREET ART IN POLAND

B THE COLOURFUL WORLD OF STREET ART

C HOW STREET ART IS RUINING OUR CITIES



E DOBIERANIE

8 Read the text. Match questions 1–5 with parts A–D. In one part there are answers to two questions.

In which paragraph does the author

1 describe a new (at the time) technique for painting?

2 suggest graffiti was a form of rebellion against society?

3 refer to the content of specific artists' work?

4 mention the work of a famous British street artist?

5 outline how street art generates tourism?





A

Street art is all around us, brightening up the urban environment. While people have been decorating their surroundings in some way for as long as we are aware, street art as we know it now has its main origins in New York in the 1970s and 1980s. Artists would leave their 'tags' in different places round the city, on walls, buildings and subway trains. At that time it was very subversive and carried with it socio-political messages. It was mainly text-based graffiti, and took the form of slogans and tags from different 'crews'.

B

The late 1980s and early 1990s saw a transformation from text-based to visual art, and several successful artists helped the format move from the fringe of the art world to the mainstream. Artists such as the now world-famous Banksy developed techniques using stencils which enabled the artist to create complex and visually stunning works of art in public places very quickly. The successful commercial crossover of artists such as Banksy meant that street art now had firm roots in the art world, helping to transform major cities from grey canvases to vibrant, colourful spaces.



C

Nowadays, murals and other street art adorn the walls of many major cities in Europe and beyond. In fact, some major works have become 'sights' for tourists to go and seek out. You can actually go on organised walking tours led by guides in cities such as London, Paris, Berlin and Warsaw, and they run year round. Many of the guides are artists themselves or fine-art graduates who use buildings as a way to express their art. The tours allow them to showcase their work to a wider audience, and for some this has led to international success.



D

Two very successful Polish street artists known as Sainer and Bezt work together to form the *Etam Cru*. They paint huge murals on the sides of buildings (some of these are up to ten storeys high!) and work on themes of animals (Bezt) and people (Sainer). Each of their pieces usually takes around four days to complete, and they've been creating legally-commissioned murals for over 15 years. They've been so successful that as well as in cities around Poland, you can now find their work in major cities around the world, from the USA to Australia.

9 Match synonyms 1–6 with the words in bold in sentences a–f.

1 catchy phrase
2 template
3 mark
4 popular
5 rebellious
6 edge

a The graffiti artist left his **tag** all over the city.
b His **subversive** activities meant he was often in trouble with the law.
c 'Colour out of grey' is the new **slogan** for this street art project.
d The **fringe** festival takes place a week after the main festival.
e This is the director's first **mainstream** blockbuster film.
f Use a **stencil** to make it much easier to draw.

10 Work in pairs. Imagine you have been commissioned to create some street art for your local area. Decide what to produce. Think about these things:

- where it will be,
- what you'll make,
- how big it will be.



Use of English

BASIC

E ZESTAW LEKSYKALNY

1 Use one word to complete the two sentences.

1 ...

- I don't like this ... show – the host seems very unfriendly to the guests he invites.
- At the local gallery, we listened to a short ... by the author of the portraits about his favourite themes in painting.

2 ...

- The thriller was a ... office hit and brought worldwide fame to the director.
- As I only listen to music from streaming services, I keep my old music CDs in a cardboard ... in the attic.

3 ...

- I booked two tickets as soon as I ... out that my favourite rock band were giving a concert in my city.
- Although I was never good at singing, I ... last week's karaoke party quite entertaining.

4 ...

- What's the name of the actress who ... the main role in this movie?
- Mia is the lead singer in our band and Dereck ... the drums.

5 ...

- More than twenty artists ... part in the Reggae Festival last month.
- It's an exhibition of photos the author ... in the South American jungle.

E MINIDIALOGI

2 Complete the short dialogues. Choose a, b or c.

1 X: Would you like to go to the cinema this weekend?
Y: ...
X: The new James Bond film.

a What's up?
b What's on?
c What's inside?

2 X: I don't really like abstract painting.
Y: ... I prefer classics like Rubens or Monet.

a So do I.
b Nor do I.
c And I don't.

3 X: I met my favourite actress on holiday and I got a photo with her autograph!
Y: ... I've never met a famous actress.

a Lucky you!
b Poor you!
c Silly you!

4 X: I went to the theatre yesterday, but the play was quite boring.
Y: ...
X: Over two hours. Way more than I could stand.

a How long was it?
b How far was it?
c How much was it?

5 X: ...
Y: No, not yet. I'm going there next week.

a How did you like the new museum of technology?
b Are you visiting the new museum of technology soon?
c Have you been to the new museum of technology?

E TRANSFORMACJE

3 Choose the answer a, b or c which means the same as the highlighted phrase.

1 Which of these books **could you recommend to me**?
a is worth reading in your opinion
b do you want to borrow from me
c would you like me to tell you about

2 The soundtrack was **the only drawback of the movie**.
a one of many weak points of the movie
b a particularly good element of the movie
c a weak point, unlike other aspects of the movie

3 **I'd really like to know** if there were many people at the premiere of the new play.
a I doubt
b I wonder
c I don't care

4 The ending of the book **was quite predictable**, I must say.
a irritated me a bit
b didn't surprise me much
c wasn't very logical

5 We'll be late for the movie **unless we hurry up**.
a even if we hurry up
b because we have to hurry up
c if we don't hurry up

EXTENDED

E UZUPEŁNIANIE ZDAŃ

4 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 The autobiography ... (*be / translate*) six languages so far.

2 Heavy metal is ... (*hard / understand*) for me because I never listen to it.

3 ... (*Apart / publish*) her posters online, she also had some of them displayed in the market square.

4 ... (*long / I / watch*) the play, the more enjoyable it was for me.

5 If Sandra ... (*not / mind / wait*) for me, I'll go and ask for autographs after the concert.

E TRANSFORMACJE

5 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 That was when I saw an African art exhibition for the first time.
NEVER
Before that, ... an African art exhibition.

2 People say the portrait of a girl with a parrot was painted during the artist's stay in hospital.
BEEN
The portrait of a girl with a parrot ... painted during the artist's stay in hospital.

3 You laughed at the street dancers, which I think was rude.
OF
It was ... at the street dancers, I think.

4 My country has stopped accepting animal shows in circuses.
LONGER
Animal shows ... in circuses in my country.

5 The crown with diamonds was the most valuable item at the exhibition.
AS
No other item at the exhibition ... the crown with diamonds.

E TŁUMACZENIE

6 Translate the parts of the sentences in brackets into English. Use a maximum of five words in each gap.

1 I'd prefer to attend a concert live (*niż ogladać go*) ... on DVD.

2 You may (*być może miałeś rację*) ... when you said that movie had won an Oscar.

3 It's my favourite album – (*słucham go*) ... it almost non-stop for over a week now.

4 Picasso is the author of over 13 thousand paintings, (*z których wiele jest*) ... considered masterpieces.

5 The recent songs (*brzmią, jak gdyby*) ... the artist was telling her autobiography.

E UZUPEŁNIANIE LUK

7 Complete the text. Choose the correct answer a, b, c or d.

Even if you're not (1) ... the arts, you must have heard of the painter Vincent van Gogh. The Dutch artist, who lived in the late 19th century, was far from famous in his times. It is widely believed that by the time he died, van Gogh (2) ... one painting. Real fame (3) ... 1901, when over 70 of his paintings were displayed at a show in Paris.
One of the best known titles by van Gogh is *Sunflowers*. (4) ... common belief, it's actually a series of 11 paintings rather than a single work of art. Van Gogh painted four of them in Paris and seven more in Arles, while he (5) ... for another great artist, Paul Gauguin. The *Sunflowers* works are on display in several famous places around the world, (6) ... museums in Amsterdam, Tokyo, London and Munich. Sadly, one piece in the series was destroyed during World War Two.

1 **a** far from **b** much into **c** apart from **d** taken by

2 **a** would only sell **b** has only sold **c** had only sold **d** used to sell only

3 **a** didn't come until **b** has started since **c** wasn't from **d** continued before

4 **a** Contrary to **b** According to **c** Instead of **d** Despite

5 **a** had waited **b** was waiting **c** would wait **d** has been waiting

6 **a** surprisingly **b** otherwise **c** therefore **d** including

Speaking

1 Discuss the questions in pairs.

1 Do you like performing or presenting in front of others? Why/Why not?

2 How can schools encourage students to take part in performances.

2 71 **Read the task and look at the photos. Then listen to someone doing the task. Which picture does she choose? Why doesn't she choose the other two?**

Your school wants to do a school play, and wants to encourage students to take part. Your task is to choose a picture to put on a poster to convince people to take part.

- Choose the one that in your opinion is most suitable, and justify your choice.
- Justify why you reject the remaining options.


1


2


3

3 71 **Listen again. Choose the phrases the Speaker uses.**

Useful phrases

Giving reasons for your choices

The reason I say that is
For that reason
As/Since it's
As a result,
While I think
Because of this,
The (second) picture, while also good,
That's why I would/wouldn't choose this picture.

Matura hacks

Pamiętaj, że w tym zadaniu bardzo ważne jest uzasadnienie, dlaczego wybierasz jedno zdjęcie i odrzucasz pozostałe dwa zdjęcia.

E ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

4 Work in pairs. Read the task and take turns practising it.

Your school wants to encourage more students to learn a musical instrument. Your task is to choose a photo to include on a poster encouraging them to do so.

- Choose the one that in your opinion is most suitable, and justify your choice.
- Justify why you reject the remaining options.


1


2


3

Writing

EXTENDED

1 Look at the following opinions. Give one argument which supports this opinion and one which supports the opposite view.

Cinema tickets are too expensive.
Agree, because even when you buy a ticket, commercials are broadcast before the movie, so the cinema earns extra money on it.
Disagree, because the costs of running a cinema are really huge (salaries of staff, maintenance of screening rooms and the cost of films).

1 Abstract art is not really art.

2 The only Polish films worth watching are comedies.

3 Entrance to all museums and art galleries should be free of charge.

2 Read the sample essay. Complete gaps 1–4 with the missing sentences a–f. There are two extra sentences.

(1) ... . This helps to protect young viewers from inappropriate content such as nudity, violence or vulgar language. While some people support this solution, there are also others who are against.

(2) ... . They claim that first of all, young people have to be protected from content which might be harmful for their mental wellbeing. Furthermore, it is much easier for parents to choose suitable titles for their kids without watching the movie for inappropriate scenes beforehand. Therefore, by choosing a film with a suitable rating, a parent will make sure that their child will not be surprised by unwanted scenes or violence.

(3) ... . Some people claim that children grow up at different rates and what is inappropriate for one kid aged twelve might not be that harmful for another twelve-year-old. Another argument raised by those who criticise the system is that young people have access to such 'forbidden' content on the Internet anyway, so trying to impose any restrictions on films on TV or at the cinema does not seem reasonable. Finally, they argue that it should be parents, not the system, that decide on what children can or cannot watch.

(4) ... . Whichever approach one presents, it is necessary to remember that it is all about protecting young viewers from content they are not yet ready to watch.

a Additionally, children may share such content on social media where age limits do not apply.

b Even though the age restrictions might seem strict, they take into account how mature teenagers are at various stages of development.

c Nevertheless, there are opposing voices too.

d To conclude, the idea of age-based restrictions in access to films appeals to many people, but there are also those who do not see it as a helpful solution.

e There are a lot of supporters of the rating system.

f As we all know, most films shown on TV or at the cinema are rated to mark age limits for the audience.

3 Read the task in the box.

> Bestsellery książkowe często stają się podstawą scenariuszy filmowych. Wiele osób decyduje się obejrzeć film, nie zapoznając się wcześniej z oryginalną wersją książkową.
> Napisz rozprawkę, w której zaprezentujesz zalety i wady takiego podejścia.

4 Write two arguments for and two against watching a movie without reading the book it is based on. Use the hints in the box or your own ideas.

- movie scenes are more exciting, easier to remember
- plot – hard to understand without reading the book
- book – available earlier
- watching takes less time than reading
- easier to read a book one part at a time
- a chance to compare
- film – more predictable after reading the book

Arguments for: *You will not be disappointed if the plot differs a lot from the original one.*
Arguments against: *A film never shows as many details of the plot as there are in a book.*

E ROZPRAWKA ZA I PRZECIW

5 Write an essay according to the instructions in exercise 3. Your essay should be between 200 and 250 words long.

Revision

BASIC

E SŁOWOTWÓRSTWO

1 Transform the words in bold to complete the sentences.

1 The audience was clearly fascinated by the comedian's ... . **PERFORM**

2 The New Year's concert is an event that is especially ... for audiences. **MEMORY**

3 I recently watched a ... on the life of ordinary people in India. **DOCUMENT**

4 Michelangelo is a famous ... , also known for the frescoes on the ceiling of the Sistine Chapel. **SCULPT**

5 The gallery exhibits a remarkable ... of contemporary art. **COLLECT**

E UZUPEŁNIANIE LUK

2 Complete the sentences. Choose the answer a, b or c.

1 I usually leave my seat for a few minutes ... the interval in the theatre to stretch my legs.
a during **b** while **c** through

2 The audience applauded the actors enthusiastically after the final ... , so they all came back on stage again.
a screen **b** curtain **c** scenery

3 *Bohemian Rhapsody* is the best ... performance I've ever seen.
a living **b** life **c** live

4 The ... of the film was too complicated for me to follow, so I left the cinema.
a plot **b** story **c** plan

5 A newspaper ... caught my attention, so I decided to read the article.
a title **b** headline **c** sign

E UZUPEŁNIANIE LUK

3 Complete the sentences with one word in each gap.

1 The director disliked the script, so the script ... had to change it.

2 The audience gathered in the concert ... responded with huge applause.

3 You can always buy tickets from the box ... before the show, but you may have to stand in a queue.

4 The film is set ... the distant future, which makes it especially attractive for the young.

5 If you want to write a good story, start ... background information about the main characters.

E TRANSFORMACJE

4 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 No other painting is as amazing as *the Mona Lisa*, in my opinion.
IS
The Mona Lisa ... painting of all, in my opinion.

2 Bartolomeo Cristofori invented the piano in Italy around 1700.
WAS
The piano ... in Italy by Bartolomeo Cristofori around 1700.

3 'Do you ever watch talk shows on TV?' Mark asked me.
IF
Mark wanted to know ... talk shows on TV.

4 Mary will not play the violin well if she doesn't practise regularly.
UNLESS
Mary will not play the violin well ... regularly.

5 Nick started his career as a correspondent two years ago.
WORKING
Nick ... as a correspondent for two years.

E TŁUMACZENIE

5 Choose the answer a, b or c which is the correct translation of the phrase in brackets.

1 The painting (*przedstawia*) ... a family sitting at a kitchen table in a country house.
a has shown **b** is showing **c** shows

2 (*Postrzegam*) ... reading foreign literature in the original highly educational.
a I believe **b** I find **c** I think

3 A paperback (*wydanie*) ... of Agatha Christie's short stories is now available in bookshops.
a copy **b** issue **c** edition

4 When (*napiszesz*) ... the first chapter of your novel, send it to me.
a you have written
b you are writing
c you will write

5 (*Możliwe, że Kathy Smith wyda*) ... her first album in spring.
a Kathy Smith is going to release
b Kathy Smith may release
c Kathy Smith will be able to release

EXTENDED

E SŁOWOTWÓRSTWO

6 Transform the words in bold to complete the sentences.

1 The book was ... from the very beginning, so it wasn't a big surprise who turned out to be the murderer. **PREDICT**

2 At the end of the play, the actress received a ... ovation for her outstanding performance. **STAND**

3 The latest art ... located in the public gardens attracts an unbelievable number of tourists. **INSTAL**

4 It rarely happens that a movie ... perfectly captures the spirit of a book. **ADAPT**

5 The actor portrays an evil character in this movie, and he does it in a very ... way. **CONVINCE**

E UZUPEŁNIANIE LUK

7 Complete the sentences with one word in each gap.

1 The high school drama society is going to put ... a play in order to raise money for charity.

2 The idea ... the film is to raise awareness of environmental issues in the modern world.

3 Apart from writing the lyrics, John also composes the music on his ... .

4 Although she took up singing only a year ago, she can sing ... tune to almost any song.

5 The audience rose to their ... and started cheering the actors for the outstanding show.

E UZUPEŁNIANIE LUK

8 Complete the sentences. Choose the answer a, b, c or d.

1 It is generally known that some poets ... inspiration from the places where they live.
a draw
b bring
c pull
d fetch

2 We watched the vase beginning to ... shape in the potter's hands.
a grab
b take
c receive
d make

3 The actor knew he would be in the ... after his successful role in the film.
a candlelight
b highlight
c limelight
d flashlight

4 The earliest ... films were often accompanied by a phonograph recording.
a quiet **b** calm **c** soundless **d** silent

5 We were kept on the ... of our seats last night until the very end of the movie.
a edge **b** border **c** frame **d** side

E UZUPEŁNIANIE ZDAŃ

9 Complete the sentences with the correct forms of the words in brackets. Use a maximum of four words in each gap including the words provided.

1 Linda ... (*might / read*) the novel several times because she seems to know the story really well.

2 The director ... (*be / about / deliver*) a thank you speech to the audience when there was a blackout in the theatre.

3 When Mike was a small child he ... (*use / listen*) bedtime stories that his mother read to him.

4 According to Aunt Lucy, *Gone with the Wind* was ... (*such / grip / film*) that she'd like to see it again.

5 ... (*Apart / sing / beautiful*), Fred Astaire took the genre of tap dancing to a new level.

E TRANSFORMACJE

10 Complete the second sentence so that it means the same as the first one. Use a maximum of five words including the word provided but do not change its form.

1 'Who did the choreography for *Romeo and Juliet*?' she asked herself.
WONDERED
She ... the choreography for *Romeo and Juliet*.

2 Ralph painted a spectacular mural on the old factory building He is famous internationally now.
NOT
If Ralph hadn't painted a spectacular mural on the old factory building, he ... famous internationally now.

3 'The Spring' was Eric's fifth novel.
ALREADY
By the time Eric wrote 'The Spring', he ... four other novels.

4 People say tabloids contain too many sensationalized gossip articles.
ARE
Tabloids ... too many sensationalized gossip articles.

5 I can't wait to see the French impressionists' paintings at the National Gallery.
LOOKING
I ... the French impressionists' paintings at the National Gallery.

Wordlist

ARTISTS AND WORKS OF ART

VISUAL ARTS

abstract painting /ˌæbstrækt 'peɪntɪŋ/ malarstwo abstrakcyjne
art /ɑːt/ sztuka
art installation /ɑːt ˌɪnstə'leɪʃən/ instalacja artystyczna
artist /'ɑːtɪst/ artysta/artystka
brush /brʌʃ/ pędzel
canvas /'kænvəs/ płótno malarskie
creation /kri'eɪʃən/ dzieło, wytwór
creator /kri'eɪtə/ twórca/twórczyni
design /dɪ'zaɪn/ projekt
designer /dɪ'zaɪnə/ projektant/projektantka
draw in charcoal/chalk/pencil /drɔː ɪn 'tʃɑːkəʊl/tʃɔːk/'pensəl/ rysować węglem/kredą/ołówkiem
drawing /'drɔːɪŋ/ rysunek
easel /'iːzəl/ sztaluga
exhibit (n; v) /ɪg'zɪbɪt/ eksponat; wystawiać
exhibition /ˌeksə'bɪʃən/ wystawa
gallery, art gallery /'gæləri, ɑːt 'gæləri/ galeria, galeria sztuki
graffiti /græ'fiːti/ graffiti
landscape /'lændskeɪp/ krajobraz; pejzaż
mime (n; v) /maɪm/ mim, aktor mimiczny; pokazywać coś na migi
monument /'mɒnjəmənt/ pomnik
mural /'mjʊərəl/ mural
museum /mjuː'ziəm/ muzeum
oil painting /ɔɪl 'peɪntɪŋ/ obraz olejny
painter /'peɪntə/ malarz/malarka
painting /'peɪntɪŋ/ obraz
portrait /'pɔːtrɪt/ portret
sculpt /skʌlpt/ rzeźbić
sculptor /'skʌlptə/ rzeźbiarz/rzeźbiarka
sculpture /'skʌlptʃə/ rzeźba
self-portrait /self'pɔːtrɪt/ autoportret
sketch (n, v) /sketʃ/ szkic; szkicować
still life /ˌstɪl 'laɪf/ martwa natura
watercolour /'wɔːtəˌkʌlə/ akwarela; obraz wykonany akwarelą

LITERATURE

author /'ɔːθə/ autor/autorka
autobiography /ˌɔːtəbaɪ'ɒgrəfi/ autobiografia
bestseller /ˌbest'selə/ bestseller, hit
biography /baɪ'ɒgrəfi/ biografia
blurb /blɜːb/ notka wydawnicza, krótkie streszczenie utworu
bookworm /'bʊkwɜːm/ mól książkowy
chapter /'tʃæptə/ rozdział
character, main character /'kærəktə, meɪn 'kærəktə/ postać, główna postać
collection of short stories /kə'lekʃən əv ʃɔːt 'stɔːriz/ zbiór opowiadań
contents /'kɒntents/ spis treści
cover (n) /'kʌvə/ okładka
crime story/detective story /kraɪm 'stɔːri/ dɪ'tektɪv 'stɔːri/ kryminał
diary /'daɪəri/ pamiętnik, dziennik
dictionary /'dɪkʃənəri/ słownik
fairy tale /'feəri teɪl/ bajka; baśń
fiction /'fɪkʃən/ literatura piękna
from cover to cover /frəm 'kʌvə tə 'kʌvə/ od deski do deski
genre /'ʒɒnrə/ gatunek
hardback /'hɑːdbæk/ książka w twardej oprawie
narrator /nə'reɪtə/ narrator
non-fiction /nɒn'fɪkʃən/ literatura faktu
novel /'nɒvəl/ powieść
novelist /'nɒvəlɪst/ powieściopisarz/powieściopisarka
paperback /'peɪpəbæk/ książka w miękkiej oprawie
plot/storyline /plɒt/'stɔːrilaɪn/ fabuła
poem /'pəʊɪm/ wiersz
poet /'pəʊɪt/ poeta/poetka
poetry /'pəʊətri/ poezja
release /rɪ'liːs/ wydanie; publikacja; wypuszczenie (filmu); premiera
rhyme /raɪm/ rym
romance /rəʊ'mæns/ romans
set book /set bʊk/ lektura szkolna
short story /ʃɔːt 'stɔːri/ opowiadanie
theme /θiːm/ temat; motyw
trilogy /'trɪlədʒi/ trylogia
verse /vɜːs/ zwrotka; strofa
volume /'vɒljuːm/ tom; wolumin; nakład

THEATRE

act /ækt/ akt
backstage /ˌbæk'steɪdʒ/ obszar za kulisami
box /bɒks/ loża w teatrze
choreographer /ˌkɒri'ɒgrəfə/ choreograf
choreography /ˌkɒri'ɒgrəfi/ choreografia
curtain /'kɜːtn/ kurtyna
drama /'drɑːmə/ dramat; tragedia
interval /'ɪntəvəl/ przerwa (w sztuce)
modern dance /'mɒdn dɑːns/ taniec współczesny
performance/show /pə'fɔːməns/ʃəʊ/ występ
playwright /'pleɪraɪt/ dramatopisarz/dramatopisarka
put on a play /pʊt ɒn ə pleɪ/ wystawić sztukę
scenery /'siːnəri/ dekoracja; sceneria
script /skrɪpt/ scenariusz
stage /steɪdʒ/ scena
standing ovation /ˌstændɪŋ əʊ'veɪʃən/ owacja na stojąco

FILM

acting /'æktɪŋ/ aktorstwo; gra
actor/actress /'æktə/'æktrɪs/ aktor/aktorka
adaptation /ˌædæp'teɪʃən/ adaptacja
audition /ɔː'dɪʃən/ przesłuchanie
box office hit /bɒks 'ɒfɪs hɪt/ przebój kasowy
cameraman /'kæmərəmən/ kamerzysta/kamerzystka
cast /kɑːst/ obsada
cinema /'sɪnəmə/ kino
climax /'klaɪmæks/ moment kulminacyjny
director /də'rektə/ reżyser
dubbed/dubbing /dʌbd/dʌbɪŋ/ z dubbingiem
film crew /fɪlm kruː/ ekipa filmowa
leading role; male/female lead /'liːdɪŋ rəʊl/ meɪl/'fiːmeɪl liːd/ główna rola; rola męska/damska
main role/title role /meɪn rəʊl/'taɪtl rəʊl/ główna rola/tytułowa rola
play the role /pleɪ ðə rəʊl/ grać rolę
producer /prə'djuːsə/ producent/producentka
production /prə'dʌkʃən/ produkcja (filmu), realizacja
prop /prɒp/ rekwizyt
remake /'riːmeɪk/ przeróbka, nowa wersja
screenplay /'skriːnpleɪ/ scenariusz filmu
screenwriter/script writer /ˌskriːnˌraɪtə/ skrɪpt 'raɪtə/ scenarzysta/scenarzystka
set /set/ plan filmowy
shot /ʃɒt/ ujęcie
soundtrack /'saʊndtræk/ ścieżka dźwiękowa
special effects /ˌspeʃəl ɪ'fekts/ efekty specjalne
stunt man/woman /stʌnt mæn/'wʊmən/ kaskader/kaskaderka
subtitles /'sʌbˌtaɪtlz/ napisy dialogowe
supporting role /sə'pɔːtɪŋ rəʊl/ rola drugoplanowa
suspense, keep in suspense /sə'spens, kiːp ɪn sə'spens/ suspens; trzymać w napięciu
trailer /'treɪlə/ zwiastun
voice-over artist /vɔɪsˌəʊvə 'ɑːtɪst/ lektor/lektorka

TYPES OF FILMS

action film/action movie /'ækʃən fɪlm/ 'ækʃən muːvi/ film akcji
adventure film /əd'ventʃə fɪlm/ film przygodowy
blockbuster /'blɒkˌbʌstə/ hit filmowy
cartoon /kɑː'tuːn/ kreskówka
comedy /'kɒmədi/ komedia
disaster movie /dɪ'zɑːstə muːvi/ film katastroficzny
documentary /ˌdɒkjə'mentəri/ film dokumentalny
fantasy film /'fæntəsi fɪlm/ film z gatunku fantasy
horror /'hɒrə/ horror
love story /lʌv 'stɔːri/ romans
low-budget film /ləʊ 'bʌdʒɪt fɪlm/ film niskobudżetowy
psychological drama /ˌsaɪkə'lɒdʒɪkəl 'drɑːmə/ dramat psychologiczny
romantic comedy/romcom /rəʊˌmæntɪk 'kɒmədi/'rɒm kɒm/ komedia romantyczna
science fiction film /ˌsaɪəns 'fɪkʃən fɪlm/ film fantastycznonaukowy
sequel /'siːkwəl/ kontynuacja (filmu)
series/serial /'sɪəriːz/'sɪəriəl/ serial
silent film /'saɪlənt fɪlm/ film niemy
spy film /spaɪ fɪlm/ film szpiegowski
thriller /'θrɪlə/ thriller, dreszczowiec
war/drama film /wɔː/'drɑːmə fɪlm/ film wojenny/dramat wojenny
western /'westən/ western

MUSIC

album /'ælbəm/ album
band/group /bænd/gruːp/ zespół
bass guitar /beɪs gɪ'tɑː/ gitarzysta basowy
busker /bʌskə/ grajek uliczny
cellist /'tʃelɪst/ wiolonczelista/wiolonczelistka
cello /'tʃeləʊ/ wiolonczela
choir /kwaɪə/ chór
classical music /ˌklæsɪkəl 'mjuːzɪk/ muzyka klasyczna
composer /kəm'pəʊzə/ kompozytor/kompozytorka
concert hall /'kɒnsət hɔːl/ hala koncertowa
conductor /kən'dʌktə/ dyrygent/dyrygentka
drum/percussion/drums /'drʌm/pə'kʌʃən/ 'drʌmz/ perkusja
drummer /'drʌmə/ perkusista/perkusistka
flute /fluːt/ flet
folk music /fəʊk 'mjuːzɪk/ muzyka folkowa
gig /gɪg/ koncert, występ
grand piano /grænd pi'ænəʊ/ fortepian
guitar /gɪ'tɑː/ gitara
guitar player/guitarist /gɪ'tɑː 'pleɪə/ gɪ'tɑːrɪst/ gitarzysta/gitarzystka
harmony /'hɑːməni/ harmonia
keyboard /'kiːbɔːd/ keyboard (instrument muzyczny)
lyrics /'lɪrɪks/ tekst piosenki

modern music /ˌmɒdn 'mjuːzɪk/ muzyka współczesna
musician /mjuː'zɪʃən/ muzyk
opera /'ɒpərə/ opera
orchestra /'ɔːkəstrə/ orkiestra
organ /'ɔːgən/ organy
organist /'ɔːgənɪst/ organista/organistka
perfect pitch /'pɜːfɪkt pɪtʃ/ słuch absolutny
performer /pə'fɔːmə/ artysta/artystka
pianist /'piːənɪst/ pianista/pianistka
piano /pi'ænəʊ/ pianino
piece of music /piːs əv 'mjuːzɪk/ utwór muzyczny
read music /riːd 'mjuːzɪk/ czytać nuty
record (n; v) /'rekɔːd/ nagranie; nagrywać
recording contract /rɪˌkɔːdɪŋ 'kɒntrækt/ kontrakt na wydanie albumu muzycznego
rehearsal /rɪ'hɜːsəl/ próba
rehearse /rɪ'hɜːs/ ćwiczyć; robić próby
saxophone /'sæksəfəʊn/ saksofon
singer /'sɪŋə/ piosenkarz/piosenkarka
solo career /'səʊləʊ kə'rɪə/ kariera solowa
song /sɒŋ/ piosenka
songwriter /'sɒŋˌraɪtə/ kompozytor/kompozytorka
tenor /'tenə/ tenor
tour /tʊə/ tournee
trumpet /'trʌmpɪt/ trąbka
violin /ˌvaɪə'lɪn/ skrzypce
violinist /ˌvaɪə'lɪnɪst/ skrzypek/skrzypaczka
vocalist /'vəʊkəlɪst/ wokalista/wokalistka

OTHER VERBS AND PHRASES

adapt /ə'dæpt/ adaptować (np. książkę na potrzeby filmu)
based on a book/true story /beɪst ɒn ə bʊk/ truː 'stɔːri/ na podstawie ksiażki/prawdziwej historii
cast (v) /kɑːst/ obsadzać, przydzielać role
compose /kəm'pəʊz/ komponować
direct /də'rekt/ reżyserować
double for sb /'dʌbəl fə'sʌmbɒdi/ być czyimś dublerem/dublerką
dub /dʌb/ dubbingować
make a book into a film /meɪk ə bʊk 'ɪntə ə fɪlm/ stworzyć film na podstawie książki
make a film /meɪk ə fɪlm/ nakręcić film
play the part/role of sb /pleɪ ðə pɑːt/rəʊl əv 'sʌmbɒdi/ grać rolę kogoś
release a movie /rɪ'liːs ə 'muːvi/ wypuścić film; wejść na ekrany
set/set in/be set in /set/set ɪn/bi set ɪn/ mieć miejsce (w określonym czasie i miejscu)
shoot /ʃuːt/ kręcić; nagrywać film
star in a film /stɑː ɪn ə fɪlm/ grać główną rolę w filmie
tell the story of sb/sth /tel ðə 'stɔːri əv 'sʌmbɒdi/'sʌmθɪŋ/ opowiadać historie kogoś/czegoś
the action takes place in /ði 'ækʃən teɪks pleɪs ɪn/ akcja ma miejsce w
the film features /ðə fɪlm 'fiːtʃəz/ w filmie pojawia się
what's on /wɒts ɒn/ co grają (w kinach)

PARTICIPATING IN CULTURAL EVENTS

applaud /ə'plɔːd/ oklaskiwać
artwork /'ɑːtwɜːk/ dzieło sztuki
audience /'ɔːdiəns/ widownia
award /ə'wɔːd/ nagroda
box office /'bɒks ˌɒfɪs/ kasa biletowa
clap /klæp/ klaskać
come out /ˌkʌm 'aʊt/ ukazywać się
commercial art /kə'mɜːʃəl ɑːt/ sztuka użytkowa; komercyjna
contemporary art /kən'tempərəri ɑːt/ sztuka współczesna
convey /kən'veɪ/ przekazywać, oddawać (emocje, treść)
critic /'krɪtɪk/ krytyk; recenzent
culture /'kʌltʃə/ kultura
entertainment /ˌentə'teɪnmənt/ rozrywka
fake /feɪk/ fałszywy, podrobiony; sztuczny
festival /'festəvəl/ festiwal
graphic arts /'græfɪk ɑːts/ grafika
hero /'hɪərəʊ/ bohater
heroine /'herəʊɪn/ bohaterka
keep sb on the edge of their seat /kiːp 'sʌmbɒdi ɒn ði edʒ əv ðə siːt/ trzymać kogoś w napięciu
literature /'lɪtərətʃə/ literatura
live (adj, adv) /laɪv/ na żywo
live in the limelight /lɪv ɪn ðə 'laɪmlaɪt/ żyć w centrum uwagi
masterpiece /'mɑːstəpiːs/ arcydzieło
move to tears /muːv tə tɪəz/ wzruszać do łez
piece/work of art /piːs/wɜːk əv ɑːt/ dzieło sztuki
provoke /prə'vəʊk/ prowokować
recommend sth to sb /ˌrekə'mend 'sʌmθɪŋ tə'sʌmbɒdi/ polecać coś komuś
review (n; v) /rɪ'vjuː/ recenzja; recenzować
reviewer /rɪ'vjuːə/ recenzent/recenzentka
rise to your feet /raɪz tə jə fiːt/ wstawać
spectator /spek'teɪtə/ widz
stand-up comedian /ˌstændʌp kə'miːdiən/ komik stand-upowy
street art /striːt ɑːt/ sztuka uliczna
venue /'venjuː/ lokal; miejsce
viewer /'vjuːə/ widz

MEDIA

article /'ɑːtɪkəl/ artykuł
breaking news /breɪkɪŋ njuːz/ wiadomości z ostatniej chwili
broadcast (n; v) /'brɔːdkɑːst/ audycja, program (np. w radio); transmitować, nadawać
broadsheet/quality paper /'brɔːdʃiːt/ ˌkwɒləti 'peɪpə/ gazeta dużego formatu
cable TV /ˌkeɪbəl ˌtiː'viː/ telewizja kablowa
cartoonist /kɑː'tuːnɪst/ rysownik kreskówek; karykaturzysta/karykaturzystka
circulation /ˌsɜːkjə'leɪʃən/ nakład (np. gazety)
column /'kɒləm/ rubryka; kolumna (w gazecie)
commercial /kə'mɜːʃəl/ reklama (w telewizji lub radiu)
copy /'kɒpi/ egzemplarz
correspondent /ˌkɒrə'spɒndənt/ korespondent/korespondentka
current affairs programme /'kʌrənt ə'feəz 'prəʊgræm/ program informacyjny (w radiu lub telewizji)
daily paper/newspaper /'deɪli 'peɪpə/ 'njuːsˌpeɪpə/ gazeta codzienna, dziennik
editor /'edɪtə/ redaktor; edytor
front page /frʌnt peɪdʒ/ pierwsza strona; strona tytułowa
glossy magazine /ˌglɒsi ˌmægə'ziːn/ kolorowa praca; ilustrowany magazyn
gossip column /ˌgɒsɪp 'kɒləm/ rubryka towarzyska
headline /'hedlaɪn/ nagłówek
interview (n, v) /'ɪntəvjuː/ wywiad; robić wywiad
issue/edition /'ɪʃuː/ɪ'dɪʃən/ wydanie
journalist /'dʒɜːnəl-ɪst/ dziennikarz/dziennikarka
live broadcast /lɪv 'brɔːdkɑːst/ transmisja na żywo
magazine /ˌmægə'ziːn/ magazyn; czasopismo
make/hit the headlines /meɪk/hɪt ðə 'hedlaɪnz/ trafić na pierwsze strony gazet (dosłownie: na nagłówki)
post sth on a website /pəʊst 'sʌmθɪŋ ɒn ə 'websaɪt/ opublikować coś na stronie
presenter /prɪ'zentə/ prezenter/prezenterka
press: local, national /pres:'ləʊkəl, 'næʃənəl/ prasa: lokalna, ogólnokrajowa
publish /'pʌblɪʃ/ publikować; wydawać
reality TV /ri'æləti ˌtiː'viː/ program z wykorzystaniem materiałów „na żywo"
report (n; v) /rɪ'pɔːt/ relacja; relacjonować; informować
reporter /rɪ'pɔːtə/ reporter/reporterka
sitcom /'sɪtkɒm/ komedia sytuacyjna
soap opera /səʊp 'ɒpərə/ opera mydlana
tabloid /'tæblɔɪd/ gazeta brukowa
talent show /'tælənt ʃəʊ/ konkurs młodych talentów
talk show host /tɔːk ʃəʊ həʊst/ gospodarz programu talk show
the news / ðə njuːz/ wiadomości
TV channel /ˌtiː'viː 'tʃænl/ kanał telewizyjny

DESCRIBING ART

action-packed /'ækʃənpækt/ pełen wrażeń
amazing /ə'meɪzɪŋ/ zdumiewający, niezwykły, niesamowity
amusing /ə'mjuːzɪŋ/ zabawny, śmieszny
appealing /ə'piːlɪŋ/ atrakcyjny, ciekawy
brilliant /'brɪljənt/ genialny, błyskotliwy
complex /'kɒmpleks/ złożony, skomplikowany
convincing /kən'vɪnsɪŋ/ przekonujący
disappointing /ˌdɪsə'pɔɪntɪŋ/ rozczarowujący
disaster /dɪ'zɑːstə/ fiasko; katastrofa
disturbing /dɪ'stɜːbɪŋ/ niepokojący
dreadful /'dredfəl/ okropny, straszny
dull /dʌl/ nudny; nieciekawy
enjoyable /ɪn'dʒɔɪəbəl/ miły, przyjemny
entertaining /ˌentə'teɪnɪŋ/ zabawny; przyjemny
eye-catching /'aɪˌkætʃɪŋ/ efektowny, przyciągający wzrok
far-fetched /ˌfæt'fetʃt/ naciągany; przesadny
gripping /'grɪpɪŋ/ porywający, wciągający
highly recommended /'haɪli ˌrekə'mendɪd/ bardzo polecany
hilarious /hɪ'leəriəs/ zabawny, komiczny
imaginative /ɪ'mædʒənətɪv/ pomysłowy, oryginalny
intriguing /ɪn'triːgɪŋ/ intrygujący
memorable /'memərəbəl/ zapadający w pamięć
moving /'muːvɪŋ/ wzruszający
outstanding /aʊt'stændɪŋ/ wyróżniający, wybitny
predictable /prɪ'dɪktəbəl/ przewidywalny
profound /prə'faʊnd/ dogłębny, przenikliwy
ridiculous /rɪ'dɪkjələs/ absurdalny; śmieszny
shocking /'ʃɒkɪŋ/ wstrząsający
sophisticated /sə'fɪstɪkeɪtɪd/ wyszukany; wysokich lotów
spectacular /spek'tækjələ/ widowiskowy
stunning /'stʌnɪŋ/ zachwycający
thought-provoking /θɔːt prə'vəʊkɪŋ/ skłaniający do refleksji
unconvincing /ˌʌnkən'vɪnsɪ/ nieprzekonujący
unforgettable /ˌʌnfə'getəbəl/ niezapomniany
worth seeing /wɜːθ 'siːɪŋ/ wart obejrzenia, zobaczenia

Gramatyka | Czasy teraźniejsze

Present simple

Czasu *present simple* używamy do opisywania:

- rutynowych, powtarzających się czynności i sytuacji:
  *I usually **go** to school by bus. Tom **visits** his grandma every Saturday.*
- nawyków, upodobań:
  *Julia **listens** to music in the evening.*
  *They **don't like** reading e-books.*
- ogólnych prawd, praw przyrody:
  *The Earth **goes** around the Sun. Water **boils** at 100°C.*
- przyszłych wydarzeń i czynności wynikających z harmonogramu, planu zajęć:
  *Hurry up! The train **leaves** at 3.15.*
  *Let's get ready. The meeting **starts** at 10.30.*
- komentarzy sportowych:
  *Lewandowski **shoots** and **scores**. 3:0 to Poland!*
- przyszłych wydarzeń w tzw. zdaniach czasowych po spójnikach: *when, as long as, as soon as, till, until, after, before*:
  *We will text you when they **arrive**.*
  *I will get in touch as soon as I **know** the results.*

Określenia czasu charakterystyczne dla *present simple*:

przysłówki częstotliwości:
always, usually, often, sometimes, seldom/rarely, hardly ever, never
W zdaniach twierdzących przysłówki częstotliwości występują **przed** czasownikiem, np.
*We **often** do homework in the afternoon.*
W zdaniach z czasownikiem *to be* przysłówki występują **po** tym czasowniku, np.
*They are **never** late for school.*

inne określenia czasu:
every day/week/month/year, once/twice a day/week/month/year, from time to time
Te określenia występują na początku lub na końcu zdania, np.
***Every year** we celebrate Christmas.*
*Tom goes running **twice a week**.*

Present continuous

Czasu *present continuous* używamy do opisywania:

- czynności, które odbywają się w chwili, kiedy o nich mówimy:
  *I **am reading** a book now. Mark **is playing** the piano now.*
- czynności i sytuacji, które mają charakter tymczasowy:
  *This week my sister **is going** to school by bike.*
- procesów, trendów, zachodzących zmian:
  *The days **are getting** shorter and shorter.*
  *People **are working** more and more.*
- irytujących nas zachowań (ze słowami *always, forever*):
  *Mark **is** always **complaining** about the weather!*
  *You **are** forever **losing** your keys!*
- zaplanowanej przyszłości:
  *Tomorrow they **are flying** to London.*
  *I'**m meeting** Anna at the weekend.*

Określenia czasu charakterystyczne dla *present continuous*:

now, at the moment, at present, today, this week/month/year, this winter, these days, currently

Czasowniki statyczne

Czasowniki statyczne to takie, które opisują na przykład:

- uczucia i emocje (*like, love, hate*),
- stan posiadania (*have*),
- zmysły i postrzeganie (*hear, see, smell, taste, feel*),
- stany umysłu (*believe, think, remember, understand, know, seem*),
- intencje, preferencje (*want, prefer, need*).

Czasowniki te występują zazwyczaj w czasie *present simple*. Możliwe jest jednak użycie niektórych z nich z czasem *present continuous*. Wówczas zmienia się ich znaczenie. Popatrz na przykłady.

HAVE

- posiadać – *present simple*
  *I **have** a car.*
  *She **has** a dog.*
- wykonywać jakąś czynność – *present continuous*
  *I'**m having** lunch now.*
  *He'**s having** a good time.*

THINK

- sądzić, uważać – *present simple*
  *We **think** diving is dangerous.*
  *I **think** you should take some rest.*
- rozważać, zastanawiać się – *present continuous*
  *We **are thinking** of going to Greece.*
  *Jim **is thinking** of buying a new camera.*

SMELL

- pachnieć, mieć zapach – *present simple*
  *This perfume **smells** gorgeous.*
  *This fruit **smells** strange.*
- wąchać – *present continuous*
  *Kate **is smelling** the flowers.*
  *Why **are** you **smelling** that apple?*

TASTE

- mieć smak – *present simple*
  *The cake **tastes** delicious.*
  *The soup **tastes** a bit bland.*
- smakować, próbować – *present continuous*
  *Pam **is tasting** the stew.*

SEE

- widzieć – *present simple*
  *I **see** a tree.*
- spotykać się – *present continuous*
  *I **am seeing** my doctor on Monday.*

LOOK

- wyglądać, sprawiać wrażenie – *present simple*
  *You **look** tired.*
  *They **look** angry.*
- patrzeć – *present continuous*
  *Why **are** you **looking** at me?*
  *He **is not looking** at the whiteboard.*

BASIC

1 Wybierz poprawną odpowiedź.

1 Unfortunately, this week Paul *works / is working* long hours.
2 What *do you think / are you thinking* of Woody Allen's latest film?
3 Don't leave until you *speak / are speaking* to the boss face to face.
4 How often *does Alex do / is Alex doing* weightlifting?
5 Tomorrow we *play / are playing* squash with Joe and Jim.

E UZUPEŁNIANIE ZDAŃ

2 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 Don't call Mark now. He ... (*have / dinner*) at the moment.
2 What ... (*Tom's house / look*) like? Is it modern?
3 Joan is making a pudding, and the kitchen ... (*smell*) of vanilla.
4 Excuse me, how ... (*I / get*) the bus station?
5 What hotel ... (*Maria / stay*) at tonight?

E TRANSFORMACJE

3 Wybierz odpowiedź (a, b lub c), która najlepiej oddaje sens wyróżnionego zdania.

1 **We hardly ever go out at the weekend.**
a It is hard for us to go out at the weekend.
b We almost never go out at the weekend.
c We would like to go out every weekend.

2 **Jake is playing chess on Thursday.**
a Jake has arranged to play chess on Thursday.
b Jake likes playing chess every Thursday.
c Jake will probably play chess on Thursday.

3 **You can study in Madrid as long as you speak Spanish.**
a How long you study in Madrid depends on your level of Spanish.
b You can't study in Madrid unless you speak Spanish.
c When you study in Madrid, you must speak Spanish all the time.

4 **Tina is thinking of redecorating her flat.**
a Tina is considering redecorating her flat.
b Tina is supposed to redecorate her flat.
c Tina doesn't feel like redecorating her flat.

5 **I'm seeing a doctor tomorrow at 6 p.m. for a regular check-up.**
a I usually see a doctor at 6 p.m.
b I've got an appointment with a doctor tomorrow at 6 p.m.
c I will probably see a doctor tomorrow at 6 p.m.

EXTENDED

4 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 A: More and more people ... (*move*) out of the city nowadays.
B: Perhaps, they ... (*want*) to have more peace and quiet.
2 A: Maria ... (*always / criticise*) her sister!
B: I really ... (*not / know*) why…
3 A: Why ... (*you / smell*) that cheese?
B: Well, it ... (*not / look*) too fresh.
4 A: What ... (*you / do*) tonight?
B: I ... (*still / think*) about what to do.
5 A: ... (*you / see*) Paul later today?
B: No, he ... (*have*) dinner with his boss.

E TRANSFORMACJE

5 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 We are having a great time at this reception.
ENJOYING
We ... ourselves at this reception.
2 I will lend you the money but you must give it back by next week.
LONG
I will lend you the money ... it back by next week.
3 Stop arriving late! It's really annoying.
ALWAYS
You ... late!
4 We might take a gap year but we're not sure yet.
THINKING
We ... a gap year.
5 Shops are usually closed on Sunday.
HARDLY
Shops ... on Sunday.

E TŁUMACZENIE

6 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 We'd better wait (*dopóki nie poznamy*) ... all the details.
2 Autumn is coming and the days (*stają się coraz zimniejsze*) ... .
3 Today, Jim (*nie wydaje się być*) ... at his best.
4 I'm lucky because this time my dad (*pozwala mi wziąć*) ... his new bike.
5 The salad (*smakuje wyśmienicie*) ... . Could you give me the recipe?

Gramatyka | Czasy Perfect

Present perfect

Czasu *present perfect simple* używamy do opisywania:

- czynności i sytuacji, w których istotny jest fakt, że w ogóle miały miejsce, a nie to, kiedy zaistniały:
  *I **have finished** lunch.*
  *Ben **has bought** a new car.*
- czynności, które miały miejsce (bądź nie), bez precyzyjnego określenia czasu. Często stosujemy następujące przysłówki: *already, just, yet, ever, never, so far.*
  *We **have** already **cleaned up**.*
  *Paul **has** just **got** back home.*
  *I **have read** ten pages so far.*
  ***Have** you ever **been** to China?*
  ***Has** he **returned** yet?*
  *They **have** never **swum** in the ocean.*
  *Anna **hasn't texted** me yet.*
- czynności i stanów, które rozpoczęły się w przeszłości i trwają do chwili obecnej:
  *We **have been** friends for years.*
  *Frank **has lived** in Warsaw since 1998.*

Zapamiętaj!

For stosujemy, żeby powiedzieć, *jak długo* dana czynność/sytuacja trwa: *for two days, for three weeks, for ten years*, itd.
Since stosujemy, żeby powiedzieć *od kiedy* dana czynność/sytuacja trwa: *since Monday, since June, since 2016*

- w konstrukcji: *It's the first/second/third … time*
  *It's the first time I **have seen** a dolphin.*

Określenia czasu charakterystyczne dla *present perfect*:

just, already, still, yet, ever, never, so far
since (Friday, May, 2018)
for (two hours, three days, six months, etc)

Present perfect continuous

Czasu *present perfect continuous* używamy do opisywania:

- czynności, które rozpoczęły się w przeszłości i trwają nieprzerwanie do chwili obecnej:
  *I **have been writing** this essay for five hours.*
  *They **have been running** all day.*
  *Kate **has been sending** emails since this morning.*
- niedawnej przyczyny obecnej sytuacji:
  *I'm thirsty. I'**ve been running**.*
  *You look tired. **Have** you **been sleeping** well?*
- czynności, które stale się powtarzają od pewnego czasu:
  *I **have been getting up** really early recently.*

Zapamiętaj!

Czasowniki statyczne **nie** występują w czasie *present perfect continuous*:

*I **have had** this scooter since May.*
*We **have known** Tessa for ten years.*

Zapamiętaj!

Czasu *present perfect* używamy, kiedy kładziemy nacisk na skutek czynności/zdarzenia, natomiast czasu *present perfect continuous*, aby podkreślić, od jak dawna dana czynność trwa.

W tłumaczeniu na język polski zdań czas *present perfect* możemy wyrazić czasem teraźniejszym lub przeszłym:

*We have lived here for ten years. – **Mieszkamy** tutaj od dziesięciu lat.*
*I've never been to Japan. – Nigdy **nie byłem** w Japonii.*

Porównanie czasów:

present simple a present perfect
present continuous a present perfect continuous

Porównaj:

1a. I know Frank.
1b. I have known Frank for five years.
2a. We are painting the fence.
2b. We have been painting the fence since this morning.

Czas *present perfect* oraz *present perfect continuous* stosujemy, aby powiedzieć, jak długo trwa dana czynność/sytuacja. (przykład 1b, 2b)

present perfect* a *past simple

Porównaj:

*1 My cousin **has got married**.*
*2 My cousin **got married** last month.*
*3 My cousin **got married** in Paris.*

Czas *present perfect* stosujemy, aby opisać czynności i sytuacje, w których istotne są ich skutki oraz fakt, że w ogóle miały miejsce. (przykład 1)

Czas *past simple* stosujemy, mówiąc o czynnościach i sytuacjach, które miały miejsce i zakończyły się w konkretnym momencie w przeszłości (przykład 2) lub podając np. okoliczności, w których dana sytuacja miała miejsce. (przykład 3)

Porównaj:

*4 My aunt **has helped** me a lot. (up to now, she is still alive)*
*5 My grandpa **helped** me a lot. (when he was alive)*

Czas *present perfect* stosujemy, mówiąc o sytuacji, która trwa do chwili obecnej, nie jest częścią zamkniętej przeszłości i ponownie może się wydarzyć. (przykład 4)

Czas *past simple* stosujemy w odniesieniu do zamkniętej przeszłości, nawet jeśli nie zawsze podajemy określenia czasu. (przykład 5)

*6a I'**ve sprained** my ankle.*
*6b What **happened**?*
*7a I **have passed** my Chemistry test.*
*7b I **got** 95%.*

Czas *past simple* stosujemy, pytając o sytuację i podając szczegóły danej sytuacji. (przykład 6b, 7b)

Zwróć uwagę na niemal identyczne zdania:

*8a I **have made** ten phone calls this morning. (it's still the morning)*
*8b I **made** ten phone calls this morning. (it's no longer the morning)*
*9a We **have lived** in Italy for ten years. (we still do)*
*9b We **lived** in Italy for ten years. (we don't live in Italy anymore)*

Czas *present perfect* stosujemy, mówiąc o sytuacji, która trwa do chwili obecnej (przykład 8a, 9a), natomiast *past simple* – w odniesieniu do czynności i sytuacji, które miały miejsce i zakończyły się w przeszłości.

BASIC

1 Wybierz poprawną odpowiedź.

1 *Have you ever swum / Have you ever been swimming* in the ocean?
2 We *have discussed / have been discussing* this problem since Monday. Time to make a decision!
3 They are getting married after they *know / have known* each other for three months.
4 You look exhausted. What *have you been doing / have you done*?
5 Hurry up! The film *has already begun / began*.

2 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach.

1 Maria: Where ... (*you / be*)? I ... (*try*) to contact you all day today.
George: Sorry, I had to do overtime. I didn't text you because I had left my phone at home.
2 Teacher: You ... (*do*) this task for almost half an hour. ... (*you / finish*) yet?
Student: Almost. I still need a minute. This is the most difficult task I ... (*ever / see*).
3 Kate: Alex, ... (*you / hear*) the news? Paul and Claire ... (*just / move out*).
Alex: You must be kidding! What ... (*happen*)? They ... (*move in*) here only about a month ago.
4 Jim: Sorry, I can't focus 'cos I'm really tired. I ... (*have*) a lot on my mind since I started living on my own.
Mark: I'm exhausted, too. I ... (*stay up*) late every day last month although I had promised myself that I would go to bed before midnight.

E TŁUMACZENIE

3 Wybierz odpowiedź (a, b lub c), która jest poprawnym tłumaczeniem fragmentu podanego w nawiasie.

1 There's a stain on my laptop. Someone (*korzystał*) ... it.
a was using **c** has used
b has been using **d** had used

2 I've lost my wallet. I (*miałem*) ... all my documents in it.
a had had **c** had
b have had **d** used to have

3 Your teacher has just called me to say you (*wagarowałeś*) ... again!
a have been playing truant
b used to play truant
c played truant
d had played truant

4 How many times (*byłeś*) ... to Greece?
a did you go
b have you gone
c have you been
d have you been going

5 It's the first time we (*słuchamy*) ... to this kind of music.
a are listening
b have been listening
c have listened
d listen

EXTENDED

4 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach.

1 How many times ... (*you / try*) to convince him to revise for the exam?
2 It is the first time my daughter ... (*see*) the lion. She's really impressed.
3 Kate ... (*practise*) regularly since she got a new tennis racket. It's only Thursday and she ... (*play*) six matches this week.
4 How long ... (*you / save*) up to go on that cruise?
5 They ... (*not / finish*) painting yet. In fact, they ... (*working*) non-stop since 7 a.m.

5 Przetłumacz na język angielski fragmenty podane w nawiasach.

1 I (*uczę się*) ... a lot every weekend.
2 I (*uczę się*) ... a lot at the moment.
3 I (*uczę się*) ... for my test for a week.
4 I (*uczę się*) ... a lot recently.

E TRANSFORMACJE

6 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 It's been a long time since we ate out.
NOT
We ... a long time.

2 They have been our neighbours for forty years.
BEEN
They ... next door to us for forty years.

3 This is only my second experience of travelling alone to such a remote destination.
TIME
This is only the ... alone to such a remote destination.

4 After dating Cindy for two years, Chris has just proposed to her.
BEEN
Chris ... two years and he has just proposed to her.

E TŁUMACZENIE

7 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Because of the very low temperatures, we (*nie biegamy*) ... much recently.
2 How many times (*brałeś udział*) ... in school sports competitions?
3 We (*dzwonimy do Adama*) ... since noon but he must be out of the office.
4 Joan (*z niecierpliwością oczekuje*) ... to her holiday for a long time.
5 The streets are wet and there are puddles everywhere. It (*padało*) ... hard for hours.

Gramatyka | Czasy przeszłe, *would* i *used to*

Past simple

Czasu *past simple* używamy do opisywania:

- czynności i sytuacji, które miały miejsce/zakończyły się w przeszłości:
  *I **went** to school in France.*
- czynności i sytuacji, o których wiemy, kiedy się wydarzyły:
  *I **learnt** to ride a horse when I was a kid.*
  *I **got** this laptop two years ago.*
- sekwencji wydarzeń w przeszłości:
  *Paul **got** back home, **had** dinner and **wrote** a few emails.*

Określenia czasu charakterystyczne dla *past simple*:

yesterday, last week/month/year/summer/winter, two days/weeks/months/years ago, in 2015/the 1960s, etc.

Past continuous

Czasu *past continuous* używamy do opisywania:

- czynności i sytuacji, które trwały w określonym momencie w przeszłości:
  *At 10.30 last night I **was taking** a shower.*
- czynności i sytuacji, które stanowiły tło dla jakiegoś wydarzenia:
  *We **were doing** the task when the headmaster came in.*
  *While Alex **was watching** TV, the doorbell rang.*
- czynności, które odbywały się jednocześnie w przeszłości:
  *Pete **was cleaning** up while Meg **was watering** the plants.*

Określenia czasu charakterystyczne dla *past continuous*:

yesterday at 3 p.m., all day yesterday, this time last month, when, while, as

Past perfect simple

Czasu *past perfect simple* używamy do opisywania:

- czynności, które miały miejsce w przeszłości i zostały wykonane wcześniej niż inna czynność w przeszłości:
  *She **had studied** hard so she was sure she would pass the exam.*
  *When she arrived at the station, the train **had** already **left**.*
  *Ben bought a new car after he **had sold** his old one.*
- czynności, które zostały zakończone do określonego momentu w przeszłości:
  *I **had finished** cooking by 7 p.m.*
  *By the time they got back, we **had tidied up** the kitchen.*
- w konstrukcji: *It was the first/second/third… time*
  *It was the first time I **had seen** a dolphin.*

Określenia czasu charakterystyczne dla *past perfect*:

when, after, before, by the time, until

Past perfect continuous

Czasu *past perfect continuous* używamy do opisywania:

- czynności, które trwały przez jakiś czas do określonego momentu w przeszłości:
  *By the time they arrived, we **had been waiting** for an hour.*
  *When I got there, it **had been snowing** for two weeks non-stop.*
- czynności, które rozpoczęły się przed określonym momentem w przeszłości, ale ich skutki były widoczne/odczuwalne w tamtym momencie:
  *Jim was tired. He **had been working** since the early morning.*
  *The streets were wet. It **had been raining** during the night.*

Porównaj:

*Frank was exhausted. He **had been climbing** since 5 a.m.*
*Frank was overjoyed because he **had reached** the top of the mountain as the first amateur climber under 18.*

W czasie *past perfect simple* nacisk kładziemy na rezultat czynności, natomiast w *past perfect continuous* na proces wykonywania czynności i czas jej trwania.

Used to

***Used to* używamy do opisywania:**

czynności i stanów, które były regularnie wykonywane w przeszłości, ale obecnie już są nieaktualne:

*I **used to read** a lot, but now I don't.*
*We **used to do** lots of sports when we were at school.*
*Luke **used to be** shy when he was at school.*
*They **used to have** lots of pets, but now they don't.*
***Did** you **use to read** magazines when you were at school?*
*My parents **didn't use to play** computer games when they were my age.*

Would

***Would* używamy do opisywania:**

- typowych czynności, które były zwyczajowo wykonywane w przeszłości i powtarzały się:
  *Every night at bedtime my granddad **would tell** me interesting stories.*
  *Every evening we **would sit** in the garden and watch the sunset.*
- w odróżnieniu od *used to*, *would* nie jest używane w pytaniach i zdaniach przeczących, chyba że łącznie z *never*.
  Would nie używamy do wyrażania stanów w przeszłości. Posługujemy się wtedy czasem przeszłym *past simple* lub *used to*.
  She was/used to be happy in this house many years ago.

BASIC

1 Wybierz poprawną odpowiedź.

1 This time last week we *danced / were dancing* at Jim's wedding reception.
2 When they entered the conference room, the lecture *already began / had already begun*.
3 *Did you go / Were you going* swimming every Friday?
4 While Kate was watching the news, Mark *made / was making* three phone calls.
5 Alex *used to be / had been* really talkative as a child.

2 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach.

1 Yesterday at 7 p.m. I ... (*revise*) for my final exams.
2 Surprisingly, my dad ... (*not / watch*) cartoons when he was younger. Now he does.
3 The lights went out while everyone ... (*have dinner*).
4 They ... (*wave*) me goodbye and left the platform.
5 What ... (*you / do*) right after the meeting ended?

E TŁUMACZENIE

3 Wybierz odpowiedź (a, b lub c), która jest poprawnym tłumaczeniem fragmentu podanego w nawiasie.

1 When I was a student, I ... (*mieszkałem*) and worked part-time in London.
a lived
b was living
c used to live

2 My grandparents ... (*nie podróżowali*) much when they were my age. Now they often travel to different places.
a weren't travelling
b didn't use to travel
c hadn't travelled

3 Mike ... (*wychodził z*) the building when he saw his ex-girlfriend.
a left
b was leaving
c used to leave

4 How often ... (*jeździliście*) on school trips in primary school?
a did you go
b were you going
c have you gone

5 As kids we ... (*mieliśmy*) lots of free time to play with friends.
a used to have
b were having
c had had

EXTENDED

4 Uzupełnij zdania, używając czasowników w ramce w odpowiednich formach.

build • date • eat • go • travel

1 We ... the sand castle when a wave suddenly washed it away in seconds.
2 Mark ... anything all day so when he got back home he rushed to the fridge straight away.
3 When Kim went to New York it was the second time she ... by plane.
4 When I started my studies in Madrid, Carlos ... Barbara.
5 When we were on holiday, we ... scuba diving almost every day.

E UZUPEŁNIANIE ZDAŃ

5 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 We ... (*enter / classroom*) when our German teacher stopped us.
2 What time ... (*Jim / phone / you*) yesterday?
3 Max ... (*have / lunch*) before he went back to the office.
4 In his youth, my uncle ... (*play / trumpet*) in school band.
5 What books ... (*you / use*) read when you were a teenager?

E TRANSFORMACJE

6 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 It was typical of my sister to call me names when we were kids. **WOULD**
My sister ... names when we were kids.
2 Tom always disliked Renaissance art, but now he adores it. **USE**
Tom ... Renaissance art, but now he adores it.
3 It was Sam's second visit to China. **VISITED**
It was the ... China.
4 There was an accident during the singer's performance. **WHILE**
There was an accident ... .
5 My sister started dating Mitch in 2015 and they split up in 2020. **FOR**
My sister ... five years when they split up.

Future simple

Czasu *future simple* używamy do opisywania:

- faktów, które zaistnieją w przyszłości:
  *Mark **will be** twenty next week.*
- przewidywań opartych na wewnętrznym przekonaniu, po zwrotach: *I think, I believe, I'm sure*:
  *I think Tim **will pass** the test.*
  *I believe she **will get** the job.*
  *I'm sure they **will win** the competition.*
- spontanicznych decyzji podjętych w chwili mówienia:
  *I **will help** you in a minute.*
  *I **will do** the ironing. Don't worry.*
  *It's hot here. I'**ll open** the window.*
- obietnic, propozycji, próśb, ostrzeżeń/gróźb, nadziei:
  *I promise I **will** never **do** it again.*
  *I'**ll help** you with your homework if you want.*
  ***Will** you **help** me carry these boxes, please?*
  *Stop lazing about or I **will talk** to the boss.*
  *I hope they **will be** on time.*

Określenia czasu charakterystyczne dla *future simple*:

tomorrow, next day/week/month/year, in the future, soon

Future continuous

Czasu *future continuous* używamy do opisywania:

- czynności, które będą trwały w określonym momencie w przyszłości:
  *This time next month I'**ll be sunbathing** in Greece.*
  *Tomorrow at 3 we'**ll be playing** a match.*
- próśb wyrażanych w sposób pośredni:
  ***Will you be going** to the shop soon? I need some eggs.*

Określenia czasu charakterystyczne dla *future continuous*:

this time tomorrow/next week/next month/next year, tomorrow at 3

Be going to

Konstrukcji *be going to* używamy do opisywania:

- przyszłych planów, zamiarów:
  *I **am going to read** more books this year.*
  *We **are not going to do** anything special at the weekend.*
- sytuacji, co do których przewidujemy, że nastąpią, na podstawie tego, co można zaobserwować w teraźniejszości:
  *Look at the clouds! It'**s going to rain**.*
  *Kate is incredible this season. She **is going to win** the tournament.*

Czasy teraźniejsze używane do opisywania przyszłości*

Czasu *present simple* używamy do opisywania:

- przyszłych wydarzeń/czynności wynikających z harmonogramu (np. rozkłady jazdy, plan zajęć itp.)
  *Hurry up! The train **leaves** at 3.15.*
  *Let's get ready. The meeting **starts** at 10.30.*
- przyszłych wydarzeń w tzw. zdaniach czasowych po spójnikach: *when, as long as, as soon as, till, until, after, before*:
  *We will text you when they **arrive**.*
  *I will get in touch as soon as I **know** the results.*

Czasu *present continuous* używamy do opisywania:

- czynności zaplanowanych i zaaranżowanych na najbliższą przyszłość:
  *Tomorrow they **are flying** to London.*
  *I'**m meeting** Anna at the weekend.*

*Sprawdź również na str. 260.

Future perfect simple

Czasu *future perfect simple* używamy do opisywania:

- czynności, które się wydarzą/zostaną zakończone do określonego momentu w przyszłości:
  *We **will have finished** the meeting by 4 p.m.*
  *By the time they arrive, I **will have cleaned up** the flat.*
- stanu, który będzie trwał przez pewien czas do określonego momentu w przyszłości.
  *Next month I **will have known** Pola for ten years.*

Określenia czasu charakterystyczne dla *future perfect*:

by tomorrow, by Friday/May/next year

Future perfect continuous

Czasu *future perfect continuous* używamy do opisywania:

- czynności, które w danym momencie w przyszłości będą trwać już od jakiegoś czasu:
  *By the end of the year Max **will have been practising** judo for six years.*
  *Next month they **will have been dating** for two years.*

BASIC

1 Wybierz poprawną odpowiedź.

1 I promise I *will help / will be helping* you.
2 Don't call Tina on Friday evening because she *will work / will be working* on her essay then.
3 What *will you do / will you be doing* if you don't get invited?
4 I'm sure they *will come / will be coming* back later today.
5 *Will you give / Will you be giving* me a lift to the city centre after work?

2 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach.

1 ... (*you / water*) the garden while we're away, please?
2 Tomorrow at about 3 p.m. Chris ... (*cross*) the border into Cambodia.
3 I feel dizzy. I ... (*faint*).
4 OK, no problem. We ... (*be*) back in ten minutes.
5 What exam ... (*you / take*) this time next week?

3 Uzupełnij zdania, używając czasowników w nawiasach w odpowiednich formach.

Hi Jake
Next week we (1) ... (*go*) to the mountains. At last!
We want to have a good rest so we (2) ... (*take*) our tents with us. We (3) ... (*spend*) most of the time trekking, so I hope it (4) ... (*not rain*). This time tomorrow I (5) ... (*meet*) Anna to go shopping because we both need new walking boots. I don't have much experience of trekking, but I think she (6) ... (*help*) me choose a good pair.
If you want to meet up later, I can text you as soon as I (7) ... (*get*) back from the shops.

E TŁUMACZENIE

4 Wybierz odpowiedź (a, b lub c), która jest poprawnym tłumaczeniem fragmentu podanego w nawiasie.

1 I'm sure they (*nie powiedzą*) ... anyone.
a won't tell
b aren't going to tell
c don't tell

2 What (*będziesz robić*) ... this time next weekend?
a will you do
b are you going to do
c will you be doing

3 Look at that car! It (*uderzy*) ... into that tree.
a will crash
b is going to crash
c is crashing

4 When (*zamierzacie zarezerwować*) ... the hotel?
a will you book
b are you going to book
c will you be booking

5 (*Czy pożyczysz*) ... me your book, please?
a Will you lend
b Are you going to lend
c Will you be lending

EXTENDED

5 Wybierz poprawną odpowiedź.

1 I'm afraid we *won't buy / will be buying / won't have bought* a new flat this year.
2 By the time Tom graduates, he *will set up / will be setting up / will have set up* his company.
3 Excuse me, *will you make / will you be making / will you have made* a lot of photocopies?
4 This time next week Kate *will drink / will be drinking / will have drunk* espresso in Rome.
5 Hurry up! Everyone *will have left / will be leaving / will leave* by 4 p.m.

6 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach.

1 On Sunday my parents ... (*be married / 20 years*).
2 Sorry, I can't talk to you now. I ... (*call / you*) later.
3 By the time the teacher comes back, we ... (*do / all / tasks*).
4 ... (*go / post office*) today? I need a big envelope.
5 Next weekend Sarah ... (*date / Jim / six months*).

7 Przetłumacz na język angielski fragmenty podane w nawiasach. Zwróć uwagę na wybór odpowiedniego czasu.

1 **a** I promise I (*napiszę*) ... this essay today.
b I (*napiszę*) ... this essay by tomorrow.
c I will text you as soon as I (*napiszę*) ... this essay.

2 **a** This time next year we (*będziemy podróżować*) ... across America.
b I think we (*będziemy podróżować*) ... a lot in the future.
c Next Sunday we (*będziemy podróżować*) ... across America for six months.

8 Uzupełnij zdania, używając czasowników w ramce w odpowiednich formach.

arrive • know • perform • save • see

1 We'll let you know when the spare parts ... .
2 This time next Friday I ... with my theatre group. I can't wait.
3 How much ... you ... by the end of the year?
4 We ... Mrs Jenkins for dinner on Friday. She has just confirmed the date.
5 I don't think they ... anything new till the end of the week.

E TŁUMACZENIE

9 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 When Jim graduates, he (*będzie studiował*) ... physics for more than six years.
2 Maria (*wygra*) ... this contest. She always does!
3 Excuse me, (*czy będziesz korzystać*) ... this printer?
4 I can't go away next month. I (*będę brać udział*) ... in an important conference.
5 Clare will not talk to Mike (*dopóki jej nie przeprosi*) ... .

Gramatyka | Czasowniki modalne 1

Czasowniki modalne w języku angielskim (*can*, *could*, *may*, *might*, *shall*, *should*, *ought to*, *will*, *would*, and *must*) to szczególna grupa czasowników:

- występują tylko w czasie teraźniejszym (wyjątek: *could*); w innych czasach stosujemy wyrażenia zastępcze, np. *to be able to*, *to be allowed to*
- nie przyjmują żadnych końcówek (*-ing*, *-ed*, *-s*)
- przeczenie tworzymy poprzez dodanie do czasownika ***not***: *might* ***not***, *should* ***not***
- występuje po nich zawsze bezokolicznik bez *to*: ***can*** *play*, ***may*** *come* (wyjątek: ***ought to*** *go*)
- pytania tworzymy przez inwersję: ***Could*** *you help me?* ***Should*** *I repeat that?*

Umiejętność (ability)

Aby wyrazić **ogólną umiejętność** zrobienia czegoś, stosujemy:

- *can/could* oraz *be able* (bardziej formalne) w czasach *present simple* i *past simple*
  Nina ***can play*** *the piano but she* ***can't sing*** *very well.*
  We ***are able to offer*** *you a number of alternative solutions.*
  Frank ***could/was able to*** *ride a bike when he was three.*
- *be able to* w innych czasach:
  One day Ben ***will be able to*** *communicate in German.*
  Maria ***has been able to*** *play chess since she was four.*

Zapamiętaj!

Could często stosujemy, aby wyrazić ogólną umiejętność zrobienia czegoś:

Hannah ***could swim*** *at the age of five.*

Be able to stosujemy, aby podkreślić, że dana osoba faktycznie wykonała daną czynność:

Hannah ***was able to swim*** *the whole distance in an hour.*
(She could and she did swim the whole distance in an hour.)

Inne wyrażenia, których możemy użyć w tym kontekście, to:
manage to do sth, ***succeed in doing sth***

Hannah ***managed to swim*** *the whole distance in an hour.*
Hannah ***succeeded in swimming*** *the whole distance in an hour.*

Konieczność (obligation and necessity)

Aby wyrazić **przymus/konieczność zrobienia** czegoś, stosujemy *must*, *have to/need to*:

- *Have to/need to* służy do wyrażenia nakazu, narzuconego przez czynniki zewnętrzne (np. osoby trzecie, instytucje, regulacje prawne):
  Pete ***has to*** *play every day to win the tournament.*
  Both men and women ***have to*** *serve in the army in Israel.*
  Do *you* ***have to*** *do overtime?*
- *Must* + bezokolicznik bez *to* służy do wyrażenia nakazu bądź przymusu wynikającego z woli mówiącego w stosunku do innych lub siebie samego:
  I ***must*** *study more.*
  Visitors ***must*** *pay to see the exhibition.*
  You ***must*** *wear a helmet on a motorbike.*

Zapamiętaj!

Must nie ma formy przeszłej ani przyszłej. W tych przypadkach stosujemy *have to* w odpowiednej formie:

Chris ***had to*** *apologise to his business partners.*
I think I ***will have to talk to*** *Jane in person.*

Brak przymusu/konieczności zrobienia czegoś wyrażamy za pomocą: *don't have to/don't need to/needn't*:

We ***don't have to*** *go there now. They* ***don't need to*** *bring any food to the party. You* ***needn't*** *buy a tennis racket, you can use mine.*
I ***didn't have to/didn't need to*** *worry about anything.*
Adam had taken care of every single detail.

Zwróć uwagę na zasadniczą różnicę w znaczeniu między: ***mustn't*** a ***don't have to***:

You ***mustn't*** *talk to her. – Nie wolno Ci z nią rozmawiać.*
You ***don't have to*** *talk to her. – Nie musisz z nią rozmawiać.*

Zwróć uwagę na istotną różnicę w znaczeniu między: ***didn't have to/didn't need to*** a ***needn't have done***:

They ***didn't need to*** *water the garden. – Nie musieli podlewać ogrodu (i nie podlali).*
They ***needn't have watered*** *the garden. – Niepotrzebnie podlali ogród.*

Powinność

Aby wyrazić **powinność**, stosujemy *should/ought to/be supposed to*:

They ***should*** *try harder. They* ***shouldn't*** *waste so much time.*
We ***ought to*** *stick to the traffic regulations.*
We ***ought not to*** *break the rules.*
What are we ***supposed to do*** *now?*
We're ***supposed to*** *clean up the whole flat before we leave.*

W odniesieniu do przeszłości stosujemy:
should have/ought to have + forma *past participle*:

I ***should have finished*** *the project yesterday. – Powinienem był skończyć ten projekt wczoraj (ale nie skończyłem).*

Should have done/ought to have done służą również do wyrażenia krytyki lub żalu, że dana sytuacja powinna się była zdarzyć (ale się nie zdarzyła):

You ***should have told*** *me about that!*

was/were supposed to:

We ***were supposed to*** *finish writing by 3 p.m.*

Pozwolenie

Aby wyrazić **pozwolenie** zrobienia czegoś, stosujemy *can/be allowed to/may*:

- *can* + bezokolicznik bez *to*:
  You ***can*** *use my laptop. We* ***can't*** *use our mobiles in class.*
  Can *I leave now?*
- *be allowed to* (sytuacje formalne):
  You ***are allowed to*** *take photos here. They* ***aren't allowed to*** *talk to strangers. We* ***were allowed to*** *take our dog to the hotel.*
  We ***were not allowed to*** *enter as we didn't have valid tickets.*
- *may* + bezokolicznik bez *to*: (formalne)
  Visitors ***may leave*** *their belongings in the cloakroom.*
  May *I open the window?*

Prośby

Aby wyrazić prośbę, stosujemy ***can/could/will/would***:

Can/Could *you open the window, please?*
Will/Would *you pass me the salt, please?*

Propozycje

Aby wyrazić propozycję, stosujemy ***shall***:

Shall *I carry those bags?*

BASIC

1 Wybierz poprawną odpowiedź.

1 I *needn't / mustn't* clean up now. I still have plenty of time.
2 Sam will *be able to / can* see me tomorrow.
3 You *mustn't / are not able to* behave like that. It's so rude.
4 They *ought / should* to accept our point of view.
5 We *needn't / aren't supposed to* touch anything here.

E TRANSFORMACJE

2 Wybierz odpowiedź (a, b lub c), która najlepiej oddaje sens wyróżnionego zdania.

1 **Don't cross that line! It's forbidden.**
a You mustn't cross that line.
b You needn't cross that line.
c You won't cross that line.

2 **You had better try harder next time.**
a Do you have to try harder next time?
b Shall I try harder next time?
c I think you should try harder next time.

3 **Do you mind passing the salt?**
a Shall I pass the salt?
b Would you like me to pass the salt?
c Could you pass the salt?

4 **It's not necessary for me to return the book now.**
a I mustn't return the book now.
b I needn't return the book now.
c I can't return the book now.

5 **You may leave your luggage here.**
a You should leave your luggage here.
b It's OK to leave your luggage here.
c You'd better leave your luggage somewhere else.

E TŁUMACZENIE

3 Wybierz odpowiedź (a, b lub c), która jest poprawnym tłumaczeniem fragmentu podanego w nawiasie.

1 Fortunately we (*nie musimy kończyć*) ... this assignment now.
a mustn't finish
b don't need to finish
c may not finish

2 How long (*potrafisz gotować*) ... so well?
a can you cook
b are you allowed to cook
c have you been able to cook

3 We (*mieliśmy być*) ... at the station at 5.30 a.m. so we left at 4.50 a.m.
a could be
b were supposed to be
c should be

4 You (*nie powinniście tracić*) ... so much time.
a don't need to waste
b mustn't waste
c shouldn't waste

5 (*Czy mam poczekać*) ... for you?
a Shall I wait **b** May I wait **c** Can I wait

EXTENDED

4 Wybierz poprawną odpowiedź.

1 They *should finish / should have finished* the project last week, but they didn't.
2 You *needn't have bought / didn't have to buy* bread. Mum has already bought one.
3 I *had to / must* sign the contract last Friday.
4 We *were not allowed to / could* cross the border as we didn't have valid passports.
5 *Could / Shall* I carry this suitcase for you?

5 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 You ... (*should / not / leave*) your bike outside the shop. That's why it got stolen.
2 When I was at ballet school, I ... (*supposed / practise*) a few hours a day.
3 Phew! We made it on time so we ... (*need / not / worry*).
4 Fortunately it was Sunday, so Claire ... (*not / need / go*) to work.
5 I ... (*ought / take*) a taxi yesterday.

E TRANSFORMACJE

6 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 How should I know what their plans are? **SUPPOSED**
How ... what their plans are?

2 Using the Satnav we were able to find the right street quite easily. **SUCCEEDED**
Using the Satnav we ... the right street quite easily.

3 It has been necessary for Frank to take extra classes since he failed the final test. **HAS**
Frank ... extra classes since he failed the final test.

4 It was wrong of you to reveal our secret. **OUGHT**
You ... our secret.

5 Washing the car was pointless as it started raining five minutes afterwards. **HAVE**
We ... the car as it started raining five minutes afterwards.

E TŁUMACZENIE

7 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Sarah (*nie powinna była wydawać*) ... so much on that coat.
2 One day I am going (*potrafić tańczyć*) ... as well as my mum.
3 We (*nie wolno nam*) ... touch that machine. It's dangerous.
4 Katya (*niepotrzebnie zaprosiła*) ... so many people.
5 Paul (*nie musi jeździć*) ... on business trips for some time.

Gramatyka | Czasowniki modalne 2

Przypuszczenia w odniesieniu do teraźniejszości i przyszłości

Aby wyrazić **przypuszczenie graniczące z pewnością**, że dana sytuacja **ma miejsce**, stosujemy ***must*** + bezokolicznik bez *to*:

*It's 8 p.m. Jim **must be** at home now.*
*You **must be** really tired after such a long journey.*
Tim and Alice are next door neighbours.
*They **must know** each other.*

Aby wyrazić **przypuszczenie graniczące z pewnością**, że dana sytuacja **nie ma miejsca**, stosujemy ***can't*** + bezokolicznik bez *to*:

*It **can't** be true.*
*That red car over there **can't** be Frank's.*
*Meg **can't** speak French. She has never learnt it.*

Aby wyrazić **przypuszczenie**, że dana sytuacja **może mieć miejsce** stosujemy ***may/might/could*** + bezokolicznik bez *to*:

*I haven't seen Max at school today. He **may/might/could** be ill.*
*They **may/might/could** be late.*
*Let's ask Tom. He **may/might/could** lend us his car.*

Aby wyrazić **przypuszczenie**, że dana sytuacja **może nie będzie mieć miejsca** stosujemy ***may not/might not*** + bezokolicznik bez *to*:

*Sam **may not/might not** know the address.*
*I **may not/might not** go to the party.*

Aby wyrazić **przypuszczenia** dotyczące sytuacji, które **mają miejsce dokładnie w chwili, kiedy o nich mówimy**, stosujemy: ***must be*** + bezokolicznik + *ing*, ***can't be*** + bezokolicznik + *ing*, ***may/might/could be*** + bezokolicznik + *ing*:

*It's 8.30. They **must be having** breakfast.*
*She **may/might/could be playing** tennis now.*
*Jill **can't be studying** now.*

Przypuszczenia w odniesieniu do przeszłości

Aby wyrazić **przypuszczenie graniczące z pewnością**, że dana sytuacja **miała miejsce**, stosujemy ***must*** + *have* + *past participle*:

*Jack didn't turn up. He **must have forgotten** about the meeting.*
*Paula **must have been** really tired because she went to bed at 7 p.m.*

Aby wyrazić **przypuszczenie graniczące z pewnością**, że dana sytuacja **nie miała miejsca**, stosujemy ***can't/couldn't*** + *have* + *past participle*:

*Sam **can't/couldn't have taken** the keys.*
*I **can't/couldn't have left** my wallet at home.*

Aby wyrazić **przypuszczenie**, że dana sytuacja **być może miała miejsce**, stosujemy ***may/might/could*** + *have* + *past participle*:

Ann knew the place quite well.
*She **may/might/could** have been there before.*
The man's face seemed familiar.
*I **may/might/could** have met him before.*

Aby wyrazić **przypuszczenie**, że dana sytuacja **być może nie miała miejsca**, stosujemy ***may not/might not*** + *have* + *past participle*:

*They **may/might not have finished** yet.*
*They **may/might not have noticed** the mistake.*

Aby wyrazić **przypuszczenie** dotyczące sytuacji, które działy się **w określonej chwili w przeszłości**, stosujemy: ***must have been*** + bezokolicznik + *ing*, ***can't have been*** + bezokolicznik + *ing*, ***may/might/could have been*** + bezokolicznik + *ing*:

I saw Mitch in front of the cinema.
*He **must have been waiting** for Diane.*
*It was midnight so they **can't have been working**.*
The students were absolutely quiet.
*They **may/might/could have been writing** a test.*

BASIC

1 Wybierz poprawną odpowiedź.

1 That lady over there is very familiar. It *must* / *can* be our neighbour.
2 This *can't* / *mustn't* be the place where we were supposed to meet.
3 Mike *can* / *could* be late today but I'm not sure.
4 Think about Julia. She *might* / *can* feel really disappointed.
5 Phil hasn't turned up yet. He *could not* / *may not* know the address.

E MINIDIALOGI

2 Uzupełnij minidialogi. Wybierz odpowiedź a, b lub c.

1 X: Do you think that it is Mr Jake over there?
Y: It ... but I can't see from here.
a must be
b could be
c can be

2 X: Perhaps no one told them what time the show starts.
Y: Or they ... . Who knows…
a should not remember
b might not remember
c must not remember

3 X: Greg doesn't love Sue.
Y: Well, she ... . I'm sure she does.
a must realise that
b can realise that
c might not realise that

4 X: Did you hear the doorbell? Do you think it could be Sarah?
Y: No, it ... . She is on the plane now.
a couldn't be her
b shouldn't be her
c can't be her

5 X: What's up, Pete?
Y: Look at this wire! We ... . It's dangerous.
a mustn't touch it
b don't have to touch it
c couldn't touch it

E TŁUMACZENIE

3 Wybierz odpowiedź (a, b lub c), która jest poprawnym tłumaczeniem fragmentu podanego w nawiasie.

1 Tina is really busy. She (*być może nie będzie*) ... ready to see us.
a couldn't be **b** may not be **c** mustn't be
2 The bank (*nie może być*) ... closed now. It's only 2 p.m.
a may not be **b** mustn't be **c** can't be
3 We (*być może zdecydujemy się*) ... to buy a new car this year.
a may decide **b** can decide **c** shall decide
4 Ben speaks six languages. He (*musi mieć*) ... a very good memory.
a is supposed to have **b** has to have **c** must have
5 Tom (*może nie mieć*) ... enough room in his car.
a might not have **b** can't have **c** needn't have

EXTENDED

4 Wybierz poprawną odpowiedź.

1 Unfortunately, Mr Johnson didn't turn up at the conference. He *couldn't have* / *must have* forgotten about it.
2 Tom knew all the answers. He *could have* / *might not have* done the test before.
3 It's 1.30 p.m. Mark is not in the office. He *must* / *could not* be having lunch now.
4 I saw them at the railway station yesterday at 8 p.m. They *might wait* / *might have been waiting* for a train.
5 We were at home last weekend so you *can't have seen* / *could have seen* us at the theatre.

5 Uzupełnij każde zdanie, używając odpowiedniego czasownika modalnego, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 Perhaps Tom was doing something important when you wanted to talk to him.
Tom ... something important when you wanted to talk to him.
2 I'm certain they didn't realise what was going on.
They ... what was going on.
3 I'm sure Eve is stuck in traffic.
Eve ... in traffic.
4 I'm sure Josh isn't going away next week.
Josh ... away next week.
5 Perhaps they have never met before.
They ... before.

E TŁUMACZENIE

6 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 It (*nie mógł być*) ... the building I saw in the guidebook.
2 They (*być może nie słuchali*) ... to the teacher when he was explaining the problem.
3 Mrs Smith (*być może nie będzie mogła*) ... talk to us today.
4 Ben (*musiał znać*) ... Maria for long.
5 Ever since the injury I (*muszę unikać*) ... risky sports.

E UZUPEŁNIANIE ZDAŃ

7 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 Phil ... (*may / not / see*) the accident.
2 When the first spaceship landed on the moon, people ... (*must / be*) really excited.
3 Try calling Pam in a few minutes. She ... (*might / take*) a shower now.
4 I've just seen Jane outside. She ... (*can / not / have*) dinner now.
5 It's 2 p.m. so they ... (*can / not / finish*) work yet.

Rzeczowniki policzalne

Większość rzeczowników w języku angielskim to rzeczowniki **policzalne**.

- Występują w liczbie pojedynczej i mnogiej:
  a sister – two sisters
- Angielskie rzeczowniki nie mają przypisanego rodzaju, ale nieraz istnieją osobne słowa dla rodzaju męskiego i żeńskiego:
  a waiter – a waitress
- Rzeczowniki policzalne w liczbie pojedynczej raczej często występują z przedimkiem. Zazwyczaj będzie to przedimek *a/an* lub *the*: *a/the car, an/the apple*.
- W odróżnieniu od rzeczowników w liczbie pojedynczej, te w liczbie mnogiej mogą pojawić się bez przedimka:
  *I love **animals**.*
- Przed rzeczownikami policzalnymi w liczbie mnogiej występują określenia, np. *some, any* lub liczebniki:
  *There are **some** books on the shelf. Are there **any** vegetables in the fridge? We're moving house in **three** weeks.*

Rzeczowniki niepoliczalne

Niektóre rzeczowniki w języku angielskim są **niepoliczalne**.
Nie mają formy liczby mnogiej i zawsze łączą się z czasownikiem w liczbie pojedynczej.
*Information **is** very important.*

Zapamiętaj!

Przykładowe rzeczowniki niepoliczalne w języku angielskim (policzalne w języku polskim) to np.: *information, news, furniture, advice, luggage*

Przed rzeczownikami niepoliczalnymi nigdy nie występuje przedimek *a/an*. Mogą wystąpić natomiast inne określenia, np. *some, any*
*I'd like **some** mayonnaise in my sandwich.*
*Have you got **any** sugar left?*

Liczba pojedyncza i mnoga

1 Liczbę mnogą rzeczowników policzalnych tworzymy poprzez:

- dodanie do rzeczownika w l. poj. końcówki ***-s***: *a book – book**s***
- dodanie końcówki ***-es*** w przypadku rzeczowników zakończonych na *-s, -ss, -sh, -ch, -x*:
  *a bus – bus**es**, a bush – bush**es**, a watch – watch**es**, a box – box**es***
- dodanie końcówki ***-es*** w przypadku rzeczowników zakończonych na ***-y*** poprzedzone spółgłoską, przy czym ***y*** zamienia się na *i*:
  *baby – bab**ies**, party – part**ies***
- dodanie końcówki ***-es*** w niektórych rzeczownikach zakończonych na *-o*:
  *a hero – hero**es**, a potato – potato**es***
  ale: *disco – discos, piano – pianos, video - videos*
- dodanie końcówki ***-es*** w rzeczownikach zakończonych na *-f* lub *-fe*, przy czym *-f* zamienia się na *-v*:
  *a loaf – loa**ves**, a knife – kni**ves***
  ale: *gira**ff**e – gira**ffes***

2 Niektóre rzeczowniki mają **nieregularną** liczbę mnogą:
a man – men, a woman – women, a child – children, a foot – feet, a tooth – teeth, a person – people, a goose – geese, a mouse – mice

3 Niektóre rzeczowniki niepoliczalne (występują tylko w liczbie pojedynczej) mają końcówkę ***-s***: *news, politics, maths*:
*No **news** is good news. **Maths** is my favourite subject.*
***Politics** is boring.*

4 Oto przykładowe rzeczowniki, które występują tylko w liczbie mnogiej:

- *clothes, belongings, earnings, goods, outskirts*, itd. (*My **earnings** are too low.*)
- rzeczowniki, które w j. angielskim możemy wyrazić jako parę: *pyjamas, trousers, scissors, glasses*, itd. (*My **trousers** are too short.*)
- niektóre rzeczowniki zbiorowe (w tym narodowości), np. *cattle, police, the French* itd. (*The **police** are investigating the crime.*)

5 Niektóre rzeczowniki zbiorowe występują i w liczbie pojedynczej, i w mnogiej, w zależności od tego, czy daną grupę traktujemy jako całość (jednostkę), czy jako zbiór indywidualności: *army, team, staff, family, government, committee* itd.:
*My **team is** the best. (drużyna jako całość)*
*The **team are** playing really well today. (drużyna jako osoby)*

Rzeczowniki złożone

Rzeczowniki złożone mogą składać się z:

- dwóch rzeczowników: *a travel guide, a history book, a school bus, a garden chair*.

Liczbę mnogą takich rzeczowników tworzymy, dodając końcówkę ***-s*** do **drugiego** rzeczownika (*a travel guide – travel guide**s***)

- przymiotnika i rzeczownika: *a frying pan, a black eye, greenhouse, daily newspaper, monthly ticket*

Liczbę mnogą takich rzeczowników tworzymy, dodając końcówkę ***-s*** do rzeczownika (*a frying pan – frying pan**s***)

- jednego lub dwóch rzeczowników i przyimka: *brother-in-law, passer-by*:

Liczbę mnogą takich rzeczowników tworzymy, dodając końcówkę ***-s*** do **pierwszego** rzeczownika (*brother-in-law – brother**s**-in-law*)

Quantifiers (Wyrażenia dotyczące ilości)

- ***many/much***
- ***a lot of/lots of/plenty of***
- ***a few/few***
- ***a little/little***
- ***some, any, all, most***
- ***a lot of/lots of/plenty of***

Both (of) stosujemy w odniesieniu do dwóch osób/rzeczy, przed rzeczownikiem w liczbie mnogiej (***Both women** were tall.*
***Both of them** were satisfied.*)

Either (of), neither (of) stosujemy w odniesieniu do dwóch osób/rzeczy, przy czym czasownik, który po nich występuje, może występować w liczbie pojedynczej lub mnogiej:

***Either of these options/Either option** is fine. – Każda (którakolwiek) z tych dwóch opcji jest w porządku.*

***Neither of my parents** likes/like seafood. – Żadne z moich rodziców nie lubi owoców morza.*

None odnosi się do więcej niż dwóch osób/rzeczy. Występuje:

- przed rzeczownikiem w liczbie mnogiej i czasownikiem w liczbie pojedynczej lub mnogiej:
  ***None of the students** were/was paying attention. – Żaden z uczniów nie uważał.*
- samodzielnie:
  *Can you give me some juice, please? Sorry, there's **none** left.*

BASIC

1 Podaj liczbę mnogą rzeczowników.

1 hero
2 party
3 piano
4 potato
5 giraffe
6 tooth
7 person
8 school bus
9 son-in-law
10 daily newspaper

2 Wybierz poprawną odpowiedź.

1 What *is / are* the news?
2 My belongings *was / were* stolen while I was swimming in the sea.
3 The outskirts of our town *looks / look* really nice.
4 Their furniture *was / were* really expensive.
5 Where *is / are* your jeans?

3 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach.

1 In some ... (*country*) ... (*woman*) still do not have voting rights.
2 We need a few ... (*knife*) to slice all these ... (*loaf*) of bread.
3 Take two ... (*tomato*) and a few ... (*leaf*) of basil.
4 Two ... (*passer-by*) stepped on my ... (*foot*).
5 I saw a few ... (*mouse*) running around those ... (*box*).

4 Wybierz poprawną odpowiedź.

1 I can't make a cake. There is very *little / a little / few / a few* flour left.
2 I still have *little / a little / few / a few* things to do.
3 There is *little / a little / few / a few* cake left. Would you like some?
4 I've only got *little / a little / few / a few* apples left so get some on your way back.
5 Becoming a triathlete is so demanding that *little / a little / few / a few* people manage it.

E UZUPEŁNIANIE LUK

5 Uzupełnij każdą lukę jednym wyrazem, tak aby powstał spójny i logiczny tekst.

Hi Joan,

I know I haven't written for a (1) ... months but there's been so (2) ... going on here. (3) ... time ago I split up with Jack; we had very (4) ... in common, so our relationship didn't make (5) ... sense. I also started university, where I met a (6) ... of fantastic people. Unfortunately, there are (7) ... subjects that really interest me so I am rather bored.

EXTENDED

6 Uzupełnij luki, wybierając poprawną odpowiedź a, b, c lub d.

Having invited (1) ... his friends to his birthday party, Ted was disappointed to find out that actually (2) ... of them could come. Apparently, Tom and Karen had to look after their siblings and neither of them was able to get out of it. The others had far too (3) ... duties of different kinds to sort out and had to refuse the invitation. Ted had (4) ... choice but to suggest a new date for the party, hoping that (5) ... would say 'no'.

1	**a** plenty	**b** lot of	**c** a few	**d** most of
2	**a** no	**b** any	**c** neither	**d** none
3	**a** little	**b** much	**c** many	**d** few
4	**a** much	**b** little	**c** a little	**d** a lot of
5	**a** no one	**b** none	**c** anyone	**d** any of them

E TRANSFORMACJE

7 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 I tried on these two coats and they didn't fit. **NEITHER**
I tried on these two coats and ... fitted.
2 There were crowds at the door so it was impossible to get in. **MANY**
There were ... at the door to get in.
3 Not many members turned up so the meeting was postponed. **FEW**
Only ... turned up so the meeting was postponed.
4 In case of any doubts, do not hesitate to contact us. **ANY**
If you ..., do not hesitate to contact us.
5 I don't have much time left so I can't go anywhere. **LITTLE**
I have ... to go anywhere.

E TŁUMACZENIE

8 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Nowadays, (*coraz mniej ludzi*) ... are interested in politics and social issues.
2 To John's disappointment, (*żaden z pomysłów*) ... he offered was accepted by his fellow students.
3 With very little evidence available, the (*policja nadal szuka*) ... the thieves.
4 (*Każda strona ulicy*) ... is lined with trees, which makes it an attractive pedestrian zone.
5 It's common knowledge that (*większość nastolatków lubi*) ... on spending time on social media.

Przedimek nieokreślony *a/an*

Przedimek nieokreślony (*a/an*) występuje:

- przed rzeczownikami policzalnymi w liczbie pojedynczej:
  *There's **a** post office round the corner.*
- kiedy mówimy o danej osobie/rzeczy po raz pierwszy:
  *I live in **a** small house.*
- przed nazwami zawodów:
  *My mum works as **a** teacher.*
- przed rzeczownikami określającymi niektóre dolegliwości:
  *I have **a** headache/**a** stomach ache/**a** temperature.*
- w wyrażeniach określających częstotliwość, prędkość:
  *three times **a** day, twice **a** week, 50 km **an** hour*
- w niektórych stałych wyrażeniach:
  *take **a** shower, go for **a** walk, have **a** bath, take someone for **a** ride, give someone **a** lift*
- w określeniach ilości, np.:
  ***a** (great/good) deal of,*
  ***a** large quantity of,*
  ***a** large amount of,*
  ***a** (large/great) number of,*
  ***a** little/a few/a lot,*
  ***a** dozen, **a** hundred, **a** thousand, **a** million, **a** billion*
  *half **a** litre, **a** quarter of **an** hour*

Przedimek określony *the*

Przedimek określony (*the*) występuje przed rzeczownikami niepoliczalnymi oraz policzalnymi w liczbie pojedynczej i mnogiej.

Przedimek określony (*the*) występuje przed:

- rzeczownikami policzalnymi w odniesieniu do konkretnej lub wcześniej wspomnianej osoby/rzeczy:
  *Go to **the** post office round the corner.*
  *A boy and a girl entered the shop. **The girl** was wearing blue jeans.*
- rzeczownikami opisującymi rzeczy unikatowe, jedyne na świecie (*The Earth, the Sun, the Equater, the Northern Hemisphere, the Southern Hemisphere*)
- nazwami rzek (*the Thames*), mórz (*the Mediterranean*), oceanów (*the Atlantic*), archipelagów (*the Bahamas*), pustyń (*the Gobi Desert*), łańcuchów górskich (*the Himalayas*), rejonów świata (*the Middle East*):
- nazwami państw w liczbie mnogiej lub zawierających rzeczownik pospolity (*the Philippines, the United States, the Czech Republic*)
- nazwami instrumentów muzycznych (w kontekście gry na nich):
  *Pam plays **the violin** and **the clarinet**.*
- przymiotnikami określającymi grupę osób (*the young, the rich, the poor*):
- przymiotnikami w stopniu najwyższym (*the best player, the most beautiful view*)
- nazwami pór dnia (*in the morning/afternoon/evening*)
- nazwiskami rodzin (*the Brown family/the Browns*)
- liczebnikami porządkowymi (*the first, the second, the third, the fourth*)
- liczebnikami określającymi dekady, stulecia oraz przed nazwami epok historycznych (*the 1990s, the twentieth century, the Renaissance*)
- w wyrażeniach z *of* (*the Valley of the Kings, the streets of Philadelphia*)
- przed rzeczownikami w niektórych wyrażeniach:
  at the cinema/theatre, in the living room, in the kitchen, in the cold, in the rain, in the dark, on the coast, on the outskirts, at the station, in the suburbs, in the countryside, in the beginning, in the end, at the bottom/top, in the middle, to tell the truth itd.

Przedimków nie stosujemy przed:

- rzeczownikami w liczbie mnogiej w odniesieniu do grupy w znaczeniu ogólnym
  ***Children** love playing with **toys**.*
- rzeczownikami niepoliczalnymi w odniesieniu do pojęć abstrakcyjnych
  ***Health** is more important than **money**.*
- nazwami chorób (*pneumonia, cancer, bronchitis, mumps*, etc.; wyjątek *the flu*)
- nazwami własnymi (*Buckingham Palace, Rome*)
- nazwami sportów oraz gier (*chess, football*)
- nazwami dni (*Friday*), miesięcy (*May*), pór roku (*Spring*)
- nazwami posiłków (*breakfast, lunch, dinner*)
- nazwami języków (*English, Polish*) chyba, że występuje po nich słowo *language* (*The Chinese language is quite difficult.*)
- nazwami przedmiotów szkolnych (*chemistry, biology*)
- nazwami państw (*Germany*), miast (*London*), ulic (z wyjątkiem np.: *the High Street, the Strand, the Mall, the A11*), placów (*Trafalgar Square*), mostów (z wyjątkiem np.: *the Golden Gate Bridge, the Bridge of Sighs*), parków (*Central Park*), szczytów górskich (*Mount Everest*), wysp (*Sicily*), jezior (*Lake Victoria*), kontynentów (*Asia*)
- wyrazami: *bed, church, school, hospital, prison, university, college, court* w odniesieniu do ich przeznaczenia (*My uncle is in **hospital***). (jako pacjent)
- nazwami środków transportu, w wyrażeniach z przyimkiem *by*: *by car, by bus, by plane*
- w wyrażeniach, np.: *to be on duty, out of order, out of money, on holiday, on fire, in danger, in debt, at work, at home*

BASIC

1 Wybierz poprawną odpowiedź.

1 Doctor, I have *a*/– headache and my throat is sore. Is it just *a*/– cold or something more serious?
2 *The*/– Lake Michigan, *the*/– Mont Blanc and *the*/– Orinoco River are the places Sue would like to see in *a / the* near future.
3 *The*/– Johnsons decided to try *a*/– new sport. They are playing *the*/– squash with us next weekend.
4 Celebrities often go skiing in –/*the* Alps in –/*a* winter.
5 *The*/– best time in my life was when I was learning to play –/*the* drums.

2 Wybierz poprawny przedimek.

1 The/– cats are –/*the* most common pets in *the*/– UK.
2 *The*/– Sahara Desert is –/*the* largest dessert in –/*the* world.
3 Mr Johnson has a large collection of *the*/– musical instruments. But he only plays –/*the* piano.
4 Mia enjoys *the*/– sport and *the*/– music. She plays *a*/–/*the* basketball, *a*/–/*the* tennis and *a*/–/*the* guitar.
5 The doctor told me to take these tablets three times *a*/–/*the* day.
6 Shall we invite –/*the* Smiths and –/*the* Johnsons to the wedding party? They don't like each other.
7 I work as *a*/–/*the* teacher five days *a*/–/*the* week. *A*/–/*The* Saturday and *a*/–/*the* Sunday are my days off.
8 In most universities in Poland academic year starts in *a*/–/*the* October.
9 *A*/–/*The* Germany is Poland's neighbouring country in *a*/–/*the* west and *a*/–/*the* Czech Republic in *a*/–/*the* south.
10 The speed limit in the city centre is 50 km *a/an*/–/*the* hour.

3 Uzupełnij każdą lukę odpowiednim przedimkiem: *a/an* lub *the*.

The photo shows (1) ... Statue of Liberty, which is one of (2) ... most recognisable US landmarks and (3) ... major tourist attraction. It is the figure of (4) ... Roman goddess of liberty, called *Libertas*, with (5) ... torch above her head and a so–called *tabula ansata* in her left hand. (6) ... date of (7) ... US Declaration of Independence is engraved on it. (8) ... statue was erected to commemorate (9) ... friendship between (10) ... French and (11) ... American nations. Today it is (12) ... symbol of freedom and democracy that welcomes everyone arriving in the US by sea.

EXTENDED

4 Uzupełnij każdą lukę odpowiednim przedimkiem: *a/an*, *the* lub –.

1 Driving 100 km ... hour on ... snowy day is ... sheer stupidity. Nobody in their right mind drives that fast in such weather!
2 One day I came across ... ad in The Times for ... position of ... TV presenter with the BBC, but in the end I decided to work as ... reporter.
3 ... bag which I left on ... train to Glasgow had ... brown carrying strap and was made of ... leather. There is ... reward of £100 for anyone who finds ... bag.
4 I spent all Sunday morning in ... National Museum admiring ... works of ... most famous Polish painters of ... 19th century.
5 Having spent the whole day in the cold, I had ... terrible headache and ... bad cold ... next day.

E TŁUMACZENIE

5 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Many people consider (*muzyka lat 80.*) ... to be the most recognisable music of all time.
2 Chris has many hobbies. (*Gra w szachy*) ... is his favourite one.
3 We used to have dinner with (*rodziną Taylorów*) ... in our local restaurant.
4 Why did you stay at (*w domu w piątek wieczorem*) ... ?
5 There is no doubt that (*szczęście naszej rodziny*) ... has always been a top priority for us.

E UZUPEŁNIANIE ZDAŃ

6 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 Unfortunately, this photocopier ... (*be / order*) now. There is another one you can use.
2 I can't imagine living ... (*outskirts*) of the city. The daily commute would be a nightmare.
3 Jerry is looking forward to playing ... (*drums*) again after a long break.
4 Nadia would rather have ... (*good / breakfast*) at home today as she feels under the weather.
5 It's high time you stopped ... (*listen / music*) and got down to work immediately.

Gramatyka | Składnia czasowników

W zdaniach, w których obok siebie występują dwa czasowniki, czasownik stojący na pierwszym miejscu decyduje o formie drugiego czasownika:

1 Bezokolicznik ze słowem *to* występuje:

- po czasownikach:
  afford, agree, appear, arrange, attempt, choose, claim, decide, expect, fail, happen, help, hope, intend, manage, offer, plan, prepare, pretend, promise, refuse, seem, tend, threaten, want, warn
  We ***want to buy*** *a new camper.*
  Our school volleyball team ***failed to qualify*** *for the finals.*
  Did you ***happen to know*** *the solution?*
- po wyrażeniach:
  be about to, be supposed to, would hate, would like, would love, would prefer:
  Anna ***was about to leave*** *when she realised she hadn't fed the cat.*
  They ***would love to be*** *able to travel a lot.*
- w konstrukcji *dopełnienie* + bezokolicznik ze słowem *to*, po czasownikach i wyrażeniach, np.:
  ask, advise, allow, beg, encourage, expect, help, invite, persuade, want, would like, would love, would prefer:
  My mum ***advised me not to apply*** *for that job.*

2 Bezokolicznik bez słowa *to* występuje:

- po czasownikach modalnych:
  We ***must hurry up****.*
- po wyrażeniach *had better* i *would rather*:
  We ***had better tell*** *dad the truth.*
  Paul ***would rather live*** *in the country.*
- w konstrukcji *let/make* + dopełnienie + bezokolicznik bez słowa *to*:
  You can't ***make me go*** *there.*
  Let Pete talk *to Kim.*

Zapamiętaj!

W konstrukcji *make somebody do something* w stronie biernej bezokolicznik zawsze występuje ze słowem *to*:
The guard ***made us leave*** *immediately.*
We ***were made to leave*** *immediately.*

3 Forma *-ing* występuje:

- po czasownikach i wyrażeniach:
  admit, appreciate, avoid, can't help, can't stand, consider, delay, deny, detest, discuss, dislike, enjoy, face, fancy, feel like, finish, involve, keep, mention, mind, miss, postpone, practise, resist, risk, spend time, suggest, waste time:
  Do you ***feel like having*** *a snack?*
  I ***didn't mind getting*** *up early.*
- po czasownikach i wyrażeniach zawierających przyimek:
  accuse somebody of, apologise for, blame somebody for, criticise somebody for, be/get used to, carry on, compliment somebody on, congratulate somebody on, be keen on, insist on, be interested in, look forward to, succeed in:
  We ***were looking forward to meeting*** *Jane.*
  Mike ***can't get used to driving*** *on the left.*
- po wyrażeniach:
  there is no point (in), there is no sense in, it's no use, it's no good, it's (not) worth, there is no chance/hope of:
  Is there any point in waiting *for Tom?*
  It's no use calling *at this time. They will all be asleep.*
  There is no chance of Betty being *promoted.*

4 Po czasownikach *forget, remember, regret, try, mean, stop* może wystąpić zarówno bezokolicznik ze słowem *to*, jak i forma *-ing*. W zależności od użytej formy zmienia się znaczenie wypowiedzi, np.:
forget to do something – zapomnieć coś zrobić
forget doing something – zapomnieć, że coś się zrobiło
Mark ***forgot to tell*** *us the news.*
We were pretty surprised to hear it from somebody else.
Mark ***forgot telling*** *us the news.*
Then in the afternoon he told us the same story again.
stop to do something – zatrzymać się, żeby coś zrobić
stop doing something – przestać coś robić
We ***stopped buying*** *fizzy drinks.*
They contain too much sugar.
We ***stopped to buy*** *some fizzy drinks.*
It was incredibly hot and we were thirsty.
remember to do something – pamiętać, aby coś zrobić
remember doing something – pamiętać, że się coś zrobiło
regret to do something – wyrażać żal/ubolewanie, że coś się zrobi
regret doing something – żałować, że się coś zrobiło

5 Po czasownikach *see, hear, watch, feel* możemy użyć dopełnienia, po którym występuje bezokolicznik bez słowa *to* lub forma *-ing*. W zależności od użytej formy zmienia się znaczenie wypowiedzi; albo zdanie opisuje całość czynności, albo jej fragment:
I ***saw them water*** *the plants and leave the classroom. (opis całości)*
I ***saw them watering*** *the plants. (opis fragmentu)*

6 Czasowniki *insist, recommend, suggest* mogą występować w następujących konstrukcjach:

- *insist, recommend, suggest + ing*:
  We ***insisted on leaving*** *early.*
  The doctor ***recommended taking up*** *a sport.*
  Ann ***suggested buying*** *more bread.*
- *insist, recommend, suggest + that somebody (should) do something*
  Dad ***insisted that we (should) leave*** *early.*
  The doctor ***recommended that I (should) take up*** *a sport.*
  Ann ***suggested that I (should) buy*** *more bread.*

Gramatyka | Ćwiczenia

BASIC

1 Wybierz poprawną odpowiedź.

1 Stop *to criticise / criticising* me all the time!
2 Don't make them *do / to do* anything if they don't want to.
3 Greg might not *want / to want* to help us again.
4 We can't afford *to study / studying* abroad.
5 Let me *think / to think* for a second.

2 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach.

1 Do you know why Jim refused ... (*lend*) us his notes?
2 We regret ... (*inform*) you that your application has been rejected.
3 I have never considered ... (*run*) a marathon.
4 Cliff cannot get used to ... (*work*) shifts.
5 Wouldn't you prefer ... (*go*) for a swim today?

3 Uzupełnij zdania, stosując bezokolicznik lub czasownik z *-ing*.

1 Do you feel like ... (*go*) for a walk or would you like ... (*stay*) at home and ... (*read*) a book?
2 Do you think this film is worth ... (*see*)?
3 I prefer ... (*buy*) books and electronic products online.
4 Kate stopped ... (*eat*) sweets three months ago. She's lost four kilos since then.
5 I promise ... (*help*) you your homework.

E TRANSFORMACJE

4 Wybierz odpowiedź (a, b lub c), która najlepiej oddaje sens wyróżnionego zdania.

1 **Do you fancy going out for lunch?**
a Would you like to go out for lunch?
b Would you prefer to go out for lunch?
c Would you accept going out for lunch?

2 **I can't help spending so much time on social media.**
a No one can make me spend less time on social media.
b I am unable to spend less time on social media.
c I regret spending so much time on social media.

3 **Try spending more time in the fresh air.**
a Make more effort and spend less time indoors.
b Spend more time in the fresh air and see if it works.
c I would like you to spend more time in the fresh air.

4 **Max doesn't feel like doing any sport these days.**
a It's not natural for Max to do any sport.
b Max doesn't have to do any sport these days.
c Max doesn't want to do any sport these days.

5 **I'm not used to speaking in public.**
a I have little experience of speaking in public.
b I can't bear to speak in public.
c I don't intend speaking in public.

EXTENDED

E UZUPEŁNIANIE ZDAŃ

5 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 We ... (*succeed / negotiate*) a good price for this car.
2 Mrs Perkins ... (*congratulate / Pam / win*) the maths contest.
3 Yesterday we ... (*make / apologise*) for what had happened.
4 I ... (*regret / not accept*) their offer. It's too late now.
5 Mr Reds ... (*accuse / Claire / cheat*) in the test.

E TŁUMACZENIE

6 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Let me (*że Ci pokażę*) ... how to do it.
2 The doctor recommended (*żeby Frank przestał jeść*) ... such fatty foods.
3 We stopped for a moment (*żeby kupić*) ... snacks and fizzy drinks.
4 My parents insist (*żebym spędzał*) ... more time in the fresh air.
5 Our neighbour offered (*że nas podwiezie*) ... a lift to school today.

E TRANSFORMACJE

7 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 We can't wait to see the band live in our town. **FORWARD**
We are ... the band live in our town.
2 I don't think you should walk there alone after dark. **HAD**
You ... there alone after dark.
3 Mia doesn't want to play tennis in such hot weather. **RATHER**
Mia ... tennis in such hot weather.
4 Damaging your bike wasn't my intention. **MEAN**
I ... your bike.
5 Do you know by any chance where the museum is? **HAPPEN**
Do ... where the museum is?

Strona bierna

Strona czynna: *Journalists deliver **news** from all over the world.*
Strona bierna: ***News** is delivered from all over the world (by journalists).*

Stronę bierną stosujemy, kiedy:

- nie znamy wykonawcy czynności, jest on nieistotny lub oczywisty:
  *Three people **have been** critically **injured** in an accident.*
- chcemy celowo pominąć wykonawcę czynności:
  *All the juice **has been drunk**!*
- czynność jest istotniejsza niż jej wykonawca:
  *The castle **was built** in the 13th century.*

Zdania w stronie biernej tworzymy za pomocą odpowiedniej formy czasownika *to be* oraz formy *past participle*. W przypadku czasowników regularnych jest to czasownik z końcówką *-ed*, a w przypadku czasowników nieregularnych jest to trzecia forma czasownika, np. *done*, *written* itd.

	Strona czynna	**Strona bierna**
present simple	*They **serve** coffee every morning.*	*Coffee **is served** every morning.*
present continuous	*They **are cutting** down a tree outside.*	*A tree **is being cut down** outside.*
present perfect	*They **have just installed** an alarm system.*	*An alarm system **has just been installed**.*
past simple	*They **announced** the results yesterday.*	*The results **were announced** yesterday.*
past continuous	*The police **were following** the criminal.*	*The criminal **was being followed**.*
past perfect	*They **had evacuated** the building by the time the fire brigade arrived.*	*The building **had been evacuated** by the time the fire brigade arrived.*
to be going to	*They **are going to restore** the castle soon.*	*The castle **is going to be restored** soon.*
future simple	*They **will contact** you tomorrow.*	*You **will be contacted** tomorrow.*
future perfect	*They **will have reached** the decision by Friday.*	*The decision **will have been reached** by Friday.*
modal verbs	*You **must finish** the report today.*	*The report **must be finished** today.*
past modal verbs	*Someone **may have told** her the secret.*	*She **may have been told** the secret.*
z przyimkami	*They should **apologise to** Pete.*	*Pete **should be apologised to**.*

Niektóre czasowniki posiadają dwa dopełnienia – bliższe i dalsze:
*My friends gave **me** a lovely birthday gift.*
*Max sent **me** flowers.*

Wówczas stronę bierną możemy utworzyć na dwa sposoby:
***I** was given a lovely birthday gift.*
*A lovely birthday gift was given to **me**.*
***I** was sent flowers by Max.*
*Flowers were sent **to me** by Max.*

Zapamiętaj!

- Czasownik *let* nie występuje w stronie biernej. Jego odpowiednikiem będzie czasownik *allow* i jego forma w stronie biernej to *be allowed to*:
  *They don't **let** their son ride a motorbike.*
  *Their son **is not allowed** to ride a motorbike.*
- Konstrukcja *to make somebody do something* (zmusić kogoś do zrobienia czegoś) w stronie biernej przybiera formę *to be made to do something*:
  *Tom's boss **makes him work** really hard.*
  *Tom **is made to work** really hard.*

Stronę bierną stosujemy także, aby wyrazić ogólnie przyjęte opinie, sądy i założenia.

*Everybody **thinks/claims/assumes/knows/believes** that Claire **is** a talented pianist.*

a *It **is** thought/claimed/assumed/known/believed (that) Claire **is** a talented pianist.*
b *Claire **is** thought/claimed/assumed/known/believed **to be** a talented pianist.*

*People **thought/claimed/assumed/knew/believed** that Mark **was** the best player in the team.*

a *It **was** thought/claimed/assumed/known/believed (that) Mark **was** the best player in the team.*
b *Mark **was** thought/claimed/assumed/known/believed **to be** the best player in the team.*

Causative *have* i *get*

Konstrukcji *have/get + something + done* używamy, gdy mówimy o czynnościach, które zostały dla nas lub dla kogoś wykonane przez inną osobę.

present simple	*We **have** our flat **painted** every year.*
present continuous	*Mr Bolton **is having** his car **serviced** now.*
present perfect	*Kate **has just had** her coat **dry-cleaned**.*
past simple	*Yesterday he **had** his blood **tested**.*
past continuous	*Dan **was having** his tattoo **removed**.*
past perfect	*When they arrived we **had already had** the tap **fixed**.*
to be going to	*Mary **is going to have** a new dress **made**.*
future simple	*They **will** probably **have** the fridge **delivered** tomorrow.*

Możemy użyć *get* zamiast *have*. Wtedy zdanie staje się mniej formalne:
*I'm going to **get** my hair **cut**.*

Gramatyka | Ćwiczenia

BASIC

1 Wybierz poprawną odpowiedź.

1 Bananas *are importing / are imported* from Ecuador.
2 What time *do / are* shops typically close on Friday?
3 Can this problem *solve / be solved* today?
4 Luckily, I *gave / was given* a warning, not a fine.
5 They *are opening / are being opened* a new restaurant soon.

2 Uzupełnij każde zdanie, używając strony biernej, tak żeby zachować sens zdania wyjściowego.

1 Why did they close the library?
Why ... ?
2 No-one has informed us about the delay.
We ... .
3 Where are they going to hold the conference?
Where ... ?
4 You must submit the documents by Friday.
The documents ... .
5 They are still investigating the matter.
The matter ... .

E TŁUMACZENIE

3 Wybierz odpowiedź (a, b lub c), która jest poprawnym tłumaczeniem fragmentu podanego w nawiasie.

1 Olives (*są uprawiane*) ... in Greece.
a are growing
b grow
c are grown

2 Unfortunately, this old house will (*będzie musiał być sprzedany*) ... .
a must be sold
b have to be sold
c need selling

3 This area (*jest niezamieszkana*) ... since the last earthquake.
a is uninhabited
b is being uninhabited
c has been uninhabited

4 Paul (*należy mu powiedzieć*) ... the truth.
a should tell
b should be telling
c should be told

5 We are going to (*posadzić trochę drzew*) ... as long as the gardener isn't too expensive.
a have planted some trees
b have some trees planted
c plant some trees

EXTENDED

4 Uzupełnij zdania, używając czasowników z ramki w stronie biernej. Dwa czasowniki zostały podane dodatkowo.

ask • deny • forget • give • misinform • photograph • test

1 Currently, a new drug ... to combat the virus.
2 They seem ... on purpose. Someone simply wanted to cheat them.
3 The celebrity refused ... by the paparazzi.
4 The residents called the police because they ... access to the building.
5 Carla had better ... another chance.

E TRANSFORMACJE

5 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 They started discussing the issue this morning. **BEEN**
The issue ... since this morning.
2 Many people can't stand it when others shout at them. **SHOUTED**
Many people can't stand ... .
3 I had no choice but to go through all the procedures one more time. **MADE**
I ... through all the procedures one more time.
4 It's high time we found a plumber to fix the pipe. **HAD**
It's high time ... .
5 Everyone assumes Gina made a mistake. **ASSUMED**
Gina ... a mistake.

E UZUPEŁNIANIE ZDAŃ

6 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 Excuse me, Madam. ... (*you / serve*)?
2 Fiona cannot imagine ... (*be / exclude*) the theatre group.
3 Children should not ... (*make / eat*) food they despise.
4 Mary needs ... (*be / speak*) as soon as possible.
5 The actress wore dark glasses to avoid ... (*be / recognise*).

E TŁUMACZENIE

7 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Yesterday, when my sister was getting off the bus, she (*ukradziono jej portfel*) ... .
2 They are known (*że spowodowali*) ... the accident that happened last week.
3 They are believed (*że zaproponowano im*) ... a bribe.
4 Chris (*oczekiwano, że poprawi*) ... his results within a month.
5 Mark doesn't like (*jak mu się zadaje*) ... puzzling questions.

Dopełniacz saksoński 's (*Saxon genetive*)

1 Dopełniacza saksońskiego *'s* używamy:

- w odniesieniu do rzeczowników ożywionych, aby określić przynależność przedmiotu do osoby lub zwierzęcia bądź relację między osobą a inną osobą/przedmiotem:
  John's bike *is outside the building.*
  Sonia is ***Mike's daughter****.*
  My ***dog's ears*** *seem painful when touched.*
- w wyrażeniach, w których pierwszy wyraz stanowi określenie czasu:
  Today's news *is really shocking.*
  The train had ***an hour's delay****.*
  It was ten ***minutes' walk*** *from the station. (a ten-minute walk)*

2 Dopełniacz saksoński przybiera formę *'s* z:

- rzeczownikami w liczbie pojedynczej:
  The ***woman's jewellery*** *is very expensive.*
- rzeczownikami, które mają nieregularną liczbę mnogą:
  The ***children's dinner*** *is ready.*

3 Dopełniacz saksoński przybiera formę samego apostrofu z:

- rzeczownikami, które mają regularną liczbę mnogą:
  The ***boys' toys*** *are all over the floor.*

4 W przypadku imion/nazwisk, które kończą się na *-s* możliwe są formy:
Jess' wife *is a pilot.*
Jess's wife *is a pilot*

5 Kiedy mówimy o przynależności do dwóch osób, 's występuje po drugim rzeczowniku:
Mum and dad's car *is being serviced at the moment.* (mają jeden, wspólny samochód)
ale: ***Mum's and dad's cars*** *are being serviced at the moment.* (każdy ma własny samochód)

Dopełniacz z *of* (*of genitive*)

Dopełniacza z *'of'* używamy w odniesieniu do:

- rzeczowników nieożywionych i abstrakcyjnych:
  The floor of the room *was covered in mud.*
  The value of friendship *is unquestionable.*
- rzeczowników ożywionych, opisanych za pomocą dłuższego wyrażenia lub zdania:
  What is ***the name of the woman*** *who is standing over there?*
- rzeczownika poprzedzonego określnikiem: *this*, *that*, *these*, *those*, *a*:
  Mark is a very good ***friend of mine****.*
  I haven't read this ***book of Jake's****.*

Obie formy są możliwe w odniesieniu do:

- grupy ludzi, instytucji i organizacji:
  the crowd's applause lub: the applause of the crowd
  the nation's past lub: the past of the nation
- miejsc:
  Europe's future lub: *the future of Europe*
  Poland's history lub: *the history of Poland*

Przymiotniki dzierżawcze (*possessive adjectives*)

Przymiotniki dzierżawcze występują przed rzeczownikami i określają przynależność do danej osoby:

Jim's phone is on the table. ***His*** *phone is on the table.*
My parents' car is new. ***Their*** *car is new.*
Paris is famous for ***its*** *amazing monuments.*

Zaimki dzierżawcze (*possessive pronouns*)

Zaimki dzierżawcze również wskazują na przynależność czegoś do kogoś. Zastępują przymiotnik dzierżawczy i rzeczownik:

This is my coat. It's ***mine****.*
A: My cat is all black.
B: ***Mine*** *is white.*
A: My house is a bungalow. Is yours semi-detached?

Przymiotniki i zaimki dzierżawcze:

Zaimek osobowy	Przymiotnik dzierżawczy	Zaimek dzierżawczy
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

BASIC

1 Wybierz poprawną odpowiedź.

1 *Their / Theirs* performance was absolutely amazing.
2 I'm going to see *Mike / Mike's* after lunch.
3 A colleague of *our / ours* has just set up his own business.
4 We had a good *night's / nights'* sleep.
5 My *friends' / friend's* new kitchen is bright and spacious. They redecorated it by themselves.

2 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach.

1 A: This is ... (*you*) bag, isn't it? Have you seen ... (*I*)?
B: Well, there was a red bag on the floor but I didn't know it was ... (*you*).
2 A: ... (*I*) computer isn't working. Perhaps I'll ask Sue if I could use ... (*she*).
B: Someone is using it at the moment. I think it's a friend of ... (*she*).
3 A: This locker is Mike's, isn't it?
B: No, the last one is ... (*he*). This one is ... (*we*).
4 A: That black car over there is ... (*Meg*) not ... (*Tom*), isn't it?
B: I don't think so. ... (*he*) car is white, so it must be ... (*she*).
5 A: The Wilsons have bought a new house. ... (*they*) house is a detached one, not semi-detached as ... (*we*).

3 Przetłumacz na język angielski fragmenty podane w nawiasach.

1 (*Psy moich sąsiadów*) ... bark and wake me up every day. It's so irritating.
2 Have you read the latest (*książkę J.K. Rowling*) ... yet? What do you think of it?
3 (*Dom moich dziadków*) ... is very old and needs redecorating.
4 Tim can't use (*komputera swoich rodziców*) ... without asking first.
5 I am very proud of (*sukcesów naszej drużyny*) ... .

E UZUPEŁNIANIE ZDAŃ

4 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 Maria and Gina are worried because ... (*they / boyfriend / phone*) have been off for two days.
2 In my opinion ... (*history / mankind*) is full of violence.
3 Frank's kitchen is really spacious, whereas ... (*we / be / little*) too small.
4 Michelle is a very good ... (*friend / I*), one of my best, in fact.
5 I will always remember ... (*last month / trip*) to Disneyland.

EXTENDED

5 Wybierz poprawną odpowiedź.

1 *Their / Theirs* son belongs to the same tennis club as *our / ours*.
2 That car over there is *my / mine*, not *her / hers*.
3 I think *our / ours* office is better equipped than *your / yours*.
4 Our *children / children's* room is very messy. The *boy's / boys'* toys are all over the floor.
5 Maria is a team leader. It is *her / hers* responsibility to organise and manage tasks for other team members.

E TŁUMACZENIE

6 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Paul, those (*Twoje słowa*) ... really made me think.
2 Don't you think that (*rodzice Betty i rodzice Dana*) ... get on really well?
3 Sue has always taken pride in (*sukcesów swoich córek*) ... .
4 Unfortunately, (*jutrzejsze przyjęcie*) ... might start slightly later than planned.
5 There is no doubt that (*okna naszego domu*) ... need fixing as soon as possible.

E TRANSFORMACJE

7 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 Kate's new plan seems to be a bit unrealistic. **OF**
That ... seems to be a bit unrealistic.
2 Paul is one of our good neighbours. **NEIGHBOUR**
Paul is a ... .
3 What do you think of driving across Europe for two weeks? **DRIVING**
What do you think of ... across Europe?
4 Cynthia has just told me that Ben and Olga are getting married. **WEDDING**
Cynthia has just told me about ... .
5 Our children's future is a top priority for us. **OF**
The ... is a top priority for us.

Gramatyka | Inwersja i inne wyrażenia emfatyczne

Inwersja

Inwersję w języku angielskim stosujemy, aby zaakcentować pewien element zdania. Jest to zabieg stylistyczny, stosowany zazwyczaj w formalnych sytuacjach, przeważnie w języku pisanym.

Inwersja stylistyczna polega na zmianie szyku wyrazów w zdaniu z oznajmującego na pytający.

Inwersję stosujemy, kiedy na początku zdania znajdują się:

- przysłówki i określenia czasu o charakterze ograniczającym opisywane czynności, np.: ***never***, ***seldom***, ***rarely***:
  Never *had they felt so humiliated.*
  Seldom *can a child focus for more than a few minutes.*
  Rarely *has so much been done for the underprivileged.*

- wyrażenia z *no/not*, np.: ***under no circumstances***, ***on no account***, ***on no condition***, ***in no way***, ***not until***, ***at no time***:
  Under no circumstances *must you remove books from the library.*
  On no account *may you enter this building.*
  On no condition *should the room be left unlocked.*
  In no way *can I excuse his behaviour.*
  Not until *much later did we find out the truth.*
  At no time *does the report mention how the resources were allocated.*

- wyrażenia z *only*, np.: ***not only***, ***only by***, ***only after***, ***only if***, ***only when***:
  Only later *did she remember she hadn't fed the cat.*
  Only then *should we begin to implement new solutions.*
  Not only *does Frank sing in a band, but he also writes the lyrics for many songs.*
  Only by *studying hard can you get to a good university.*
  Only after *Jane said hello did I recognise her.*
  Only if *you have a valid pass are you allowed to enter this country.*
  Only when *they understand their mistake will they change their attitude.*

Zapamiętaj!
W przypadku wyrażeń: *only by, only after, only if, only when* inwersja występuje w drugim członie zdania.

Ponadto inwersję stosujemy:

- w konstrukcjach: ***hardly/barely/scarcely … when*** oraz ***no sooner … than***:
  Hardly/barely/scarcely *had we got home* ***when*** *it started pouring.*
  No sooner *had they jumped on the train* ***than*** *it left the platform.*

- w konstrukcji z ***little***:
  Little *did we realise what had happened.*

- w konstrukcji z ***so***, ***so much***, ***such***
  So *successful was the business that they opened another branch.*
  So much *did the children enjoy the prize draw that they couldn't sit still.*
  Such *was the popularity of his books that they were translated into twenty languages.*

Inne formy emfatyczne

Aby położyć nacisk na konkretną część zdania/informację w zdaniu, możemy zastosować konstrukcje:

a ***It is/was … who/which/that***:
Yesterday Ben lent me his car.
It was *Ben* ***who/that*** *lent me his car.*
It was *his car* ***which/that*** *Ben lent me.*
It was *yesterday* ***that*** *Ben lent me his car.*
It was *in London* ***that*** *Heath proposed to Tina.*

b ***What …***
I adore hot chocolate.
What *I adore is hot chocolate.*
Hot chocolate is ***what*** *I adore.*
We need peace and quiet.
What *we need is peace and quiet.*
Peace and quiet is ***what*** *we need.*
Mark wants to stay at home tonight.
What *Mark wants to do is (to) stay at home tonight.*
What *Mark wants is to stay at home tonight.*

c ***do/does/did*** + bezokolicznik bez *to*:

- aby wzmocnić przekaz:
  I ***do*** *like travelling.*
  He ***does*** *enjoy playing football.*
  They ***did*** *promise to invite us to the party.*
- aby zaprzeczyć temu, co ktoś powiedział:
  Why didn't you tell me about the meeting?
  I ***did tell*** *you (about the meeting).*

d ***What/How***: w zdaniach wykrzyknikowych:
What *a lovely dress!*
What *beautiful weather!*
How *interesting!*
How *nice of you to visit us!*

EXTENDED

1 Wybierz poprawną odpowiedź.

1 Under no circumstances *we can / can we* accept such practices.
2 *No sooner / Hardly* had she reached the office than she had to see her first client.
3 Only *Martin spoke / did Martin speak* French.
4 Travelling a lot is *what / how* I would like to do in the future.
5 Only when *you have finished / have you finished* the first task can you move to the next one.

2 Uzupełnij zdania wyrazami z ramki. Dwa wyrazy zostały podane dodatkowo.

how • never • only • that • until • what • which

1 Not ... did Sonia play the violin but she also sang beautifully.
2 ... I miss now is seeing my friends more often.
3 It was on Monday ... Mike handed in his resignation.
4 Not ... two months later did we get our exam results.
5 ... kind of you to think of me.

3 Uzupełnij dialogi, wykorzystując formy emfatyczne.

1 A: I suppose they don't want to work on this project.
B: They ... . They just have other projects to finish at the moment.
2 A: You should have invited Mark to your birthday party. He probably feels disappointed.
B: I ... him but he simply couldn't come.
3 A: I suppose Tina doesn't speak Spanish.
B: Oh, yes, she ... Spanish quite well.
4 A: Do you like playing team sports?
B: Not really, but I ... swimming and jogging.
5 A: Well, there must have been some misunderstanding. You should have asked your manager for permission.
B: But I ... him and he said 'yes'.

E UZUPEŁNIANIE ZDAŃ

4 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 Seldom ... (*we / spend*) our winter holiday at the seaside.
2 No sooner ... (*I / decide*) to ask Jim for help than I started to regret it.
3 Only after ... (*you / do*) your homework, can you go to the cinema.
4 Under no circumstances ... (*luggage / be left*) unattended at the airport.
5 Not until ... (*she / get*) to the office did she realise that she had left her laptop at home.

E TŁUMACZENIE

5 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Only then (*zorientował się*) ... that he had left his passport in the hotel.
2 (*To, czego oczekiwaliśmy to*) ... some understanding and empathy.
3 (*Ledwie skończyliśmy*) ... writing when the doorbell rang.
4 (*Pod żadnym warunkiem nie powinieneś*) ... reveal this secret.
5 (*To w Londynie*) ... my parents met.

E TRANSFORMACJE

6 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 Not knowing what to do, Kate eventually asked her mum for advice. **ASK**
Not knowing what to do, what ... her mum for advice.
2 These views are so beautiful! **WHAT**
... !
3 They never doubted they would finish the race. **DOUBT**
At ... they would finish the race.
4 Christine didn't realise that she was going to lose her job. **LITTLE**
... that she was going to lose her job.
5 Jim, not Jack, told me about the party. **IT**
... told me about the party, not Jack.

Przymiotniki

Przymiotnik to część mowy określająca rzeczownik.

Stopniowanie przymiotników

Stopień wyższy przymiotników służy do porównania cech dwóch osób lub rzeczy. **Stopień najwyższy** służy do porównania cech w obrębie grupy osób lub rzeczy:

*This coat is **thicker** than that one.*
*The book is **more interesting** than the film.*
*This coat is **the thickest** of all.*
*This is the **most interesting** book I've ever read.*

1 Stopień wyższy przymiotników tworzymy, dodając końcówkę *-er*: *slow – slow**er***, a stopień najwyższy dodając końcówkę *-est*: *the slow**est***
2 Jeśli przymiotnik kończy się literą *-y* poprzedzoną spółgłoską, końcówkę tę zamieniamy na *-i*, a następnie dodajemy *-er*: *lazy – lazier*; *-est*: *the laziest*
3 Jeśli trzy ostatnie litery przymiotnika to spółgłoska-samogłoska-spółgłoska, zazwyczaj podwajamy ostatnią spółgłoskę i dodajemy *-er*: *thin – thinner*; *-est*: *the thinnest*
4 W przypadku przymiotników dłuższych niż dwusylabowe, stopień wyższy tworzymy przy pomocy słowa *more*: *intelligent – **more** inteligent*, a najwyższy *the most*: ***the most** intelligent*

Przymiotniki nieregularne

good – better – the best
bad – worse – the worst
old – older/elder – the oldest/eldest
far – farther/further – the farthest/furthest

Stopień niższy i **najniższy** przymiotników tworzymy, poprzedzając dany przymiotnik odpowiednio słowem ***less*** lub ***the least***:

*These kids are **less noisy** today than usual.*
*These are **the least comfortable** shoes I have.*

Wyrażanie małej i dużej różnicy

Aby wyrazić **małą różnicę**, stosujemy konstrukcję: ***a little/a bit/slightly*** + przymiotnik w stopniu wyższym + ***than***:

*This software is **a little cheaper** than that one.*

Aby wyrazić **dużą różnicę**, stosujemy konstrukcję: ***much/a lot/far/considerably*** + przymiotnik w stopniu wyższym + ***than*** oraz ***by far*** + przymiotnik w stopniu najwyższym:

*Travelling by plane is **much faster** than by car.*
*My mum is **by far the most patient** person in our family.*

Konstrukcje przymiotnikowe

- Konstrukcji ***as + przymiotnik + as*** używamy, aby powiedzieć, że dwie osoby lub rzeczy są w jakiś sposób podobne:
  *Fog is **as dangerous as** snow for drivers.*
- Konstrukcji ***too + przymiotnik*** używamy, aby powiedzieć, że daną osobę lub rzecz charakteryzuje nadmierne natężenie jakiejś cechy:
  *This trip is **too expensive** for us.*
- Konstrukcji ***(not) + przymiotnik + enough*** używamy, aby powiedzieć, że natężenie jakiejś cechy u danej rzeczy lub osoby jest niewystarczające:
  *The room is **not big enough** for so many people.*
- Konstrukcji ***so + przymiotnik (+ that)*** oraz ***such + przymiotnik + rzeczownik (+ that)*** używamy, aby wzmocnić znaczenie przymiotnika:
  *I was **so tired** that I had to take a nap.*
  *It was **such a boring film** that we left halfway through.*
- Konstrukcji ***How + przymiotnik*** oraz ***What (a/an) + przymiotnik + rzeczownik*** używamy w zdaniach wykrzyknikowych, aby wzmocnić znaczenie przymiotnika:
  We spend every weekend at our aunt's.
  How boring!
  Marion is going to have a baby.
  ***What great** news!*
- Aby podkreślić, że natężenie jakiejś cechy wzrasta lub maleje, stosujemy czasownik: ***to be/to get*** w formie ciągłej + powtórzony **przymiotnik w stopniu wyższym**:
  *The days are getting **longer and longer**.*
- Dodając do przymiotnika przedimek określony ***the***, tworzymy nazwę całej grupy ludzi posiadających daną cechę:
  ***The rich** are getting richer and **the poor** are getting poorer.*
- Przymiotniki zakończone na *-ing*, *-ed*:

Przymiotniki te tworzymy od czasowników, np. *interest*, *amuse*, *fascinate*, *tire*, *amaze*, *excite*, *frighten*. Przymiotniki zakończone na *-ed* opisują, jak osoba się czuje: *interested*, *amused*, itd.

Przymiotniki zakończone na *-ing* opisują przedmiot lub zjawisko: *interesting*, *amusing*, itd.

Zapamiętaj!

Przymiotnik (nie przysłówek) występuje po czasownikach odnoszących się do zmysłów, np. *to smell*, *to taste*, *to look*, *to feel*: *The curry smells and tastes **delicious**.*

Kolejność przymiotników

Opisując dany rzeczownik, często posługujemy się więcej niż jednym przymiotnikiem. Wówczas zazwyczaj zachowana jest następująca kolejność:

1 opinia	beautiful
2 rozmiar	little
3 wiek	old
4 kształt	square
5 kolor	brown
6 narodowość	Italian
7 materiał	wooden
rzeczownik	table

BASIC

1 Wybierz poprawną odpowiedź.

1 Monica is *nicer / the nicest* person I've ever met.
2 Our new teacher is *as friendly / more friendly* than the previous one.
3 This shelf is *too / so* high for me to reach.
4 Life in a small village is *a lot / by far* more peaceful than in a big city.
5 This room is the *worse / worst* of all.

2 Uzupełnij zdania wyrazami: *too, enough, how, what, so, such.*

1 ... nice to have a week off at last!
2 The problem was ... complex for me to solve in one day.
3 Maggy is ... a likeable girl that she makes friends really easily.
4 Is Mike responsible ... to be chosen as school president?
5 Jake was ... stressed that he didn't say a word.

E MINIDIALOGI

3 Uzupełnij minidialogi. Wybierz odpowiedź a, b lub c.

1 X: Why didn't you stay till the end?
Y: ... .
X: Sorry to hear that.
a It was as good as I expected.
b It wasn't good enough.
c It was slightly better.

2 X: What are you looking for?
Y: ... .
a My leather brown trekking boots.
b My brown leather trekking boots.
c My trekking brown leather boots.

3 X: Why do you think so few people come to this restaurant?
Y: ... .
X: That's true I'm afraid.
a It's a bit less expensive.
b How expensive!
c It's getting more and more expensive.

4 X: What do you think of these rugs?
Y: ... .
a The brown one is as nice as the green one.
b What a nice rug!
c It's too dark.

5 X: Her story didn't seem amusing at all.
Y: ... .
a Yeah, I was really boring.
b Yeah, it was too interesting.
c Yeah, it wasn't entertaining enough.

EXTENDED

4 Uzupełnij zdania wyrazami z nawiasów, układając je w odpowiedniej kolejności.

1 The picture shows a young woman in front of a ... (*French / retro / white*) car.
2 The jacket was ... (*for / smart / me / not / enough*) to buy.
3 Next to her there is a ... (*handsome / middle-aged / slim*) man, most probably her husband.
4 It was ... (*far / most / important / by / the*) decision I had ever made.
5 He is holding a bouquet of ... (*spring / beautiful / white*) flowers.

E UZUPEŁNIANIE ZDAŃ

5 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 Mark's latest novel is ... (*little / fascinating*) of all his books. Actually, it's very boring.
2 Fortunately, the spare parts turned out to be ... (*far / difficult*) get than we had expected.
3 Unfortunately, we found the trek to be not as ... (*easy / guidebook*) said.
4 The museum was only ... (*little / far*) I thought.
5 The Taj Mahal is ... (*far*) unusual marble structure I have ever seen.

E TRANSFORMACJE

6 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 The weather was so bad that we stayed indoors most of the time. **SUCH**
It was ... we stayed indoors most of the time.
2 A weekend by the lake? That's a great idea! **HOW**
A weekend by the lake? ... !
3 She spoke French so fast that I couldn't understand her. **TOO**
She spoke French ... understand her.
4 There is no other region in Italy as beautiful as Tuscany. **FAR**
Tuscany is ... region in Italy.
5 I can observe steady progress in my singing. **AND**
My singing is getting ... .

Przysłówki

Przysłówki w zdaniu opisują czasowniki, przymiotniki oraz inne przysłówki:

*Mark walked away **quickly**.*
*I was **extremely** happy.*
*They danced **really** well.*

W zdaniu przysłówki występują:

- przed czasownikiem głównym: *They **quietly** opened the door.*
- na końcu zdania: *They left the building **immediately**.*
- po czasowniku posiłkowym, przed czasownikiem głównym: *I will **always** love you.*

W odróżnieniu od języka polskiego po niektórych czasownikach, np. *be, smell, taste, look, seem* stosujemy **przymiotniki** (nie przysłówki):

*It's **easy** to understand them.*
*It smells **fantastic**.*
She looks amazing.

Tworzenie przysłówków

1 Przysłówki tworzymy poprzez dodanie do przymiotnika końcówki *-ly*:
*careful – careful**ly**, quiet – quiet**ly**.*

- W przypadku przymiotników zakończonych literą *-y* poprzedzoną spółgłoską, zamieniamy *-y* na *–i*, a następnie dodajemy *-ly*: happy – happ**ily**, lucky – luck**ily**.
- W przypadku niektórych przymiotników zakończonych na *-e*, przed dodaniem *-ly*, *-e* opuszczamy: *true – tru**ly**, terrible – terrib**ly*** (ale: *sure – sure**ly***)
- W przypadku przymiotników zakończonych na *-ic*, dodajemy końcówkę *-ally*: *tragic – tragic**ally**, classic – classic**ally*** (ale: *public – public**ly***).

2 W przypadku przymiotników zakończonych na *-ly* (końcówka charakterystyczna dla przysłówka): *friendly, lovely, silly, ugly*, przysłówki tworzymy za pomocą wyrażenia ***in a … way/manner***: ***in a friendly way***, ***in a silly way*** itd.

3 Przysłówek od przymiotnika good przybiera formę *well*:
*She is a good dancer. She dances **well**.*

4 Niektóre przysłówki mają taką samą formę jak przymiotniki:
early, fast, hard, high, late, straight.
*I took an **early** train. (wczesny – przymiotnik)*
*I got up **early**. (wcześnie – przysłówek)*
*Jack is a **fast** runner. (szybki – przymiotnik)*
*Jack can run very **fast**. (szybko – przysłówek)*
*It was a **hard** day. (ciężki – przymiotnik)*
*We worked really **hard**. (ciężko – przysłówek)*
*The mountain was very **high**. (wysoki – przymiotnik)*
*We lived **high** in the mountains. (wysoko – przysłówek)*
*Draw a **straight** line. (prosta – przymiotnik)*
*Hannah went **straight** home. (prosto – przysłówek)*

5 Od niektórych przymiotników możemy utworzyć dwa przysłówki, które różnią się od siebie znaczeniem: *fast/fastly, hard/hardly, high/highly, late/lately, near/nearly*:
*Paul drives really **fast**. (szybko)*
*We tied the rope **fastly**. (mocno)*
*Kate worked very **hard**. (ciężko)*
*I knew **hardly** anyone there. (ledwie)*
*He jumped really **high**. (wysoko)*
*They were **highly** impressed with Mike's results. (wielce)*
*We arrived **late**. (późno)*
*We've been really busy **lately**. (ostatnio)*
*There's a cafe **near** our school. (blisko)*
*It's **nearly** finished. (prawie)*

Stopniowanie przysłówków

1 Stopień wyższy przysłówków tworzymy najczęściej, dodając *more* (w stopniu wyższym) i *the most* (w stopniu najwyższym): *quickly – more quickly – the most quickly.*

2 Przysłówki, które mają formę przymiotnika, stopniujemy tak jak przymiotniki: *fast – faster – the fastest, late – later – the latest.*

3 Przysłówki, podobnie jak przymiotniki, stopniujemy w sposób nieregularny:
well – better – the best,
badly – worse – the worst,
little – less – the least,
far – farther/further – the farthest/the furthest.

Wyrażanie małej i dużej różnicy

Aby wyrazić **małą różnicę** między intensywnością porównywanej cechy, stosujemy konstrukcję:

a little/a bit/slightly + przysłówek w stopniu wyższym + ***than***:
*The athlete ran **a bit faster** than his rival.*

Aby wyrazić **dużą różnicę** między intensywnością porównywanej cechy, stosujemy konstrukcję:

much/a lot/far/considerably + przysłówek w stopniu wyższym + ***than***:
*I try to choose my words **far more carefully** than I used to.*

Konstrukcje przysłówkowe

- ***as*** + **przysłówek** + ***as***
  *Pat cooks **as well as** his mum.*
- ***too*** + **przysłówek**
  *He speaks **too quietly**.*
- ***(not)*** + **przysłówek** + ***enough***
  *They did **not** explain the problem **clearly enough**.*
- ***so*** + **przysłówek** + ***(that)***
  *I've been studying **so hard that** I need a break.*
- ***How*** + **przysłówek**
  ***How fast**! – Jak szybko!*

Gramatyka | Ćwiczenia

BASIC

1 Wybierz poprawną odpowiedź.

1 Cheer up! You're doing very *good / well*.
2 The soup smelled *wonderful / wonderfully*.
3 The kite was flying really *high / highly*.
4 You should ski *slower / more slowly*!
5 They seem to give in *too / enough* easily.

2 Uzupełnij każde zdanie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 Mike is a more enthusiastic speaker than Jake.
Jake speaks ... Mike.
2 I am the most careful driver in our family.
I drive ... in our family.
3 Paula isn't as good at drawing as her sister.
Paula draws ... sister.
4 Their comment on the situation was really ugly.
They commented on the situation in an ... .
5 The taste of the cheese was fabulous.
The cheese tasted ... .

E TŁUMACZENIE

3 Wybierz odpowiedź (a, b lub c), która jest poprawnym tłumaczeniem fragmentu podanego w nawiasie.

1 Tom didn't try (*wystarczająco mocno*) ... so he didn't get another chance.
a hardly enough
b hard enough
c too hard

2 The bouquet looks (*tak wyjątkowo jak*) ... the florist promised.
a as exceptional as
b as exceptionally as
c so exceptionally that

3 We arrived (*tak późno, że*) ... many guests had already gone home.
a so late that
b too late for
c so lately

4 Suddenly he laughed (*głupio*) ... .
a too silly
b silly enough
c in a silly way

5 We found a small bistro (*całkiem blisko*) ... the station.
a quite near
b nearly enough
c nearby

EXTENDED

4 Uzupełnij zdania wyrazami z ramki w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie dwa wyrazy.

fast • frequent • good • hard • slowly

1 Paul is a really great swimmer. Yesterday he swam ... of all and set a new school record.
2 I've made some progress and I can draw ... than a few months ago. Not much, though.
3 After a serious injury, Diane doesn't practise ... as she used to.
4 For some reason, I visit art galleries ... than I used to.
5 He explained everything ... for me to understand.

E TRANSFORMACJE

5 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 Jose was speaking so fast that I couldn't understand him. **ENOUGH**
Jose was ... for me to understand.
2 Kate's smile was absolutely lovely. **WAY**
Kate smiled ... .
3 Tom is the best swimmer in our school. **AS**
No other student can ... Tom.
4 Mrs Brown has always had a high opinion of Martha. **HIGHLY**
Mrs Brown has always ... Martha.
5 There was almost no time left before the deadline. **HARDLY**
There was ... the deadline.

E TŁUMACZENIE

6 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 My new school was (*o wiele dalej*) ... from my house than my old one.
2 They have been behaving (*coraz mniej odpowiedzialnie*) ... since the last holiday.
3 The task wasn't explained (*wystarczająco jasno*) ... for us to undertake it.
4 It was (*miło z twojej strony*) ... to help us in that situation.
5 I couldn't believe my eyes. (*Jak pięknie*) ... they looked together!

Mowa zależna

Kiedy relacjonujemy czyjąś wypowiedź, możemy przytoczyć ją dosłownie lub pośrednio.

W tym celu stosujemy odpowiednio:

- mowę niezależną: *Mary: "I **am leaving**."*
- mowę zależną: *Mary said she **was leaving**.*

Stosując mowę zależną, wykorzystujemy zasadę następstwa czasów. Zmiany czasów w mowie zależnej ilustruje poniższe zestawienie:

mowa niezależna	**mowa zależna**
present simple	past simple
present continuous	past continuous
present perfect	past perfect
present perfect continuous	past perfect continuous
past Simple	past perfect
past Continuous	past perfect continuous
past perfect	past perfect
will	would
can	could
must	had to
may	might
should	should

W mowie zależnej zmianie ulegają:

- zaimki osobowe i zwrotne oraz zaimki i przymiotniki dzierżawcze:
  *"**We** enjoyed **ourselves** at **our** brother's wedding."*
  *They said **they** had enjoyed **themselves** at **their** brother's wedding.*
- określenia miejsca i czasu:

here	**there**
this	**that**
these	**those**
today	**that day**
now	**then**
at the moment	**at that moment**
yesterday	**the day before/the previous day**
last week	**the week before/the previous week**
now/immediately	**at that moment/right away**
tomorrow	**the next day/the following day**
next week	**the next week/the following week**

*She said, "Put **this** book **here**."*
*She told me to put **that** book **there**.*

*They said, "We're leaving **tomorrow**."*
*They said they were leaving **the next day**.*

*He said, "I talked to Jane **yesterday**."*
*He said he had talked to Jane **the day before**.*

Zapamiętaj!

Zasada następstwa czasów nie obowiązuje:

- jeśli czasownik wprowadzający mowę zależną (np. *say, tell*) występuje w czasie teraźniejszym:
  *"We **are meeting** at 10."*
  *Mark says they **are meeting** at 10.*
- w odniesieniu do ogólnych, niezmiennych prawd:
  *"The Earth **goes** round the Sun"*
  *The teacher said the Earth **goes** round the Sun.*

Pytania w mowie zależnej

Kiedy przytaczamy pytanie w mowie zależnej, stosujemy szyk zdania twierdzącego:

"What are you waiting for?"
*I asked her **what she was waiting for**.*

Kiedy przytaczamy pytanie ogólne, stosujemy spójnik *if* lub *whether* jako odpowiednik polskiego 'czy':

*'**Do you need** anything?'*
*She asked **if/whether I needed** anything.*

Polecenia w mowie zależnej

Aby przytoczyć czyjeś polecenie, stosujemy czasowniki *ask, tell, order*:

"Park the car here."
*The instructor **told me to park** the car there.*
"Don't touch the paintings, please."
*The museum curator **asked us not to touch** the paintings.*

Czasowniki wprowadzające mowę zależną

Typowe czasowniki służące do wprowadzenia mowy zależnej to: *say* oraz *tell*, przy czym *tell* wymaga zawsze dopełnienia (*tell somebody*). Ponadto w mowie zależnej można zastosować także inne czasowniki, które oddają treść oraz intencję przytaczanej wypowiedzi:

- **verb + infinitive (with to):**
  agree, claim, decide, demand, intend, offer, pretend, promise, refuse, threaten:
  *OK, I will help you. Tim **agreed to help** me.*
- **verb + -ing:**
  admit, carry on, consider, deny, imagine, resent, recommend, suggest:
  Why don't we meet up later today?
  *Maria **suggested meeting up** later that day.*
- **verb + (that) clause:**
  acknowledge, announce, argue, claim, confess, declare, deny, insist, recommend, state:
  No, I haven't talked to Emma.
  *Eric **denied that** he had talked to Emma.*
- **verb + someone + (that) clause:**
  assure, convince, notify, persuade, promise, remind, warn:
  Everything will be all right.
  *They **assured us that** everything would be all right.*
- **verb + someone + infinitive (with to):**
  advise, ask, encourage, force, invite, persuade, remind, urge, warn:
  Drink plenty of water.
  *The doctor **advised me to drink** plenty of water.*
- **verb + preposition + -ing:**
  accuse somebody of, admit/confess to, apologise for, blame somebody for, complain about, congratulate somebody on, criticise somebody for, forgive somebody for, insist on, praise somebody for, thank somebody for:
  We lost this contract. It's your fault, Sam.
  *The manager **blamed Sam for losing** that contract.*

BASIC

1 Wybierz poprawną odpowiedź.

1 Steve said he had finished writing the test at 12.25.
"I *have finished / finished* writing the test at 12.25" said Steve.

2 Dad said he would be back late that night.
"I *am / will be* back late tonight" said dad.

3 Bill said he should practise more.
"I *shall / should* practise more," said Bill.

4 My friend told me he was going to apply for the job.
"I *am going / was going* to apply for the job," said my friend.

5 Tina said she had never seen the band live.
"I *have / had* never seen the band live.", said Tina.

2 Uzupełnij każde zdanie, używając mowy zależnej, tak żeby zachować sens zdania wyjściowego.

1 Mum to Helen: "Are you doing anything important now?"
Helen's mum wants to know ... .

2 Tim to Phil: "Will you help me carry these boxes?"
Tim wanted to know ... .

3 Grandma to Sue and Dave: "How did you meet?"
Grandma asked Sue and Dave ... .

4 Maria to her teacher: "Can you help me solve this task?"
Maria wanted to know ... .

5 A clerk to Jim: "What's your current phone number?"
A clerk asked Jim ... .

E ZESTAW LEKSYKALNY

3 Wpisz wyraz, który poprawnie uzupełnia obydwa zdania.

1 ...
- Kate apologised ... us for losing her temper.
- Maria explained ... the teacher why she hadn't done the homework.

2 ...
- Steve confessed he ... never read anything by Kundera.
- Mr Smith said we ... better get down to some serious work.

3 ...
- Nick wanted to know ... or not I was going to apply.
- They asked ... we had family in China.

4 ...
- Claire said John ... be home by now.
- The teacher suggested I ... reorganise my essay.

5 ...
- They insisted ... taking the 4.30 train.
- My gran congratulated me ... passing my A levels.

E TRANSFORMACJE

4 Wybierz odpowiedź (a, b lub c), która najlepiej oddaje sens wyróżnionego zdania.

1 **We didn't leave the door unlocked.**
a They refused to leave the door unlocked.
b They denied leaving the door unlocked.
c They accepted to leave the door locked.

2 **You really must see that museum. It's absolutely fantastic.**
a She demanded to see that museum because it was absolutely fantastic.
b She confessed to seeing that museum because it was absolutely fantastic.
c She recommended seeing that museum because it was absolutely fantastic.

3 **So, see you at 3 p.m. in front of the cinema.**
a They arranged to meet at 3 p.m. in front of the cinema.
b They claimed to have met at 3 p.m. in front of the cinema.
c They considered meeting at 3 p.m. in front of the cinema.

4 **Stop lazing about or I will fire you, Paul.**
a She agreed to fire Paul if he didn't stop lazing about.
b She offered to fire Paul if he didn't stop lazing about.
c She threatened to fire Paul if he didn't stop lazing about.

5 **You gave away my secret, Alex.**
a Gina warned Alex against giving away her secret.
b Gina accused Alex of giving away her secret.
c Gina apologised to Alex for giving away her secret.

EXTENDED

5 Uzupełnij każde zdanie wyrazami z ramki w odpowiednich formach, tak żeby zachować sens zdania wyjściowego. Dwa wyrazy zostały podane dodatkowo.

agree • apologise • insist • invite • promise • refuse • remind

1 Pat asked Tina if she would visit her the next week.
Pat ... .

2 Dan said it was OK for him to go by taxi.
Dan ... .

3 Sonia said she would always support me.
Sonia ... .

4 Mum told me to buy some food.
Mum ... .

5 They said they were sorry for missing the deadline.
They ... .

6 Utwórz po dwa zdania w mowie zależnej do każdego przykładu, wykorzystując czasowniki w nawiasach.

1 If you don't hurry up, you will miss the bus. (*warn/advise*)
Dad ... .

2 I really must talk to the manager. (*demand/insist*)
The woman ... .

3 Get down to work now or I will fire you, Mark. (*threaten/tell*)
The boss ... .

4 You are always chaotic and disorganised. (*criticise/complain*)
My sister ... .

5 I think you should definitely try again. (*encourage/recommend*)
The teacher ... .

Gramatyka | Pytania pośrednie

E TŁUMACZENIE

7 **Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 We asked (*o której godzinie będziemy musieli*) ... to leave.
2 Susan wants to know (*co będę robić*) ... at 3.30 p.m. tomorrow.
3 Chris said his parents (*pogratulowali mu zdania*) ... his exams.
4 The passer-by wanted to know (*gdzie jest przystanek autobusowy*) ... .
5 The police officer told (*żebyśmy nie wchodzili*) ... that building at any cost.

E TRANSFORMACJE

8 **Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.**

1 "I can lay the table for you if you like," said Pam to Lucy. **OFFERED**
Pam ... for Lucy.

2 "You really must come back before midnight," mum said to her children. **ON**
Mum ... back before midnight.

3 "It's your fault that we didn't take the passports with us," Ben said to Ann. **FOR**
Ben ... the passports with them.

4 "Let's go out to the café round the corner, shall we?" Alex said. **SHOULD**
Alex ... to the café round the corner.

5 "Yes, I took your laptop without asking," said Larry to Andrew. **ADMITTED**
Larry ... without asking.

Pytania pośrednie

Pytania pośrednie służą do zadawania pytań w sposób bardziej uprzejmy, niż gdybyśmy posłużyli się pytaniem bezpośrednim:

Where is the station, please?
***Could you tell me** where the station is?*

Pytania pośrednie stosujemy, by zasięgnąć informacji lub poprosić kogoś na przykład o wyświadczenie przysługi.

Pytania pośrednie rozpoczynają się od zwrotów:
Can/Could you tell me …,
Would you mind telling me …,
I'd like to know …,
Do you know …,
Do you remember …,
Do you think …,
I wonder …,
Have you got any idea … itd.

W pytaniu pośrednim w drugiej części zdania stosujemy szyk zdania twierdzącego (nie pytania).

- W przypadku pytań ogólnych angielskim odpowiednikiem polskiego *czy* jest *if* lub *whether*:
  Do they live here? → *I wonder **if they live** here.*
  Is everyone ready? → *I'd like to know **if everyone is** ready.*
  Can Mark join us? → *Do you know **whether Mark can join** us?*

- W przypadku pytań szczegółowych zaimki pytające to: *who, what, when, where, why, how*:
  What time does the train leave? → *Do you remember **what time the train leaves**?*
  Why did she start crying? → *Have you got any idea **why she started crying**?*
  When will you be ready? → *Could you tell me **when you'll be ready**?*
  How many places have you visited? → *Would you mind telling me **how many places you have visited**?*

BASIC

1 Zamień pytania bezpośrednie na pytania pośrednie.

1 Can Peter speak German?
I wonder ... .
2 Is Maria going to apply for this job?
I'd like to know ... .
3 Is he the author of this novel?
Do you have any idea ... ?
4 Do you like hiking in the mountains?
Can you tell me ... ?
5 Does he live alone?
Do you know ... ?

2 Ułóż pytania pośrednie z podanych wyrazów.

1 I wonder / answer. / they / the / if / know
2 Could you tell me / is? / name / brother's / your / what
3 I'd like to know / meet. / we / when / could
4 Have you got any idea / going / whether / come? / to / Beth / is
5 Would you mind telling us / rejected? / why / been / application / has / our

3 Uzupełnij każde zdanie, przekształcając je w pytanie pośrednie, tak żeby zachować sens zdania wyjściowego.

1 Where is the nearest taxi rank?
Could you tell me ... ?
2 Have they ever been to China?
Do you know ... ?
3 What time does the meeting start?
Can you tell me ... ?
4 Is Mike going to propose to Helen?
I wonder ... .
5 What are they really like?
I'd like to know ... .

E UZUPEŁNIANIE ZDAŃ

4 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 Can you tell me why ... (*you / refuse / help*) your best friend yesterday?
2 I wonder how ... (*Olga / make / Frank / write*) the essay for her.
3 I'd like to know what time ... (*the parcel / deliver*) yesterday.
4 Do you remember what ... (*you / use / have*) for breakfast in kindergarten?
5 Could you tell us what sports ... (*you / be / interest*)?

EXTENDED

5 Zamień pytania bezpośrednie na pytania pośrednie.

1 When did they buy their new house?
I wonder ... .
2 Why didn't you tell me the truth?
I'd like to know ... .
3 How much did you pay for your smartphone?
Could you tell me ... ?
4 What were you doing yesterday at 10 p.m.?
Can you tell me ... ?
5 When will you move out?
Would you mind telling me ... ?

6 Utwórz pytania pośrednie, aby uzyskać podane informacje.

1 Zapytaj, czy Twój rozmówca w przyszłym tygodniu jedzie na szkolną wycieczkę.
Could you tell me ... ?
2 Zapytaj, dlaczego Twój laptop nie został jeszcze naprawiony.
I'd like to know ... .
3 Zapytaj, gdzie jest najlepsze kino.
Can you tell me ... ?
4 Zapytaj, czy Twój kolega zamierza dzisiaj iść do biblioteki.
I wonder ... .
5 Zapytaj, kiedy zostaną ogłoszone wyniki egzaminu.
Have you got any idea ... ?

E TŁUMACZENIE

7 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Would you mind telling me (*jak poznałeś swoją żonę*) ... ?
2 Do you know (*ile lat ma brat Tima*) ... ?
3 Could you find out (*dlaczego wszyscy właśnie wyszli*) ... ?
4 I wonder (*czy będziemy mieszkali*) ... in this flat ten years from now.
5 Can you tell me (*o czym myślisz*) ... about for the last two hours?

Gramatyka | Pytania rozłączne (*question tags*), dopowiedzenia – *so do I/neither do I*

Pytania rozłączne

Pytania rozłączne, to krótkie pytania, które występują na końcu zdania oznajmującego.

Monica isn't at the office today, ***is she****?*
Tim speaks five languages, ***doesn't he****?*

Pytania te stosujemy w języku mówionym, aby uzyskać potwierdzenie, że nasz rozmówca zgadza się z tym, co mówimy lub gdy chcemy dowiedzieć się, czy dana informacja jest prawdziwa.

Polskim odpowiednikiem tych pytań są wyrażenia: *prawda?, nieprawdaż?, czyż nie?, dobrze?*

Pytania rozłączne składają się z operatora (czasownik posiłkowy lub modalny) i zaimka osobowego. Operator jest tym samym słowem, którego użylibyśmy do stworzenia pytania w zdaniu poprzedzającym pytanie rozłączne.

Jeśli zdanie jest twierdzące, to pytanie rozłączne ma formę przeczącą. Jeśli zdanie jest przeczące, wówczas pytanie rozłączne ma formę twierdzącą:

Maria ***is*** *a vegetarian,* ***isn't*** *she?*
They ***like*** *sushi,* ***don't*** *they?*
Kate ***went*** *to London last week,* ***didn't*** *she?*
We ***will get*** *there in ten minutes,* ***won't*** *we?*

Frank ***doesn't study*** *anymore,* ***does*** *he?*
There wasn't *anyone there,* ***was there****?*
They ***haven't left*** *yet,* ***have*** *they?*
Pat ***can't do*** *that,* ***can*** *she?*

W zdaniach zawierających słówka przeczące, np. *never, no, none, no-one, nobody, nothing, hardly*, pytania rozłączne mają formę twierdzącą:

They ***never come*** *on time,* ***do*** *they?*
There ***is hardly*** *any sugar left,* ***is*** *there?*
We ***have no*** *time to waste,* ***do*** *we?*
You ***knew no-one*** *there,* ***did*** *you?*

Pytania rozłączne – pozostałe przypadki

- W zdaniach z *Let's…*, zarówno twierdzących, jak i przeczących, pytanie rozłączne ma formę *shall we?*:
  Let's *stay at home tonight,* ***shall*** *we?*
  Let's *not call her yet,* ***shall*** *we?*

- W zdaniach rozkazujących pytanie rozłączne ma formę *will you?*:
  Wait *a minute,* ***will you****?*
  Don't open *the door,* ***will you****?*

- W zdaniach *I am…* pytanie rozłączne ma formę *aren't I?*, a nie: *am I not?*:
  I'm *quite good at grammar,* ***aren't*** *I?*

- Jeśli w zdaniu pojawią się słówka *everyone* lub *no-one*, w pytaniu rozłącznym użyjemy *they*. Natomiast jeśli w zdaniu pojawi się *nothing*, w pytaniu rozłącznym należy użyć *it*:
  Everyone was *present,* ***weren't they****?*
  No-one was *late,* ***were they****?*
  Nothing can *be done,* ***can it****?*

Dopowiedzenia – *so do I, neither do I*

Dopowiedzenia w rodzaju *so do I/neither do I* stosujemy, aby wyrazić podobieństwo w opiniach, upodobaniach i zwyczajach między różnymi osobami. Dzięki tej konstrukcji nie musimy powtarzać wypowiedzianego przez naszego rozmówcę zdania:

A – I think cars should be banned from city centres.
B – ***So do*** *I.*

A – We ***weren't paying*** *attention.*
B – Neither were we.

Po zdaniach twierdzących używamy:

So + czasownik posiłkowy/modalny + zaimek osobowy/ rzeczownik.

Po zdaniach przeczących używamy:

Neither + czasownik posiłkowy/modalny + zaimek osobowy/ rzeczownik.

Czasownik posiłkowy/modalny dopowiedzenia musi być zgodny z czasem gramatycznym wyjściowego zdania:

present simple	*A – I* ***adore*** *horse riding.* *B –* ***So do*** *I.*
present continuous	*A – I* ***am*** *moving to Canada.* *B –* ***So am*** *I.*
present Perfect	*A – I* ***haven't been*** *to China.* *B –* ***Neither has*** *Tom.*
past simple	*A – We* ***spent*** *a week in the mountains.* *B –* ***So did*** *our parents.*
past continuous	*A – We* ***weren't paying*** *attention.* *B –* ***Neither was*** *I.*
future simple	*A – I* ***will check*** *my emails tomorrow.* *B –* ***So will*** *Sam.*

Gramatyka | Ćwiczenia

BASIC

1 Uzupełnij zdania, używając pytań rozłącznych.

1 The book is absolutely fantastic, ... ?
2 You can't see me on Wednesday, ... ?
3 We aren't going to school today, ... ?
4 Your parents have just retired, ... ?
5 There shouldn't be any problems, ... ?

2 Uzupełnij zdania odpowiednimi pytaniami rozłącznymi.

1 Mark can swim very well, ... ?
2 Let's go for a walk, ... ?
3 Nothing can be done, ... ?
4 Wait here for a while, ... ?
5 I'm quite good at languages, ... ?

3 Uzupełnij dopowiedzenia, wskazując na podobieństwa.

1 A: I should sleep more.
B: ... I .
2 A: They can't play chess.
B: ... we.
3 A: I passed my driving test last week.
B: ... my brother.
4 A: I have to finish the essay today.
B: ... Paul.
5 A: I have never swum in the ocean.
B: ... Joan.

E MINIDIALOGI

4 Uzupełnij minidialogi. Wybierz odpowiedź a, b lub c.

1 X: What time are you free tomorrow?
Y: Let's meet up at 10.30, ... ?
a shall we
b should we
c don't we

2 X: They had pizza for lunch, ... ?
Y: I think so.
a did they
b didn't they
c hadn't they

3 X: Hurry up, ... ?
Y: OK, give me just a sec please.
a will you
b should you
c won't you

4 X: There's no milk left, ... ?
Y: I'm not sure. Let me check.
a isn't there
b is there
c is it

5 X: Everyone could do that, ... ?
Y: Well, it's not as simple as it seems.
a couldn't he
b couldn't they
c could they

EXTENDED

5 Uzupełnij zdania odpowiednimi pytaniami rozłącznymi.

1 I'm pretty naive when it comes to relationships, ... ?
2 Nobody likes being told what to do, ... ?
3 Meg hardly ever arrives on time, ... ?
4 Nothing can make them change their mind, ... ?
5 Let's not call her yet, ... ?

6 Uzupełnij dopowiedzenia, wskazując na podobieństwa.

1 A: They will never agree to start this controversial project.
B: ... we.
2 A: Ms Harrison was ready to sign a petition.
B: ... Mr Harrison.
3 A: Tim is going to apply for the position of a graphic designer.
B: ... I.
4 A: My grandparents don't like watching horror films.
B: ... my parents.
5 A: My father felt really disappointed by my sister's behaviour.
B: ... I.

7 Wybierz poprawną odpowiedź a, b, c lub d.

1 They never used to start work before 8 a.m., ... ?
a didn't they **c** have they
b did they **d** haven't they

2 Let's not postpone the meeting till next week, ... ?
a shall we **c** will we
b should we **d** do we

3 Nobody has been able to solve the mystery, ... ?
a has he
b hasn't he
c have they
d haven't they

4 Let's discuss this issue with other students, ... ?
a do we
b should we
c shall we
d will we

5 Lisa has never been to Peru.
a No have I.
b So have I.
c Either have I.
d Neither have I.

E TŁUMACZENIE

8 Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania poprawne pod względem logicznym i gramatycznym.

1 You hardly ever call him, (*prawda*) ... ?
2 They will never do it again and (*my też nie*) ... .
3 Make up your mind at last, (*dobrze*) ... ?
4 Greg felt really upset and (*Kate też*) ... .
5 Nobody likes to be criticised, (*nieprawdaż*) ... ?

Zdania warunkowe

Zdania warunkowe opisują czynności i stany, które mogą zaistnieć tylko i wyłącznie po spełnieniu określonego warunku.

*I will send you a message [**skutek**] if you give me your email address [**warunek**].*

Zapamiętaj!

Możliwe jest rozpoczęcie zdania zarówno od informacji o skutku, jak i warunku. Zdania rozpoczynające się od *if/when* (zdania podrzędne) należy oddzielić przecinkiem. Przecinka nie stawiamy, jeśli zdanie podrzędne (rozpoczynające się od *if/when*) następuje po zdaniu wyrażającym skutek.

*If we are motivated enough**,** we achieve better results.*
We achieve better results if we are motivated enough.

Zerowego trybu warunkowego używamy do opisywania:

- powtarzających się sytuacji życia codziennego, prawd ogólnych czy zjawisk przyrodniczych, np.:
  *If it is sunny, we **spend** a lot of time outdoors.*
  *When you **pour** oil into water, it **floats**.*
  *If you **heat** ice, it **melts**.*

warunek	skutek
If/When + present simple	present simple

Pierwszego trybu warunkowego używamy do opisywania:

- sytuacji i czynności, które z punktu widzenia osoby mówiącej są możliwe i prawdopodobnie wydarzą się w przyszłości, jeśli zostanie spełniony określony warunek:
  *If she **texts** me, we **will meet up** on Saturday.*
  *If we **finish** early, we **may/might/could go** for a walk.*

warunek	skutek
If + present simple	will/may/might/could

Drugiego trybu warunkowego używamy do:

- opisywania mało prawdopodobnych lub wręcz niemożliwych sytuacji w teraźniejszości lub przyszłości:
  *If Mark **spoke** French, he **would study** in Paris.*
  *If Kate **were** taller, she **could play** basketball.*
- udzielania rad:
  *If I **were** you, I **wouldn't buy** that coat.*

Zapamiętaj!

W drugim trybie warunkowym w przypadku czasownika *to be* po *if* możemy w każdej osobie zastosować formę *were*.
W wyrażeniu *If I were you* (na twoim miejscu/gdybym był tobą) jedyna dopuszczalna forma to *were*.

warunek	skutek
If + past simple	would/might/could + bezokolicznik

Trzeciego trybu warunkowego używamy do opisywania:

- sytuacji, które mogłyby zaistnieć w przeszłości (ale nie zaistniały), gdyby spełniony został określony warunek:
  *If Mike **had studied** harder, he **might have got** a better grade.*
  *If we **had had** more time, we **could have found** a better solution.*

Zdania tego typu służą też do wyrażania żalu odnośnie sytuacji, która wydarzyła się w przeszłości oraz krytyki czyjegoś postępowania.

warunek	skutek
If + past perfect	would/might/could + past participle

Mieszanych trybów warunkowych używamy do opisywania:

- hipotetycznych sytuacji, które miałyby miejsce w teraźniejszości, gdyby został spełniony określony warunek w przeszłości:
  *If we **had followed** Jim's advice, we **wouldn't have** problems now.*

warunek	skutek
If + past perfect	would/might/could + bezokolicznik

- sytuacji, które mogłyby mieć miejsce w przeszłości, gdyby był spełniony warunek o charakterze ogólnym (np. dotyczący cech charakteru, umiejętności, wyglądu), który jest prawdziwy niezależnie od czasu:
  *If I **were** you, I **wouldn't have talked** to them like that yesterday.*
  *If you **spoke** better German, you **might have got** that job last month.*

warunek	skutek
If + past simple	would/might/could + have + past participle

Inne sposoby wyrażania warunku

W trybach warunkowych oprócz spójnika *if* możemy zastosować także: ***when*** (*kiedy*), ***unless*** (*o ile nie/chyba, że*), ***providing***, ***provided that*** (*pod warunkiem, że*), ***as long as*** (*o ile*), ***on condition that*** (*pod warunkiem, że*), ***suppose/supposing*** (*przypuśćmy, że*), ***in case*** (*na wypadek, gdyby*), ***but for somebody/something*** (*gdyby nie*):

***When** I see Jim, I'll let you know straight away.*
*We won't organise the tournament **unless** we find a sponsor.*
*You will get a bonus **providing/provided** you reach our sales target.*
*I will get a refund **on condition that** I have the receipt.*
*You can go there **as long as** you are back by midnight.*
***Suppose/Supposing** Tom apologised to Pam, would they be friends again?*
*Let's get more food **in case** we have guests at the weekend.*
***But for** Monica's determination, she wouldn't have achieved so much.*

Inwersja w trybach warunkowych

W zdaniach warunkowych możliwe jest zastosowanie inwersji po czasownikach posiłkowych *should*, *were*, *had*, jeśli znajdą się one na początku zdania. W zdaniach z inwersją nie występuje *if*:

*If you **should** see Jake, tell him I'm back.*
***Should** you see Jake, tell him I'm back.*

*If I **were** to choose a place to live, I'd opt for Greece.*
***Were** I to choose a place to live, I'd opt for Greece.*

*If we **had** been informed about the delay, we wouldn't have wasted so much time.*
***Had** we been informed about the delay, we wouldn't have wasted so much time.*

BASIC

1 Połącz części zdań, aby otrzymać zdania warunkowe. Określ, który to tryb warunkowy.

1	If I am hungry,	**a**	I would have a pet.
2	If I wasn't so shy,	**b**	I get angry.
3	If I get a pay rise,	**c**	I will buy a new bike.
4	If I wasn't allergic to fur,	**d**	I would have more friends.
5	If I hadn't gone to that party,	**e**	I wouldn't have met my boyfriend.

2 Wybierz poprawną odpowiedź.

1 If Paul gives away my secret, I *do / will / would* not trust him again.
2 When I *drink / will drink / would drink* too little water, I get a headache.
3 I *do / will / would* not give up if I were you.
4 If we *don't forget / didn't forget / hadn't forgotten* the address, we wouldn't have wasted so much time.
5 If it *was / is / would* be sunny tomorrow, they will go for a picnic.

E UZUPEŁNIANIE ZDAŃ

3 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 I will stand by you as long as you ... (*tell / I / true*) about the incident.
2 Karen will feel better if she ... (*stop / eat*) junk food.
3 If I am stressed, I ... (*listen / music*) ... and it always helps.
4 If I were you, I ... (*not / phone*) Sue right now.
5 If we ... (*act / careful*) then, we would have avoided many problems.

E TŁUMACZENIE

4 Wybierz odpowiedź (a, b lub c), która jest poprawnym tłumaczeniem fragmentu podanego w nawiasie.

1 If Emma finds out the truth, she (*być może poczuje się*) ... disappointed.
a might feel **b** can feel **c** will feel

2 Would you have bought a pet if your parents (*zgodzili się*) ... ?
a would agree **b** agreed **c** had agreed

3 We won't go for a trip (*o ile nie znajdziemy*) ... a good offer.
a unless we find
b as long as we find
c provided we find

4 Let's wait here in case (*gdyby oni nie znali*) ... the address.
a they didn't know
b they don't know
c they wouldn't know

5 If Pete was more mature, he (*nie dawano by mu*) ... so much advice.
a wouldn't have given
b wouldn't give
c wouldn't be given

EXTENDED

5 Połącz części zdań, aby otrzymać zdania warunkowe. Określ, który to tryb warunkowy.

1	If I were you,	**a**	if you had left earlier.
2	If Josh had studied more,	**b**	I would accept this job offer.
3	You wouldn't have missed the plane	**c**	he would have passed the final exam last month.

6 Uzupełnij każde zdanie warukowe, tak żeby zachować sens zdania wyjściowego.

1 I don't have enough patience to play chess.
If I ... more patience, I ... chess.
2 Monica has very few friends and sometimes she feels lonely.
Monica ... lonely if she ... more friends.
3 To catch the 10.30 train you need to leave at 9.45.
If you ... at 9.45, you ... the 10.30 train.
4 Pete wasn't focused in class and he didn't grasp the topic.
Pete ... the topic if he ... in class.
5 To avoid injury, next time remember to wear a helmet.
If you ... a helmet, you ... injury.

7 Wybierz poprawną odpowiedź.

1 Let's meet half an hour later *supposing / but for / in case* there is heavy traffic.
2 *Unless / Providing / But for* they come on time, we will finish around 6.30, as planned.
3 Would you give Jill one more chance *in case / supposing / when* she apologised?
4 *But for / In case / As long as* your help, I would have missed the deadline.
5 We will spend the weekend in the country *in case / unless / as long as* anything unexpected happens.

E TRANSFORMACJE

8 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 We can go to the cinema but I want to see a horror movie, not a comedy. **CONDITION**
We can go to the cinema ... a horror movie, not a comedy.
2 If you ask me, you should talk to Tina face to face. **WERE**
If I ... to Tina face to face.
3 Mark will be given promotion but he must improve his sales results. **PROVIDED**
Mark will be given promotion ... his sales results.
4 If Jake got engaged, I would be really surprised. **TO**
Were ... , I'd be really surprised.
5 You had problems speaking French in Paris because you don't practise regularly. **HAVE**
If you practised regularly, you ... problems speaking French in Paris.

Gramatyka | Wish/if only, would rather/sooner, would prefer, had better, it's time

I wish/If only

Konstrukcji *I wish/if only* używamy, aby wyrazić życzenie, żal lub ubolewanie. *If only* ma mocniejszy wydźwięk niż *I wish*.

Teraźniejszość

I wish/If only + past simple

*I wish you **were** here.*
*I wish I **could speak** Russian.*
*Agnes wishes she **wasn't** so busy.*
*If only I **had** more time.*
*If only we **could see** her again.*
*If only Pete **wasn't** so disorganised.*

Przeszłość

I wish/If only + past perfect

*I wish I **had told** her the truth.*
*I wish I **hadn't spent** so much money yesterday.*
*If only I **had apologised** to Greg then.*
*If only we **hadn't ignored** her advice.*

Zapamiętaj!

Zwróć uwagę na formy czasownika w tej konstrukcji – tam, gdzie w języku polskim pojawia się forma twierdząca, w angielskim tłumaczeniu jest forma przecząca i odwrotnie.

*Szkoda, że **jest** tak późno. – I wish it **wasn't** so late.*
*Szkoda, że cię tu **nie ma**. – I wish you **were** here.*

Czasownik *wish* w dosłownym tłumaczeniu oznacza *życzyć*. Zatem, jeśli zdanie *I wish it **wasn't** so late* przetłumaczymy dosłownie jako *życzyłbym sobie, żeby **nie było** zbyt późno*, forma czasownika angielskiego (w tym przypadku przecząca) jest logiczna.

I wish + would – stosujemy w odniesieniu do przyszłości, jeśli mówimy o sytuacjach oraz zachowaniach irytujących, uciążliwych i nieprzyjemnych, ale możliwych do zmiany:

*I wish you **would stop** coming late!*
*I wish they **wouldn't play** the music so loud!*
*I wish it **would stop** raining!*

Zapamiętaj!

Konstrukcję tę stosujemy **tylko** w odniesieniu do innych osób, nie do siebie i wyłącznie z czasownikami dynamicznymi.

*I wish **they** would stop talking!*

Konstrukcji *It's time, it's high time* używamy, aby wyrazić, że istnieje konieczność zrobienia czegoś teraz lub w najbliższej przyszłości. Polski odpowiednik to *najwyższy czas, żeby …/ najwyższa pora, żeby …/czas żeby …*

- ***It's time* + bezokolicznik:**
  *It's time **to get down** to work.*
- ***It's time for* + rzeczownik + bezokolicznik**
  *It's time for us **to leave**.*
- ***It's (about/high) time* + osoba + *past simple*:**
  *It's (about) time we **got down** to work.*
  *It's (high) time you **left**.*

Would rather/sooner, would prefer

Konstrukcji *would rather/sooner, would prefer* używamy, aby wyrazić życzenia i preferencje dotyczące teraźniejszości lub przyszłości:

Aby wyrazić życzenia/preferencje dotyczące nas samych, stosujemy:

- ***would rather/sooner* + bezokolicznik bez słowa *to*:**
  *I **would rather/sooner stay** at home tonight.*
  *We **would rather/sooner not talk** to the headmaster now.*

- ***would prefer* + bezokolicznik:**
  *I **would prefer to watch** a comedy tonight.*
  *They **would prefer not to have** a test this week.*

Aby wyrazić życzenia/preferencje w stosunku do innych osób niż tych, które je wypowiadają, stosujemy:

- ***would rather/sooner* + osoba + *past simple*:**
  *I would rather/sooner you **got back** before 11 p.m.*
  *My mum would rather/sooner I **didn't spend** so much time online.*

- ***would prefer* + osoba + bezokolicznik:**
  *I **would prefer you to revise** systematically.*
  *They **would prefer us not to write** in pencil.*

Had better

Konstrukcji *had better (not) do sth – lepiej będzie, jeśli …/lepiej by było, żeby …* używamy do wyrażania życzeń, rad lub gróźb:

*I **had better take** a nap.*
*You **had better explain** the problem today.*
*You **had better not ignore** him.*

BASIC

1 Utwórz zdania, używając konstrukcji *I wish*.

1 I don't speak French.
I wish ... .

2 Some of my schoolmates are very irresponsible.
I wish ... .

3 Josh drives too fast.
I wish ... .

4 You make too much noise.
I wish ... .

5 Martin doesn't listen to me.
I wish ... .

2 Wybierz poprawną odpowiedź.

1 I wish I *didn't / wouldn't* have to study so much.
2 If only we *met / had met* earlier.
3 Dad wishes he *changed / had changed* his job last year.
4 I wish they *stopped / would stop* complaining. It's so irritating.
5 If only I *knew / had known* now how to help them.

3 Ułóż zdania z podanych wyrazów.

1 suburbs. / rather / Mark / live / the / would / in
2 prefer / to / systematic. / would / more / you / I / be
3 we / a / stay / Paul / not / in / rather / did / would / tent.
4 go / prefer / They / by / would / to / train. / not
5 tolerant. / Sonia / was / rather / her / would / mum / more

E TRANSFORMACJE

4 Wybierz odpowiedź (a, b lub c), która najlepiej oddaje sens wyróżnionego zdania.

1 **It's a pity I can't see you tomorrow.**
a I would rather see you tomorrow.
b I wish I could see you tomorrow.
c I can't wait to see you tomorrow.

2 **You shouldn't come late for the job interview.**
a You had better not come late for the job interview.
b It's time you left for the job interview.
c The job interview is about to start.

3 **They don't feel like going out tonight.**
a They had better stay at home tonight.
b They shouldn't go out tonight.
c They would rather stay at home tonight.

4 **We would enjoy a barbecue more than a picnic.**
a We would prefer to have a barbecue rather than a picnic.
b Why don't you have a barbecue rather than a picnic?
c We wish we could have a barbecue.

5 **Mitch had better not swim in that river.**
a Mitch used to swim better than he does now.
b It's not a good idea for Mitch to swim in that river.
c Mitch would rather swim in a different river.

EXTENDED

5 Uzupełnij każde zdanie, tak aby zachować sens zdania wyjściowego.

1 It's a pity I am not tall.
I wish ... tall.

2 We ignored the warning and soon got into trouble.
If only ... the warning.

3 You'd better not call him tonight. It's too late.
I would rather you ... him tonight.

4 I work too much and don't have time for my family and friends.
If only I ... more time for my family and friends.

5 I should get down to work before my exam.
I had better ... to work before my exam.

6 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach.

1 Brenda wishes she ... (*have*) a pet when she was a child.
2 It's time for us ... (*leave*). It's getting late.
3 Nadia would rather her boyfriend ... (*not / work*) on the night shift.
4 I would prefer you ... (*not / put off*) things until the last minute.
5 It's high time Tanya ... (*start*) earning her own money.

E TRANSFORMACJE

7 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 It's not a good idea to go there alone. **BETTER**
You ... there alone.

2 I don't like the idea of taking a test tomorrow. **RATHER**
I ... a test tomorrow.

3 When are you going to tell us the truth?! **TIME**
It ... us the truth.

4 Make up your mind by Friday, if possible. **RATHER**
I ... up your mind by Friday.

5 Sue, could you send this report now, not in the evening? **PREFER**
Mr Black ... this report now.

E TŁUMACZENIE

8 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 I wish we (*musimy czekać*) ... so long for them.
2 If only I (*przeproszono mnie*) ... when the misunderstanding happened…
3 I wish they (*przestali traktować mnie jak*) ... a child.
4 Sarah would prefer (*żeby Paul spędzał mniej*) ... time in the office.
5 We (*lepiej zróbmy to, co*) ... they told us.

Przyimki czasu

Przyimek ***at*** występuje:

- z określeniami godzin:*The train leaves **at 8.15.***
- w następujących wyrażeniach określających czas:
  at the weekend, at night, at the moment, at lunch time, at breakfast, at Easter, at midnight, at the moment, at present:
  ***At the weekend** we usually eat out.*

Przyimek ***in*** występuje z:

- określeniami dłuższych odcinków czasu:
  in the morning/afternoon/evening
  in (the) summer, (the) winter
  in 2020
  in the 1980s
  *I always have coffee **in the morning**.*
- określeniami czasu pokazującymi, ile czasu dana czynność trwa:
  *John prepared lunch **in 15 minutes.***
- wyrażeniami określającymi, za ile czasu dana czynność będzie miała miejsce:
  *I'm leaving **in five minutes!*** (in five minutes from now)
- ale:
  *I'm leaving **within five minutes**.* (not later than in five minutes)

Przyimek ***on*** występuje z:
dniami tygodnia i datami
on Saturday
on Monday evening
on 27th July
on Christmas day

Przyimki miejsca

on – na, *in* – w, *under* – pod, *over* – nad, *behind* – za/z tyłu, *beside* – obok, *between* – pomiędzy (dwoma), *near* – w pobliżu, *next to* – obok, *opposite* – na przeciwko, *in front of* – z przodu.

Przyimek ***at*** występuje z:

- określeniami opisującymi położenie danego przedmiotu/osoby:
  at the front/at the end/at the top/at the back:
  *The student sat **at the back** of the classroom.*
- określeniami miejsca:
  at the table, at the door, at the cinema, at the theatre, at the station, at the airport, at the seaside, at school, at university, at the mall, at a match, at a concert, at the office, at work, at home, at the restaurant, at a dress party
  *We met **at a concert** last year.*

Przyimki opisujące ruch

Przyimek ***from*** stosujemy, żeby określić punkt początkowy ruchu:
*He came **from** Paris.*

Przyimek ***to*** stosujemy, żeby określić punkt docelowy:
*I moved **to** London.*

Przyimek ***into*** stosujemy, żeby określić ruch w jakimś kierunku i do środka czegoś.
*They jumped **into** the car and drove away.*

Przyimek ***onto*** stosujemy, żeby określić ruch w jakimś kierunku i na powierzchnię czegoś.
*The cat jumped **onto** the fence.*

Przyimek ***towards*** stosujemy, żeby określić kierunek, w jakim ktoś/coś podąża.
*I started walking **towards** the door.*

Inne przyimki ruchu: *across* (*the street*), *through* (*the window*), *along* (*the corridor*), *down* (*the stairs*), *off* (*the bus*), *out of* (*the car*)
*She walked **across** the park.*
*The boys ran **down** the stairs.*

Przyimki sposobu

Typowe przyimki sposobu to: ***by***, ***with***:

- *by* + środki transportu: *by car, by bus, by train:*
  *I always go to school **by bike.***
  ale:
  *I was driving **in my car** when I saw them walking down the street.*
  *Paul was sitting **on a bus** looking at his phone when the explosion occurred.*
  *In summer we try to get everywhere **on foot**.*

Ponadto: *by phone, by email, by courier, by post/mail, by radio, by air, by land, by sea, by hand, by appointment*
*This destination can be reached **by land** or **by air**.*
*You can see Dr James only **by appointment**.*

- with + narzędzia: with a hammer, with a key, with a knife:
  *He broke the window **with a hammer**.*
- *in* + określenia dotyczące sposobu wykonania czynności:
  in person, in writing:
  *We talked to Mrs James **in person.***

Ponadto: *in brief, in detail, in disguise, in moderation, in private, in a hurry, in pencil, in ink*
*We need to discuss this issue **in detail**.*
*Could we talk **in private**, please?*

Przyimki w kolokacjach

*Lista wybranych przyimków w kolokacjach na stronie 311.

Gramatyka | Ćwiczenia

BASIC

1 Uzupełnij zdania.

1 The train to Berlin leaves ... 10.15. It's 10.10 so we need to get on ... five minutes.
2 The direct flight ... Warsaw ... New York takes more than 8 hours.
3 Some students get to school ... bus, some ... car and ... foot.
4 Andrew, we'd better talk ... person.
5 They need to discuss this issue ... detail.

2 Wybierz poprawną odpowiedź.

1 Mary got *off / out of / from* the bus and went straight *to / towards /* – home.
2 We are meeting *on / at / in* Christmas day *at / in / with* my aunt's.
3 They are having a party *at / on / in* Friday night, *in / for / during* two weeks' time.
4 I met Simon *at / in / on* work. I bumped into him *at / during / in* a lunch break.
5 The trip started *on / in / at* the morning *at / on / in* Monday and finished *at / in / on* the weekend.

3 Uzupełnij każdą lukę odpowiednim przyimkiem.

1 To get ... school ... the suburb where they live, they have to spend half an hour ... a train.
2 As Greg has always been interested ... history, he's pretty good ... it.
3 When I walked ... the room and saw everyone smiling ... me, I felt a bit uneasy.
4 To become independent ... his parents, Rob had to find a solution ... his financial problems.
5 Fred is allergic ... lots of foods, e.g. he can't eat anything that smells or tastes ... garlic.

E ZESTAW LEKSYKALNY

4 Wpisz wyraz, który poprawnie uzupełnia obydwa zdania.

1 ...
- Tina is rather introverted, ... the other hand, she is really helpful.
- I could always depend ... my elder brother.

2 ...
- We usually go away ... Easter.
- The train arrived ... the station at 2.35.

3 ...
- Thick fog was the reason ... the plane's delay.
- What is this region famous ... ?

4 ...
- James proposed to Donna ... the top of the Eiffel Tower.
- The teacher smiled and pointed ... me.

5 ...
- The thief opened the door ... a knife.
- My mum is rather dissatisfied ... her present job.

EXTENDED

5 Uzupełnij zdania odpowiednim przyimkiem.

1 All changes to the contract should be ... writing.
2 You are allowed to do everything, but do it ... moderation.
3 They started walking ... the hill but had to return because of bad weather.
4 The shortest way ... the beach is ... the forest.
5 Visitors can see the exhibition of modern art ... appointment only.

6 Do każdego elementu w nawiasie dodaj przyimek. Następnie otrzymane zwroty wstaw w odpowiednie miejsce w poniższych zdaniach. W każdej parze zwrotów występuje ten sam przyimek.

1 ..., the concert was quite good. It lasted about three hours ... . (*total / general*)
2 Sadly enough, ..., only one in three students does sport ... . (*a regular basis / average*)
3 At university I knew Sue only ... ., we ended up in the same office. (*sight / coincidence*)
4 ..., I felt ... to explain anything to anybody. (*no obligation / the circumstances*)
5 I don't think Paul did that ... ., he can be mean sometimes. (*purpose / the other hand*)

E UZUPEŁNIANIE ZDAŃ

7 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 Chris ... (*be / keen / do*) all kinds of physical activity. He's always been into sports.
2 Zoe finally ... (*confess / not play*) fair.
3 Adam ... (*marry*) Luisa since 2015.
4 This song ... (*remind / I / you*).
5 We didn't ... (*succeed / persuade / they*) to join us.

E TRANSFORMACJE

8 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 Brian can't handle stressful situations. **CAPABLE**
Brian ... stressful situations.
2 'Well done, Jack. You've passed your driving test,' said the instructor. **CONGRATULATED**
The instructor ... his driving test.
3 I can't wait to see my old friend. **FORWARD**
I ... my old friend.
4 'I really must explain everything in person, 'said Jenny. **INSISTED**
Jenny ... everything in person.
5 When Mia asked her parents to buy her a new laptop, they refused. **OBJECTED**
Mia's parents ... her a new laptop.

Zdania przydawkowe

Zdanie przydawkowe jest częścią zdania złożonego i dostarcza dodatkowej informacji na temat podmiotu lub dopełnienia w zdaniu głównym. W zdaniach przydawkowych stosujemy następujące zaimki względne: *who, whose, whom, which, that, where, when*:

*The man **who** is standing over there is my biology teacher.*
*The book **which** you have just taken is Jake's.*

Wybór zaimka zależy od rzeczownika, do którego dany zaimek się odnosi, lub od informacji, która po nim występuje.

Istnieją dwa rodzaje zdań przydawkowych:

- **Zdania przydawkowe definiujące (*Defining relative clauses*)**
  Zdania przydawkowe definiujące opisują podmiot lub dopełnienie i zawierają informację niezbędną do zrozumienia, o kim lub o czym jest mowa:
  Zdania przydawkowe definiujące mogą rozpoczynać od następujących zaimków:
  - ***who/that*** – w odniesieniu do ludzi:
    *My dad has a friend **who/that** speaks Korean.*
  - ***which/that*** – w odniesieniu do rzeczy:
    *The book **which/that** I lent Paul was a gift from my mum.*
  - ***where*** – w odniesieniu do miejsc:
    *The restaurant **where** we spent last night had amazing décor.*
  - ***when*** – w odniesieniu do czasu:
    *Kate will always remember the day **when** she met Jim.*
  - ***whose*** – kiedy mówimy o przynależności:
    *That's the artist **whose** photographs are known all over the world.*

  W tego typu zdaniach
  - nie stosujemy przecinków,
  - możemy opuścić zaimek względny *who, which, that*, jeśli pełni funkcję dopełnienia, tzn. jeśli bezpośrednio po nim występuje zaimek osobowy lub rzeczownik:

  *Who is the girl (**who/that**) you've just been talking to?*
  *India is a place (**which/that**) Joan has always dreamt of visiting.*

- **Zdania przydawkowe niedefiniujące (*Non-defining relative clauses*)**
  Podobnie jak zdania przydawkowe definiujące, zdania przydawkowe niedefiniujące zawierają dodatkową informację o pomiocie lub dopełnieniu, która jednak nie jest konieczna do zrozumienia, o kim lub o czym jest mowa. Są one zdaniami wtrąconymi, bez których wypowiedź jest nadal zrozumiała:
  *Susan, **who** has just turned 18, is starting her driving course next week.*
  *Lemon juice, **which** is rich in vitamin C, is too sour for my taste.*

Zdanie przydawkowe niedefiniujące może stanowić również komentarz do zdania głównego:
*I called Laura at 2 a.m., **which** was a mistake.*

W takim kontekście zaimek *which* oznacza po polsku *co* – *Zadzwoniłem do Laury o drugiej w nocy, **co** było błędem.*
Użycie *what* zamiast *which* w tym kontekście jest błędem.

W zdaniach przydawkowych niedefiniujących:
- stosujemy przecinki (zdania przydawkowe oddzielamy przecinkami od zdania głównego),
- nie stosujemy zaimka względnego *that*,
- nie możemy opuścić zaimka względnego.

Przyimki w zdaniach przydawkowych

Przyimki w zdaniach przydawkowych możemy umieścić:
- przed zaimkiem względnym (szczególnie w języku formalnym):
  ***To whom** it may concern.*
  *There were a few questions **to which** I didn't know the answers.*
- na końcu zdania (w języku nieformalnym):
  *Luke is the person (**who**) I would like to spend more time **with**.*
  *There were a few questions (**which**) I didn't know the answers **to**.*

Ponadto ***przyimek + which*** możemy zastąpić zaimkiem ***where*** lub ***when***:
*A major economic crisis brought about changes in the place **in which/where** I lived.*
*August is the month **during which/when** most hotels in this area are fully booked.*

Inne wyrażenia zawierające zaimki względne

W zdaniach przydawkowych niedefiniujących zaimki względne *which* i *whom* mogą być poprzedzone określeniami ilości:
many, all, some, none, two, both, neither** + **of
*I have eight cousins, **all of whom** are boys.*
*I've seen two films, **both of which** I really enjoyed.*
*Claire has several job offers, **none of which** appeal to her.*

BASIC

1 Wybierz poprawną odpowiedź.

1 This is the building ... my mum works.
- **a** that
- **b** where
- **c** which

2 Frank, ... girlfriend studies abroad, really misses her.
- **a** whose
- **b** which
- **c** that

3 Marion took 2nd place in the tournament, ... was a big surprise to everyone.
- **a** what
- **b** that
- **c** which

4 My best friend, ... is half Spanish, would like to move to Barcelona.
- **a** which
- **b** that
- **c** who

5 His latest book, ... was published only two months ago, is already a bestseller.
- **a** that
- **b** which
- **c** who

2 Wybierz poprawną odpowiedź.

1 This is the place *that / where* I was born.
2 New Year is a time *which / when* people make some resolutions.
3 This is a student *who / whose* mother is our headmaster.
4 The girl *which / who* is riding a bike is Tom's sister.
5 I called Mike at 11 p.m., *that / which* was a mistake.

3 Uzupełnij zdania właściwym zaimkiem względnym.

1 The years ... we lived in Florence were absolutely fantastic.
2 My parents, on ... I can always rely, are my best friends.
3 Is this the hotel ... you would like to stay overnight?
4 Sue, ... dog is running around over there, is a real pet lover.
5 Tom didn't do well in his test, ... made him really sad.

4 Uzupełnij zdania właściwym zaimkiem względnym.

Did you know that Mark, (1) ... you met at my party, has moved out of his flat in the centre, (2) ... I think is a bit unreasonable. The area (3) ... he lives now is forty minutes' drive from my place so I hardly ever see him. It's all because of a girl with (4) ... he is madly in love and (5) ... parents didn't let her move in with Mark.

EXTENDED

5 Połącz dwa zdania w jedno, używając odpowiedniego zaimka względnego. Wstaw przecinki tam, gdzie jest to konieczne.

1 I went to school with a girl. She is a famous actress now.
...
2 The tickets are missing. They were on the table.
...
3 Mrs Brown is on holiday. I'm looking after her plants.
...
4 This small village has changed beyond recognition. We used to spend our childhood here.
...
5 They kept interrupting me. I found their behaviour really irritating.
...

E TRANSFORMACJE

6 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 My uncle is French. His daughter is naturally bilingual. **WHOSE**
My uncle, ... , is French.
2 We were incredibly disappointed because the concert was cancelled at the last minute. **WHICH**
The concert was cancelled at the last minute, ... us incredibly disappointed.
3 My parents got married in 2002; they graduated in the same year. **WHEN**
In 2002, ... , they got married.
4 There were lots of spectators but all of them were bored to death. **WHOM**
There were lots of spectators, ... interested.
5 Two of the five light bulbs I bought did not work. **WHICH**
I bought five light bulbs, ... work.

E TŁUMACZENIE

7 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Without a doubt, the person (*do której należy ta książka*) ... must be an art lover.
2 Was that the professor (*którego wykłady są tak popularne*) ... with first-year students?
3 As a manager, John works far too much, (*co sprawia, że jest zmęczony*) ... all the time.
4 What happened was just a misunderstanding, (*za co chciałbym*) ... to apologise to everyone.
5 During our city break in Madrid we visited two museums, (*z których obydwa były*) ... very inspiring.

Zdania okolicznikowe czasu

Zdania okolicznikowe czasu wprowadzamy za pomocą spójników: ***when, before, after, until, till, once, by the time, as soon as, the moment, whenever*** itd. Kiedy mówimy o przyszłości, w części zdania następującej po ww. spójnikach, nigdy nie używamy czasów przyszłych. Zamiast nich najczęściej stosujemy czas *present simple*.

*By the time Joan **arrives**, the show will have started.*
*We will let you know as soon as we **know** the results.*
*After I **finish** my homework, I will help you clean up.*
*Whenever Alex **phones** me, we always end up arguing.*

Zdania okolicznikowe miejsca

Zdania okolicznikowe miejsca najczęściej rozpoczynają się od spójników, takich jak: ***where, wherever, everywhere***:

*I'm not sure **where** Amy is going to study.*
***Wherever** I go, I always bump into my ex-boyfriend.*
*Shawn made friends **everywhere** he stayed.*

Zdania okolicznikowe celu

Zdania okolicznikowe celu wprowadzamy za pomocą:

- *for* + czasownik + *ing*
  *This knife is only used **for cutting** bread.*
- konstrukcji: *to* + bezokolicznik, *in order (not) to* + bezokolicznik, *so as (not) to* + bezokolicznik:
  *I'm learning Spanish **to study** in Barcelona.*
  *They are saving up **in order to buy** a new car.*
  *We need to hurry up **so as not to miss** the train.*
- *so that/in order that* + osoba + *can/will* (*could/would*):
  *Let's get down to work now **so that** we **can/will** finish on time.*
  *The lecturer was talking slowly **in order that** all the students **could/would** follow.*

Zdania okolicznikowe przyczyny

Zdania okolicznikowe przyczyny poprzedzone są następującymi spójnikami:

- *because, as, since*:
  *We took a taxi **because** we were late.*
  ***As** it was getting cold, I put on a thick blazer.*
  ***Since** Maria feels really tired, she is going to take a few days off.*
- *Because of, due to, owing to, on account of* + rzeczownik:
  *The flight was delayed **because of/due to/owing to/on account of** thick fog.*
- *The reason for* + rzeczownik, *the reason why*:
  ***The reason for** Jim's absence was his illness.*
  ***The reason why** Kim was late was that she didn't know the town.*

Zdania okolicznikowe skutku

Zdania okolicznikowe skutku najczęściej wprowadzane są za pomocą spójników, takich jak: ***so, therefore, as a result, as a consequence, consequently***:

*My dad is a tour guide **so** he visits lots of interesting places.*
*Our car broke down in the middle of nowhere. **As a result/ therefore/consequently/as a consequence**, we got to the hotel late at night.*

Zdania okolicznikowe przyzwolenia

Spójniki charakterystyczne dla zdań okolicznikowych przyzwolenia to: *but, although (though), even though*
***Although/Though/Even though** they didn't know each other, they hit it off immediately.*

- *Though* używamy w języku potocznym i może występować na końcu zdania:
  *Ben had two serious car accidents last year. It didn't stop him from speeding, **though**.*
- *In spite of/despite* + rzeczownik:
  *The match continued **in spite of/despite** the rain.*
- *In spite of/despite* + czasownik + *ing*:
  ***In spite of/despite having** no experience , he got the job.*
- *In spite of/despite + the fact* + zdanie:
  *The match continued **in spite of/despite the fact** that it was raining.*
- *However/nevertheless/still/yet:*
  Kate faced lots of problems during her studies.
  ***However/nevertheless**, she never gave up.*
  *The sun was shining, **yet/still** it was pretty cold.*

Zdania okolicznikowe porównawcze

Spójniki charakterystyczne dla zdań okolicznikowych porównawczych to:

- *while/whereas:*
  *My mum loves going on holiday to the mountains, **while/whereas** my dad prefers the seaside.*
- *As … as*:
  *The dish is **as** delicious **as** it looks.*
- *The … the:*
  ***The** older I get, **the** wiser I am.*
- *So* + przymiotnik + *that …*:
  *The business was **so** successful that they opened another branch.*
- *Such* + (przymiotnik) + rzeczownik + *that …*:
  *It was **such bad weather** that we stayed in the hotel all day.*
  *It was **such a beautiful house** that everybody wanted to live there.*

Zdania okolicznikowe sposobu

Spójniki charakterystyczne dla zdań okolicznikowych sposobu to: ***as, as if, as though***:

*Mark smiles exactly **as** his dad does.*
*Cathy looks **as if** she is a fitness instructor.*
*Josh behaves **as though** he was a boss.*

Gramatyka | Ćwiczenia

BASIC

1 Wybierz poprawną odpowiedź.

1 I will text you *as soon as / nevertheless* I get home.
2 I put a heavy coat on *due to / because* it was freezing.
3 I wrote all the details down *so as / so that* not to forget anything.
4 It's late *so / however* we'd better go now.
5 *In spite of / Although* we were exhausted, we kept on walking.

2 Uzupełnij każdą lukę jednym wyrazem.

1 The reason ... Sam's disappearance is still unknown.
2 The streets were blocked ... of a demonstration.
3 Even ... the shoes were expensive, I eventually bought them.
4 It was ... a popular band that the tickets for their concert sold out really fast.
5 Tom is studying hard in ... to get a top grade.

E TRANSFORMACJE

3 Wybierz odpowiedź (a, b lub c), która najlepiej oddaje sens wyróżnionego zdania.

1 **Dan will sell his car once he gets a new one.**
a Dan wants to get a new car first.
b Dan has never sold a car.
c Dan has more than one car.

2 **Whenever we travel to Florence, we try to see the Uffizi Gallery.**
a The moment we get to Florence, we'll try to see the Uffizi Gallery.
b We're travelling to Florence to see the Uffizi Gallery.
c We've already been to Florence.

3 **Despite feeling sad Jason smiled at everybody.**
a Jason felt sad and yet he smiled at everybody.
b Since Jason felt sad, he smiled at everybody.
c Due to feeling sad, Jason smiled at everybody.

4 **Nina was dissatisfied with the job and she resigned.**
a Nina was dissatisfied because of her resignation.
b The reason for Nina's resignation was her dissatisfaction.
c As Nina resigned from her job, she was dissatisfied.

5 **Roger and Sue are both really argumentative. However, they get on very well.**
a Since Roger and Sue are both really argumentative, they get on very well.
b Although Roger and Sue are both really argumentative, they get on very well.
c Despite getting on very well, Roger and Sue are both really argumentative.

EXTENDED

4 Połącz dwa zdania w jedno, używając spójnika w nawiasie.

1 Alex was ill. He went to school. (*despite*)
Alex ... .
2 It was raining. The match was cancelled. (*owing to*)
The match ... .
3 Clean up the house. Don't make mum angry. (*so as*)
Clean up ... .
4 They pretended to be journalists but in fact they were students. (*as if*)
They behaved ... .
5 You can watch a film but first do your homework. (*until*)
You ... .

E TŁUMACZENIE

5 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 (*Mimo, że już widzieli*) ... the film, they didn't mind watching it again.
2 Please, visit us (*kiedykolwiek będziecie*) ... next in Poland.
3 We heard (*takie ciekawe historie*) ... that we could hardly believe they had really happened.
4 The children were tiptoeing (*tak aby nikt nie usłyszał*) ... them.
5 This world-famous writer always behaves (*jakby był*) ... a star.

E TRANSFORMACJE

6 Uzupełnij każde zdanie, używając podanego wyrazu w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

1 We took a taxi because we didn't want to be late. **ORDER**
We took a taxi ... late.
2 The weather was awful. We stayed indoors all day long. **SUCH**
It ... we stayed indoors all day long.
3 I'll finish this task. Then I will help you straight away. **MOMENT**
I will help you ... this task.
4 Diana had a bad cold but she still went to work. **DESPITE**
Diana went to work ... cold.
5 Gina plays tennis really well. You might think she is a professional player. **IF**
Gina plays tennis as ... player.

Zaimki wskazujące

Zaimki wskazujące *this, that, these, those* występują jako podmiot w zdaniach:

***This** is our house.*
***That** is my dog.*
***These** are my sister's plants.*
***Those** are my books.*

→ this, ⟶ these
→ that, ⟶ those

Bliskość i odległość nie dotyczą jedynie odległości fizycznej, ale także dystansu w czasie:

- *This (these)* stosujemy w odniesieniu do sytuacji, które mają miejsce w tej chwili lub wydarzą się w bardzo bliskiej przyszłości:
  *I'm visiting my family **this** weekend.*
  *Lots of people are working too much **these** days.*
- *That (those)* stosujemy w odniesieniu, do sytuacji, które właśnie się zakończyły, lub miały miejsce w dalszej przeszłości:
  ***That** day was really special.*
  *Do you remember **those** people we met at the youth hostel?*

Ponadto zarówno *this*, jak i *that* występują w pewnych stałych wyrażeniach:

*Hello, **this** is Jake speaking. Is **that** Paul? (on the phone)*
*Anything else? – No, **that**'s all. (in a shop)*
***That**'s OK.*
***That**'s all right.*

Zaimki zwrotne i emfatyczne

Zaimki zwrotne i emfatyczne mają taką samą formę:

Zaimek osobowy	Zaimek zwrotny/emfatyczny
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

Zaimki zwrotne:

- występują z niektórymi czasownikami, jeśli obiektem czynności jest jej wykonawca: *cut oneself* (skaleczyć się), *blame oneself* (obwiniać się) itd.:
  *I **cut myself** badly chopping onions.*
  *Don't **blame yourself**! It's not your fault.*

Zaimki emfatyczne stosujemy:

- aby podkreślić, że dana czynność została wykonana samodzielnie przez daną osobę:
  *I did it all **myself**. I'm so proud.*
- z rzeczownikami, aby podkreślić, że to, co mówimy, dotyczy danych osób:
  *We talked to the **manager herself** and she promised to help us.*

Zaimki wzajemne

Zaimki wzajemne *each other/one another* stosujemy, aby powiedzieć, że dwie lub więcej osób wykonuje daną czynność sobie nawzajem.

*They call **each other** very often.*
*At some point in the discussion, everyone started shouting at **one another**.*

Zaimki nieokreślone

Zaimków nieokreślonych z przedrostkami *every-, some-, any-, no-* używamy w odniesieniu do:

- bliżej nieokreślonych ludzi, przedmiotów, miejsc:
  ***everybody/everyone**, **somebody/someone**, **anybody/anyone**, **nobody/no-one**,*
  We found ***someone*** who opened the door and let us in.

  ***everything**, **something**, **anything**, **nothing**,*
  ***Something** was lying on the floor by the table.*

  ***everywhere**, **somewhere**, **anywhere**, **nowhere**.*
  *I'd like to sit **somewhere** nice and relax.*

Zaimki z przedrostkiem *some-* występują:

- w zdaniach twierdzących:
  ***Somebody/someone** is playing the trumpet.*
  ***Something** must be done.*
- w pytaniach, które są propozycjami oraz sugestiami:
  *How about **something** to drink?*
  *Let's go **somewhere** nice.*

Zaimki z przedrostkiem *any-* występują:

- w pytaniach i przeczeniach:
  *Have you seen **anyone**?*
  *She didn't tell us **anything**.*
- w zdaniach twierdzących (w znaczeniu *ktokolwiek, cokolwiek, gdziekolwiek*):
  ***Anyone** can do that.*
  *Let's take **anything**.*

Zaimki z przedrostkiem *no-* występują w przeczeniach:

***Nobody** knew the address.*
***Nothing** can help us.*
*We had **nowhere** to stay for the night.*

Zapamiętaj!

Zgodnie z zasadą pojedynczego przeczenia, w zdaniach z zaimkami z przedrostkiem *no-*, czasownik ma formę twierdzącą.

Zaimki *everybody/everyone/everything* występują z czasownikiem w l .poj.:

***Everyone** in the office was really busy.*

BASIC

1 Wybierz poprawną odpowiedź.

1 *This / That* man in the last row looks like Brad Pitt, doesn't he?
2 Ola and Ron had been writing to *each other / themselves* for more than ten years before they finally met.
3 I'm afraid *this / these* pair of jeans is a bit too short for me.
4 No-one is going to help us so we must think about *us / ourselves*.
5 Guys, did you try to solve this problem *yourself / yourselves*?

2 Uzupełnij zdania właściwymi zaimkami tam, gdzie jest to konieczne.

1 Josh and Fred, behave … or I will call your parents.
2 He smiled to … when he realised he was going to win the race.
3 If you feel stressed, try to relax … as much as possible.
4 Don't tell me they painted the whole house … . Someone must have helped them!
5 One of … women you met yesterday was Pete's girlfriend.

E MINIDIALOGI

3 Uzupełnij minidialogi. Wybierz odpowiedź a, b lub c.

1 X: I really don't know what to prepare for dinner tonight.
Y: Take it easy. …
a Anything will be fine.
b Something must be done.
c Nothing should happen.

2 X: You look pretty bored.
Y: …
a There is nothing to do.
b Anything could help me.
c Something is missing.

3 X: …
Y: Sorry, I was just thinking aloud.
a Stop talking to each other!
b Stop talking to yourselves!
c Stop talking to yourself!

4 X: Is the question difficult?
Y: I don't think so. …
a Anyone could answer it.
b No-one would answer it.
c Something must be done.

5 X: I had a bad row with Diana.
Y: I see, …
a did you criticise yourselves?
b did you apologise to each other?
c did you offend yourself?

EXTENDED

4 Wybierz poprawną odpowiedź.

1 *These / Those* young people over there seem to be enjoying *themselves / ourselves*.
2 Julia, you should stop thinking about *yourself / yourselves*. Think about other people.
3 The situation in our company is very serious. *Anything / Something* must be done.
4 *Everybody / Somebody* has left the office. I have *anyone / no-one* to ask for help.
5 Your bahaviour at the last meeting was unacceptable. You have *no-one / someone* else but yourself to blame.

5 Uzupełnij każde zdanie, używając wyrazu z ramki w niezmienionej formie, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

anywhere • enjoyed • make • somewhere • those

1 They had a really great time.
They really … .
2 I'd like to spend my holiday in a warm and sunny place.
I'd like to spend my holiday … .
3 My gran says that everything was different then.
My gran says that everything was different back … .
4 We couldn't find a place to pitch out our tent.
We couldn't find … our tent.
5 They couldn't understand me.
I couldn't … .

E TŁUMACZENIE

6 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 I (*zrobiłem sobie*) … a nice cup of coffee, took a book and dozed off after a while.
2 We (*pomachaliśmy do siebie*) … from the opposite sides of the street.
3 (*Wszyscy byli zainteresowani*) … in the idea that Sam put forward.
4 Due to the rain, there (*nie było gdzie usiąść*) … in the park so we went home.
5 Believe it or not, we (*sami zrobiliśmy ten projekt*) … . Nobody helped us in any way.

Gramatyka | There is/are, It is

There is/are

Konstrukcji ***there is/are*** używamy, aby powiedzieć, że ktoś/coś jest, istnieje lub się gdzieś znajduje. ***There is*** używamy z rzeczownikami w liczbie pojedynczej i niepoliczalnymi, natomiast *there are* z rzeczownikami w liczbie mnogiej:

There is *a picture on the wall.*
There is *a lot of noise outside.*
There are *three boys in the room.*
There are *lots of people in the park.*

Tę konstrukcję możemy stosować w różnych czasach i wówczas czasownik *to be* przybiera odpowiednią dla danego czasu formę:

There was *a storm yesterday.*
There have been *three accidents here since Monday.*
There is going to be *a problem.*
There will not be *many customers tomorrow.*
There could be *another reason for his absence.*

Wyrażenia z *there*

There pojawia się także w szeregu wyrażeń, np.:

There are bound *to be problems.*
There is no point in *waiting for them.*
There is no/little/some doubt *Keith was telling the truth.*
There is no/little chance of *our reaching a compromise on this issue.*
There is no/little hope of *finding any survivors.*

It is

Konstrukcji *It is* używamy:

- w wyrażeniach, które odnoszą się do czasu, pogody, temperatury, odległości. *It* pełni wówczas funkcję podmiotu:
  It is *2 o'clock.*
  It was *really hot yesterday.*
  It is *30°C today.*
  It was *10 km to the nearest village.*

- w konstrukcji *it is* + przymiotnik/rzeczownik + bezokolicznik:
  It is nice *to see you again.*
  It was a pleasure *to talk to her.*
  It has always been my dream *to travel the world.*

- w konstrukcji *it is … + that*:
  It is probable that *they will win.*
  It was great that *we could eventually meet up.*

- w konstrukcji *it is* + przymiotnik + *for/of* + dopełnienie + bezokolicznik:
  It is important for us *to be there on time.*
  It was kind of you *to phone me.*

- w wyrażeniach:
  It's a pity *that the holiday is over.*
  It's time *(for us) to leave.*
  It's not worth *doing.*
  It's no use *talking to them.*
  It's no good *trying to explain anything.*

Gramatyka | Ćwiczenia

BASIC

1 Wybierz poprawną odpowiedź.

1 *There / It* was foggy in the morning.
2 *There / It* is not enough time to discuss things again.
3 *There / It* is no point going to the cinema if there is nothing interesting on.
4 *There / It* was a long way from the bus stop to where my grandma lived.
5 *There / It* has always been our ambition to speak three languages.

2 Wybierz odpowiedź (a, b lub c), która jest poprawnym tłumaczeniem fragmentu podanego w nawiasie.

1 (*Nie ma szansy*) on reaching a compromise on this issue soon.
a It is little chance
b There is little chance
c There is no chance

2 We've been waiting for Lisa and Chris for two hours. (*Nie ma sensu*) in waiting for them any longer.
a There is no point
b There is any point
c It is no point

3 The plane crashed in the mountains three days ago. (*Jest słaba nadzieja*) of finding any survivors.
a It is no hope
b It is little hope
c There is little hope

4 It's September and we're back at school. (*Szkoda*) that the holiday is over.
a There's a pity
b It's a pity
c It's no pity

5 They don't appreciate our efforts. (*Nie warto*) doing anything.
a There's not worth
b It's not worth
c It's worth

E UZUPEŁNIANIE ZDAŃ

3 Uzupełnij zdania wyrazami z nawiasów w odpowiednich formach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając te już podane.

1 Was it ... (*easy / she*) learn how to parachute?
2 It ... (*be / use / spend*) so much money on our old car.
3 It is really ... (*kind / you*) spare us a few minutes.
4 It is ... (*time / they*) start earning their own money.
5 It ... (*be / not / worth / watch*) that comedy. It's not funny at all.

EXTENDED

4 Uzupełnij każde zdanie, używając wyrazu z ramki w niezmienionej formie oraz innych wyrazów, tak żeby zachować sens zdania wyjściowego. Możesz użyć maksymalnie pięciu wyrazów.

chance • good • point • typical • use

1 Philip never listens to my opinion.
It's no ... talking to Philip because he doesn't listen to me.
2 Taking a taxi at rush hour doesn't make much sense.
There ... a taxi at rush hour.
3 It is rather unlikely that we will get the grant we have applied for.
There is ... the grant we have applied for.
4 It doesn't surprise me that Paul criticises everything. He always does.
It is ... everything.
5 Going for a walk in such heavy rain was pointless.
It ... for a walk in such heavy rain.

E TŁUMACZENIE

5 Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 In this area, (*było kilka*) ... cases of theft over the last few weeks.
2 So far (*nie było wątpliwości*) ... that some changes need to be made in our office.
3 (*To było niegrzeczne*) ... of you to interrupt their conversation.
4 (*Jest dla mnie przydatne*) ... to make a shopping list.
5 I don't think (*będzie dużo*) ... tourists in the museum at this time of the day.

Present Simple

	Zdania twierdzące	Zdania przeczące
I/You	**work**.	**don't work**.
He/She/It	**works**.	**doesn't work**.
We/You/They	**work**.	**don't work**.
Pytania	**Krótkie odpowiedzi**	
Do I/you **work**?	Yes, I/you **do**.	No, I/you **don't**.
Does he/she/it **work**?	Yes, he/she/it **does**.	No, he/she/it **doesn't**.
Do we/you/they **work**?	Yes, we/you/they **do**.	No, we/you/they **don't**.

Present Continuous

	Zdania twierdzące	Zdania przeczące	
I	**am**	**'m not**	**working** now.
You	**are**	**aren't**	
He/She/It	**is**	**isn't**	
We/You/They	**are**	**aren't**	

Pytania		**Krótkie odpowiedzi**	
Am I	**working** now?	Yes, I **am**.	No, I'**m not**.
Are you		Yes, you **are**.	No, you **aren't**.
Is he/she/it		Yes, he/she/it **is**.	No, he/she/it **isn't**.
Are we/you/they		Yes, we/you/they **are**.	No, we/you/they **aren't**.

Past Simple

	Zdania twierdzące	Zdania przeczące
I/You/He/She/It/We/You/They	**worked**.	**didn't work**.
Pytania	**Krótkie odpowiedzi**	
Did I/you/he/she/it/we/you/they **work**?	Yes, I/you/he/she/it/we/you/they **did**.	No, I/you/he/she/it/we/you/they **didn't**.

Past Continuous

	Zdania twierdzące	Zdania przeczące	
I	**was**	**wasn't**	**working** at 7 p.m. yesterday.
You	**were**	**weren't**	
He/She/It	**was**	**wasn't**	
We/You/They	**were**	**weren't**	

Pytania		**Krótkie odpowiedzi**	
Was I	**working** at 7 p.m. yesterday?	Yes, I **was**.	No, I **wasn't**.
Were you		Yes, you **were**.	No, you **weren't**.
Was he/she/it		Yes, he/she/it **was**.	No, he/she/it **wasn't**.
Were we/you/they		Yes, we/you/they **were**.	No, we/you/they **weren't**.

Future Simple

	Zdania twierdzące	Zdania przeczące
I/You/He/She/It/We/You/They	**will work**.	**will not work**.
Pytania	**Krótkie odpowiedzi**	
Will I/you/he/she/it/we/you/they **work**?	Yes, I/you/he/she/it/we/you/they **will**.	No, I/you/he/she/it/we/you/they **won't**.

Future Continuous

	Zdania twierdzące		Zdania przeczące	
I/You/He/She/It/ We/You/They	**will be**		**won't be**	**working**.
Pytania		**Krótkie odpowiedzi**		
Will I/you/he/she/it/ we/you/they **be**	**be working**?	Yes, I/you/he/she/it/ we/you/they I **will**.	No, I/you/he/she/it/ we/you/they **won't**.	

Present Perfect

	Zdania twierdzące		Zdania przeczące	
I/You	**have**		**haven't**	**worked**.
He/She/It	**has**		**hasn't**	
We/You/They	**have**		**haven't**	
Pytania		**Krótkie odpowiedzi**		
Have I/you	**worked**?	Yes, I/you **have**.	No, I/you **haven't**.	
Has he/she/it		Yes, he/she/it **has**.	No, he/she/it **hasn't**.	
Have we/you/they		Yes, we/you/they **have**.	No, we/you/they **haven't**.	

Past Perfect

	Zdania twierdzące		Zdania przeczące	
I/You/He/She/It/We/You/They	**had**		**hadn't**	**worked**.
Pytania		**Krótkie odpowiedzi**		
Had I/you/he/she/it/we/you/they	**worked**?	Yes, I/you/he/she/it/we/you/they **had**.	No, I/you/he/she/it/we/you/they **hadn't**.	

Present Perfect Continuous

	Zdania twierdzące		Zdania przeczące	
I/You	**have been**		**haven't been**	**working**.
He/She/It	**has been**		**hasn't been**	
We/You/They	**have been**		**haven't been**	
Pytania		**Krótkie odpowiedzi**		
Have I/you	**been working**?	Yes, I/you **have**.	No, I/you **haven't**.	
Has he/she/it		Yes, he/she/it **has**.	No, he/she/it **hasn't**.	
Have we/you/they		Yes, we/you/they **have**.	No, we/you/they **haven't**.	

Past Perfect Continuous

	Zdania twierdzące		Zdania przeczące	
I/You/He/She/It/ We/You/They	**had been**		**hadn't been**	**working**.
Pytania		**Krótkie odpowiedzi**		
Had I/you/he/she/it/ we/you/they	**been working**	Yes, I/you/he/she/it/ we/you/they **had**.	No, I/you/he/she/it/ we/you/they **hadn't**.	

Future Perfect

	Zdania twierdzące		Zdania przeczące	
I/You/He/She/It/ We/You/They	**will have**		**will not have**	**worked**.
Pytania		**Krótkie odpowiedzi**		
Will I/you/he/she/it/ we/you/they	**have worked**?	Yes, I/you/he/she/it/we/ you/they **will**.	No, I/you/he/she/it/ we/you/they **won't**.	

Future Perfect Continuous

	Zdania twierdzące		Zdania przeczące	
I/You/He/She/It/ We/You/They	**will have been**		**will not have been**	**working**.
Pytania		**Krótkie odpowiedzi**		
Will I/you/he/she/it/ we/you/they	**have been working**?	Yes, I/you/he/she/it/we/ you/they **will**.	No, I/you/he/she/it/ we/you/they **won't**.	

Strona bierna

	Strona czynna	Strona bierna
present simple	He **writes** a book.	A book **is written**.
present continuous	He **is writing** a book.	A book **is being written**.
past simple	He **wrote** a book.	A book **was written**.
past continuous	He **was writing** a book.	A book **was being written**.
present perfect	He **has written** a book.	A book **has been written**.
past perfect	He **had written** a book.	A book **had been written**.
future simple	He **will write** a book.	A book **will be written**.
future perfect	He **will have written** a book.	A book **will have been written**.
be going to	He **is going to write** a book.	A book **is going to be written**.
modal verbs	He **can write** a book.	A book **can be written**.

Mowa zależna

Mowa niezależna		Mowa zależna	
present simple	'I **play** tennis.'	past simple	He said he **played** tennis.
present continuous	'I **am playing** tennis.'	past continuous	He said he **was playing** tennis.
past simple	'I **played** tennis.'	past perfect	He said he **had played** tennis.
past continuous	'I **was playing** tennis.'	past perfect continuous	He said he **had been playing** tennis.
present perfect	'I **have played** tennis.'	past perfect	He said he **had played** tennis.
present perfect continuous	'I **have been playing** tennis.'	past perfect continuous	He said he **had been playing** tennis.
past perfect	'I **had played** tennis.'	past perfect	He said he **had played** tennis.
past perfect continuous	'I **had been playing** tennis.'	past perfect continuous	He said he **had been playing** tennis.
future simple	'I **will play** tennis.'	would	He said he **would play** tennis.
future continuous	'I **will be playing** tennis.'	would	He said he **would be playing** tennis.
future perfect	'I **will have played** tennis.'	would	He said he **would have played** tennis.
be going to	'I **am going to play** tennis.'	was/were going to	He said he **was going to play** tennis.
can	'I **can play** tennis.'	could	He said he **could play** tennis.
Pytania	'Do you play tennis?'	He asked me **if/whether** I **played** tennis.	
	'Where are you playing?'	He asked me **where** I **was playing**?	
Prośby	'Can you help me?'	He asked **if/whether** I **could help** him.	
		He asked me **to help** him.	
Polecenia	'Stop talking!'	He told me **to stop** talking.	
	'Don't go there!'	He told me **not to go** there.	

Zaimki

Zaimek osobowy (podmiot)	Zaimek osobowy (dopełnienie)	Przymotnik dzierżawczy (+rzeczownik)	Zaimek dzierżawczy	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	–	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

Przyimki

Czasownik + przyimek	Przymiotnik + przyimek	Rzeczownik + przyimek	Przyimek + rzeczownik	Przyimek + przymiotnik
accuse sb of	absent from	advantage of	at a glance	at large
admit to	afraid of	answer to	by coincidence	at last
apologise to sb for	allergic to	attention to	by sight	in brief
apply for	anxious about	cure for	in bed	in general
approve of	aware of	example of	in control	in particular
argue about	bad at	exception to	in good condition	in private
arrive in/at	bored with	improvement in	in total	in black and white
ask for/about	capable of	increase in	in the sky	
believe in	dependent on	reason for/why	in the suburbs	
boast about	experienced in	reply to	in a hurry	
confess to	famous for	solution to	on a regular basis	
confide in	fond of		on average	
congratulate sb on	good at		on the verge	
consist of	grateful to		on a/the bus/train/plane	
count on	guilty of		on the left/right	
depend on	independent of		on a diet	
die of	interested in		on fire	
divide into	jealous of		on purpose	
enquire about	keen on		on the other hand	
explain to sb	late for		under no circumstances	
insist on sb doing sth	married to		under no obligation	
invite to	popular with			
listen to sb	proud of			
look at sb	satisfied with			
look forward to	similar to			
object to sb	susceptible to			
point at	suspicious of			
protect against/from	typical of			
recover from				
rely on				
remind of				
rob sb of				
smell of				
smile at				
specialise in				
succeed in				
suffer from				
taste of				
wait for				

Liczebniki

liczebnik główny	liczebnik porządkowy	liczebnik główny	liczebnik porządkowy
1 – one	first (1st)	20 – twenty	twentieth (20th)
2 – two	second (2nd)	21 – twenty-one	twenty-first (21st)
3 – three	third (3rd)	22 – twenty-two	twenty-second (22nd)
4 – four	fourth (4th)	23 – twenty-three	twenty-third (23rd)
5 – five	fifth (5th)	30 – thirty	thirtieth (30th)
6 – six	sixth (6th)	34 – thirty-four	thirty-fourth (34th)
7 – seven	seventh (7th)	40 – forty	fortieth (40th)
8 – eight	eighth (8th)	45 – forty-five	forty-fifth (45th)
9 – nine	ninth (9th)	50 – fifty	fiftieth (50th)
10 – ten	tenth (10th)	60 – sixty	sixtieth (60th)
11 – eleven	eleventh (11th)	66 – sixty-six	sixty-sixth (66th)
12 – twelve	twelfth (12th)	70 – seventy	seventieth (70th)
13 – thirteen	thirteenth (13th)	77 – seventy-seven	seventy-seventh (77th)
14 – fourteen	fourteenth (14th)	80 – eighty	eightieth (80th)
15 – fifteen	fifteenth (15th)	88 – eighty eight	eighty-eighth (88th)
16 – sixteen	sixteenth (16th)	90 – ninety	ninetieth (90th)
17 – seventeen	seventeenth (17th)	99 – ninety-nine	ninety-ninth (99th)
18 – eighteen	eighteenth (18th)	100 – one/a hundred	hundredth (100th)
19 – nineteen	nineteenth (19th)	101 – one/a hundred and one	hundred and first (101st)

Liczebniki główne powyżej 1000
1,001 – one/a thousand and one
2,500 – two thousand, five hundred
4,534 – four thousand five hundred and thirty-four
17,168 – seventeen thousand, one hundred and sixty-eight
998,000 – nine hundred and ninety-eight thousand
1,000,000 – one/a million
1,000,000,000 – one/a billion

Czasowniki nieregularne

Bezokolicznik	Past simple	Past Participle	
be	was/were	been	być
beat	beat	beaten	bić; pokonać
become	became	become	stawać się
begin	began	begun	zaczynać
bend	bent	bent	zginać, pochylić
bet	bet	bet	postawić na kogoś/coś
bite	bit	bitten	gryźć
blow	blew	blown	wiać, dmuchać
break	broke	broken	łamać, tłuc
bring	brought	brought	przynosić
broadcast	broadcast	broadcast	transmitować
build	built	built	budować
burn	burnt/ed	burnt/ed	palić się
burst	burst	burst	wybuchnąć, pękać
buy	bought	bought	kupować
catch	caught	caught	łapać; chwytać
choose	chose	chosen	wybierać
come	came	come	przychodzić, przyjeżdżać
cost	cost	cost	kosztować
cut	cut	cut	ciąć; przecinać
deal	dealt	dealt	zajmować się; dotyczyć
dig	dug	dug	kopać
do	did	done	robić, czynić
draw	drew	drawn	rysować
dream	dreamt	dreamt	śnić; marzyć
drink	drank	drunk	pić
drive	drove	driven	prowadzić samochód
eat	ate	eaten	jeść
fall	fell	fallen	upadać, spadać
feed	fed	fed	karmić
feel	felt	felt	czuć (się)
fight	fought	fought	walczyć
find	found	found	znaleźć
fly	flew	flown	latać
forbid	forbade	forbidden	zabraniać
forecast	forecast	forecast	prognozować
forget	forgot	forgotten	zapominać
forgive	forgave	forgiven	wybaczać
freeze	froze	frozen	zamarzać

Czasowniki nieregularne

Bezokolicznik	Past simple	Past Participle	
get	got	got	dostać, otrzymać
give	gave	given	dawać
go	went	gone	iść; jechać
grow	grew	grown	rosnąć
have	had	had	mieć
hang	hung	hung	powiesić, wisieć
hear	heard	heard	słyszeć
hide	hid	hidden	chować; ukrywać
hit	hit	hit	uderzać
hold	held	held	trzymać
hurt	hurt	hurt	ranić
keep	kept	kept	trzymać; zachować
know	knew	known	wiedzieć, znać
lay	laid	laid	położyć
lead	led	led	prowadzić; przewodniczyć
lean	leaned/leant	leaned/leant	pochylić/przechylić się
learn	learned/learnt	learned/learnt	uczyć się
leave	left	left	opuszczać, wyjeżdżać
lend	lent	lent	pożyczać (komuś)
let	let	let	pozwalać
lie	lay	lain	leżeć
light	lit	lit	zapalać; oświetlać
lose	lost	lost	gubić; tracić
make	made	made	robić
mean	meant	meant	znaczyć
meet	met	met	spotykać
misunderstand	misunderstood	misunderstood	źle zrozumieć
pay	paid	paid	płacić
prove	proved	proven	udowadniać; dowodzić
put	put	put	położyć, postawić
read	read	read	czytać
ride	rode	ridden	jeździć (np. na rowerze, konno)
ring	rang	rung	dzwonić
rise	rose	risen	wschodzić; rosnąć; wzrastać
run	ran	run	biegać
say	said	said	powiedzieć, mówić
see	saw	seen	widzieć
seek	sought	sought	szukać
sell	sold	sold	sprzedawać

Czasowniki nieregularne

Bezokolicznik	Past simple	Past Participle	
send	sent	sent	wysyłać
set	set	set	umieścić, stawiać
shake	shook	shaken	potrząsać
shine	shone	shone	świecić
shoot	shot	shot	strzelać
show	showed	shown	pokazywać
shut	shut	shut	zamykać
sing	sang	sung	śpiewać
sink	sank	sunk	tonąć
sit	sat	sat	siedzieć
sleep	slept	slept	spać
slide	slid	slid	ślizgać się
smell	smelt	smelt	wąchać; pachnieć
speak	spoke	spoken	mówić
speed	sped	sped	pędzić, przyspieszać
spell	spelt	spelt	literować
spend	spent	spent	spędzać (czas); wydawać (pieniądze)
spill	spilt	spilt	rozlewać
split	split	split	podzielić
spoil	spoilt	spoilt	zepsuć się
stand	stood	stood	stać
steal	stole	stolen	kraść
stick	stuck	stuck	wbijać; wtykać; lepić
stink	stank	stunk	cuchnąć
strike	struck	struck	uderzać, wybijać
swear	swore	sworn	przysięgać, przeklinać
sweep	swept	swept	zamiatać
swim	swam	swum	pływać
take	took	taken	brać, zabierać
teach	taught	taught	uczyć kogoś, nauczać
tear	tore	torn	drzeć, rozdzierać
tell	told	told	mówić, powiedzieć
think	thought	thought	myśleć; sądzić
throw	threw	thrown	rzucać
understand	understood	understood	rozumieć
wake	woke	woken	budzić się
wear	wore	worn	nosić (ubranie)
win	won	won	wygrywać
write	wrote	written	pisać

Wpis na blogu

Wpis na blogu to krótka wypowiedź pisemna skierowana do konkretnego grona odbiorców (czytelników bloga). Wpis na blogu może zawierać elementy różnych typów wypowiedzi, np. może być relacją z wydarzenia, opowiadaniem, recenzją (zakupionego produktu), opisem, opinią na wybrany temat, zaproszeniem lub radą dla czytelników. Wpis na blogu ma zazwyczaj charakter nieformalny. Bardzo często rozpoczyna się powitaniem czytelników, a kończy pozdrowieniem i wezwaniem do działania, np. pozostawienia komentarzy pod wpisem, zasubskrybowania kanału w mediach społecznościowych itp.

Wskazówki „krok po kroku"

- ✓ Przygotuj tytuł oraz krótki wstęp, które zaciekawią czytelników i zachęcą do przeczytania całego tekstu.
- ✓ Zwróć szczególną uwagę na cztery elementy polecenia – niektóre punkty składają się z dwóch części (spójrz na przykład poniżej) i pamiętaj, że do każdego musisz się odnieść. Na koniec zaproś czytelników do kontaktu, zapytaj o opinię, poproś o zostawienie komentarzy itp.
- ✓ Zachowaj czytelny układ tekstu – podziel go na akapity.
- ✓ Zadbaj o bogactwo językowe – używaj precyzyjnych zwrotów typowych dla tematyki danego bloga.
- ✓ Dostosuj język do odbiorcy.
- ✓ Unikaj powtórzeń oraz języka formalnego.

Przykładowe zadanie

Zainteresowałeś/Zainteresowałaś się ostatnio nowym hobby. Poinformuj o tym czytelników Twojego bloga. W swoim wpisie:

1. **napisz, co zainspirowało Cię do zajęcia się tym hobby**,
2. **wspomnij o zakupach lub przygotowaniach, które miały miejsce**,
3. **opisz jedną pozytywną** i **jedną negatywną reakcję członków Twojej rodziny lub przyjaciół na wieść o nowym hobby**,
4. **przedstaw swoje plany i oczekiwania co do przyszłych osiągnięć związanych z nowym hobby**.

Przykładowe rozwiązanie

How I discovered my new hobby!

Hello again, everybody!

Recently, I decided to try my luck at flying a drone. **I watched some videos made by a teenager from Sweden who showed fantastic tricks with his drone, and I decided that it was something I should try, too**.

I bought a simple drone, not a professional one, but one good enough for a beginner. I also watched a series of tutorials on the internet showing how to operate a drone.

My uncle thinks I'm crazy. He doesn't understand new technologies at all. **But my sister is fascinated with the drone** – she wants to learn to fly it, too.

Drones can record videos of places which are hard to access, or of events like weddings. **Maybe if I'm good enough, I will offer professional services like that and earn money from my hobby**!

Please have a look at some of the photos and videos I've taken with my drone. Let me know what you think in the comments!

Przydatne zwroty

Tytuł
- The best event ever
- How to travel wisely
- Unforgettable trip

Wstęp i powitanie z czytelnikami
- Hi, it's me again!
- Hello everybody,
- Today's entry is about
- Today, I'd like to tell you about
- Here's some news I want to share with you
- I've got some nice news for you today.
- You won't believe what happened!

Rozwinięcie
- First, I had to
- Before that, I decided to
- My plan needed some preparation.
- To make it work, I have to
- I didn't expect such a reaction from my sister – she was
- I could see that my dad was upset with the situation.
- In the future, I'm going to
- I would really like to
- When I'm older, I will
- No one can tell for sure, but I expect

Zakończenie i pożegnanie
- I'll write again soon, bye everybody!
- Next time, I'll give more details about
- In my next entry, I will deal with
- Next time, I'll present some advantages and drawbacks to it. See you!

E-mail

E-mail, czyli list nieformalny, to krótka wypowiedź skierowana do osoby, którą znamy (ktoś z rodziny, przyjaciel/przyjaciółka, znajomy/znajoma). Z tego powodu e-mail pisany jest stylem nieformalnym, zawiera wyrażenia potoczne oraz formy skrócone.

Autor zwykle relacjonuje wydarzenia dnia codziennego, opisuje swoje przeżycia lub porusza tematy związane z odbiorcą (doradza, dopytuje o szczegóły, reaguje na otrzymane wcześniej wiadomości itp.).

Wskazówki „krok po kroku"

- ✓ Pamiętaj, że piszesz do konkretnej osoby, więc zwracaj się bezpośrednio do niej.
- ✓ Przywitaj się we wstępie z adresatem; zapytaj, co słychać; przeproś, że tak długo nie pisałeś/pisałaś itp.
- ✓ Zwróć szczególną uwagę na cztery elementy polecenia i pamiętaj, że do każdego musisz się odnieść. Rozwiń swoje wypowiedzi tak, aby dawały odbiorcy pełną informację w zakresie elementów podanych w poleceniu.
- ✓ Zwróć uwagę na to, co musisz wyrazić (np. prośbę, podziękowanie, odmowę itp.), i dopasuj odpowiednie zwroty.
- ✓ Używaj zróżnicowanego słownictwa i zwrotów charakterystycznych dla danego tematu.

Przykładowe zadanie

Dostałeś/Dostałaś od kolegi wiadomość, w której odwołuje umówione spotkanie z powodów zdrowotnych. Napisz e-mail, a w nim:

1 **wyraź swoje odczucia z powodu stanu zdrowia kolegi**,
2 **opisz swoje doświadczenia z podobnym kłopotem zdrowotnym**,
3 **wspomnij, co planowałeś/planowałaś robić podczas spotkania**,
4 **zaproponuj nową datę spotkania**.

Przykładowe rozwiązanie

Hi Stan,

I'm so sorry to hear that you've broken your ankle! I can imagine how painful it is; I only hope you get better soon! I have no idea what it's like to have a broken ankle, but **I sprained my ankle last year and I couldn't walk for two weeks**. If that was terrible, I guess your condition now is even more miserable.

Too bad you won't be able to come this weekend. **I was going to show you the new pictures and posters I bought for my bedroom, and I hoped we could order some pizza while we decided where to put them.**

How long will it take before you can walk again? **Do you think we could meet, let's say, in two weeks? Or how about I come to your place on Wednesday and we could choose the photos for the competition**? Let me know what you think.

Take care,

Simon

Przydatne zwroty

Zwroty grzecznościowe/powitalne

- Hi/Hello Alice,
- Dear Adam,
- Dear Mr/Mrs Clark,

Wstęp i powód napisania e-maila

- How are you?
- Hope you are OK.
- Many thanks for your email.
- I'm writing to tell you that
- Guess what happened!
- I'm writing to apologise for
- I'm writing to invite you to
- I'm writing to thank you for
- I am sorry to hear that

Zakończenie e-maila

- That's all for now.
- Hope to hear from you soon.
- Please drop me a line.
- Let's keep in touch.
- Write back soon.

Zwroty grzecznościowe kończące e-mail

- Best wishes,
- All the best,
- Lots of love,
- Take care,
- Yours,

Wpis na forum

Wpis na forum to krótka wypowiedź, skierowana do użytkowników forum tematycznego.

W typowym wpisie na forum autor dzieli się swoimi przemyśleniami lub wątpliwościami na dany temat, relacjonuje wydarzenie, czasem prosi o odpowiedź na pytanie, opinię lub radę.

Wskazówki „krok po kroku"

- ✓ Przywitaj się z użytkownikami forum i poinformuj, o czym będzie Twój wpis.
- ✓ Zwróć szczególną uwagę na cztery elementy polecenia – niektóre punkty składają się z dwóch części (spójrz na przykład poniżej) i pamiętaj, że do każdego musisz się odnieść. Rozwiń swoje wypowiedzi tak, aby dawały odbiorcy pełną informację w zakresie elementów podanych w poleceniu.
- ✓ Dopasuj styl do wypowiedzi – możesz pisać językiem nieformalnym, ale bądź uprzejmy i unikaj skrótów.
- ✓ Pamiętaj, żeby podzielić tekst na akapity.
- ✓ Upewnij się, że podane przez Ciebie argumenty czy opinie będą zrozumiałe dla użytkowników forum.
- ✓ Sprawdź, czy Twój wpis jest zgodny z tematem forum określonym w poleceniu oraz czy wszystkie fragmenty są ze sobą logicznie powiązane.

Przykładowe zadanie

Zacząłeś/Zaczęłaś ostatnio trenować nowy sport drużynowy. Zredaguj wpis na forum dla młodzieży. W swoim wpisie:

1 **opisz powód decyzji o treningach** i **wspomnij, gdzie ćwiczysz**,
2 **przedstaw zespół, z którym trenujesz**,
3 **zapytaj użytkowników o ich opinię lub doświadczenie** związane z tym sportem,
4 **zaproś użytkowników forum na mecz lub zawody, w których będziesz brać udział**.

Przykładowe rozwiązanie

Hi, I've decided to write this post to tell you about my new hobby.

I've always liked watching basketball on TV and I thought it was time to give it a try myself. I joined the sports club in my town and signed up for basketball practice. They have **a great team here – twelve girls more or less my age, some of whom are already very good at basketball and some who are beginners like me**.

So, are there any basketballers? How long have you been practising? Tell me what you think is the best about basketball. And if you live in the south of Poland and like live events, consider coming to the Youth Basket Tournament, where my team and I will be competing with other high schools from the region.

Warm greetings to everyone!

Przydatne zwroty

Wstęp i powitanie z użytkownikami forum
- Hi, it's me again!
- Hi guys!
- Hello everybody,

Przedstawianie powodu wpisu
- Here's some news I want to share with you.
- I am writing to express my opinion about
- I'd like to share some thoughts about
- Today's entry is about
- Today, I'd like to ask about/find out about
- Have you got any experience with
- Can you advise me on

Wyrażanie opinii
- In my opinion,
- Personally, I think that
- I believe/feel/find/guess/suppose
- As far as I know,
- It seems to me that
- As far as I am concerned,
- In my view,
- I don't share your opinion.
- I am convinced that
- I don't really have any strong opinion about

Pytanie o opinię
- What is your opinion/view?
- Do you have any thoughts on that?
- How do you feel about that?
- Do you also think that
- Can you give me your thoughts on
- I'd like to hear your views on
- Do you share the view that
- Feel free to share your opinion.
- Let me know what you think.

Podsumowanie wpisu
- That's all for now.
- I hope my post helped you/proves helpful.
- Do you have any further questions?

List prywatny

List prywatny to krótka wypowiedź pisemna, adresowana do kogoś znanego nam na gruncie prywatnym (kogoś z rodziny, kolegi/koleżanki itp.). Nadawca listu zwykle informuje o wydarzeniach ze swojego życia, opowiada o tym, co się zdarzyło lub co zamierza robić.

List może być odpowiedzią na wcześniejszą wiadomość i poruszać tematy w niej omawiane (autor może dziękować, przepraszać czy wyrażać opinie w kwestiach wspomnianych wcześniej), autor może też sugerować odbiorcy potrzebę odpowiedzi (prosić o radę, zapraszać, prosić o informacje itp.).

List prywatny powinien mieć charakter nieformalny, może zatem zawierać wyrażenia potoczne oraz skróty.

Wskazówki „krok po kroku"

- ✓ Przywitaj się z adresatem listu.
- ✓ Podaj powód pisania listu.
- ✓ Zwróć szczególną uwagę na cztery elementy polecenia – niektóre punkty składają się z dwóch części (spójrz na przykład poniżej) i pamiętaj, że do każdego musisz się odnieść.
- ✓ Przemyśl kompozycję tekstu i zachowaj odpowiednią strukturę: wstęp, rozwinięcie, zakończenie.
- ✓ Zachowaj czytelny układ listu – podziel go na akapity.

Przykładowe zadanie

Po powrocie z obozu letniego znalazłeś/znalazłaś w swoim bagażu nienależącą do Ciebie rzecz, na szczęście opisaną danymi adresowymi innej uczestniczki obozu. Chcesz tę rzecz odesłać. W swoim liście:

1 **przypomnij się koleżance, podając informacje o sobie, które skojarzy**,
2 **opisz okoliczności znalezienia zgubionej przez nią rzeczy**,
3 **wspomnij wspólne zajęcia z obozu, które Ci się podobały**,
4 **zaproponuj utrzymanie kontaktu** i **podaj preferowany sposób kontaktu**.

Przykładowe rozwiązanie

Hi Sophie,

I wonder if you remember me: **the tallest girl with long red hair at the camp – that's me**.

I'm writing because **while I was unpacking my suitcase after the camp, I found a powerbank** which wasn't mine. I have no idea how it ended up in my luggage. Luckily, **it had a sticker with your address** on it, so I'm sending it back to you.

By the way, I enjoyed the camp very much. **The best part were the hiking trips to the mountains and the water sports competitions. I still remember when our team won the last boat race**. I hope you also enjoyed staying at the camp.

It would be good if we stayed in touch and could chat or talk to each other sometimes. If you want, **please contact me at marysia_142@lom.uk**.

Bye,

Marysia

Przydatne zwroty

Przywitanie z adresatem
- Dear Mark,
- Hi,
- Hello,

Określenie celu/powodu pisania listu
- I'm writing because
- I'm writing to tell you how sorry I am about
- I'm sorry I didn't reply earlier, but
- I'm sorry I haven't written for so long, but
- As for the latest news
- I hope everything is fine with you.
- Guess what!
- I wonder if you

Zachęcenie do kontaktu
- Drop me a line when you get back.
- I'm available at [name@server.com].
- You can phone me on
- Let's stay in touch.
- We could chat sometimes.

Zakończenie listu
- That's all for now.
- Hope to hear from you soon.
- Bye for now!
- Take care!
- I'll write soon!

Zwroty grzecznościowe
- Best wishes,
- All the best,
- Lots of love,
- Love,
- Take care,
- Yours,

Artykuł publicystyczny

Artykuł publicystyczny to wypowiedź pisemna na zadany temat, w zamyśle przeznaczona do publikacji w gazecie lub w internecie. Artykuł może zawierać elementy innych form wypowiedzi, takich jak opis, recenzja, sprawozdanie, opowiadanie, elementy opinii, raport czy rozprawka. Celem artykułu jest zainspirowanie czytelników do myślenia lub działania.

Wskazówki „krok po kroku"

- ✓ Sporządź plan pracy. Zanotuj w punktach, jakie kwestie chcesz poruszyć w każdym z akapitów.
- ✓ Przygotuj tytuł oraz krótki wstęp, które zaciekawią czytelników i zachęcą do przeczytania całego artykułu. Możesz zadać intrygujące pytanie, użyć cytatu, a nawet przysłowia.
- ✓ Zwróć szczególną uwagę na elementy polecenia i pamiętaj, że do każdego musisz się odnieść. Rozwiń każdy z nich, posługując się wyjaśnieniami, argumentami, przykładami czy krótkimi historiami.
- ✓ Podsumuj główną myśl artykułu w zakończeniu; zachęć czytelnika do przemyśleń, refleksji lub do działania.
- ✓ Zachowaj czytelny układ tekstu – podziel go na akapity.
- ✓ Styl artykułu nie musi być bardzo oficjalny, ale unikaj też bardzo potocznych wyrażeń.
- ✓ Stosuj słownictwo i zwroty typowe dla tematu danego artykułu.

Przykładowe zadanie

Wziąłeś/Wzięłaś udział w targach nowoczesnych technologii, podczas których można było przetestować najnowsze osiągnięcia technologiczne z różnych dziedzin życia.

Napisz artykuł, w którym **opiszesz przebieg swojej wizyty na targach** i **wyrazisz swoje zdanie na temat dziedziny życia, która według Ciebie najszybciej się obecnie rozwija dzięki nowym technologiom. W wypowiedzi musi być zawarte uzasadnienie Twojego sądu**.

Przykładowe rozwiązanie

STEP BY STEP, ARM IN ARM … WITH A ROBOT

Lately, a lot of people have been talking about new technologies in everyday life.

Last Saturday, I visited the 'New-Tech Planet' – a new technology fair held in my city. It was a great way to realise how much our everyday life is supported by and depends on advanced technological solutions.

There were five exhibition halls at the fair and each was dedicated to a different aspect of human life: health and medicine, sports, the car industry, entertainment and artificial intelligence (AI). Most of the exhibits were available for visitors to test – for example, you could control the arms of a robot by moving your own arms, or talk to a humanoid creature whose answers were so logical that you could easily mistake it for a human. There were also some competitions with prizes like wireless headphones or smartbands.

I think a sector that is growing really fast these days is the autonomous car industry. More and more advanced systems controlled by AI are leading to safer and safer vehicles, independent of human control, which often turns out to be worse anyway. I strongly believe that further development in this sector will reduce the number of road accidents in the future.

All in all, the fair was definitely a great event to go to. It helped me realise how important technology is for us on an everyday basis and how fast some aspects of our life are changing because of it.

Przydatne zwroty

Wstęp
- Lately, a lot of people have been talking about
- The biggest news of this week is
- There has been a lot of discussion about
- More and more people are
- Most people believe that
- In the past it was common …, whereas today
- Do you know that …/Did you hear that
- What would you say if I told you that

Przedstawianie swojej opinii
- In my opinion,
- I strongly believe that
- If I were to decide, I would say that
- As I see it,
- I am totally against
- I have to express my disapproval

Argumentowanie i podawanie przykładów
- According to
- For instance,
- Due to
- On the one/other hand
- In general,
- Apart from this
- Here's how it was in my case
- When I was in a similar situation,
- Last but not least,

Zachęcenie do działania/rekomendowanie
- You should try it yourself if you have a chance.
- You won't regret it if you
- I can definitely recommend
- Don't hesitate, go and check it out for yourself!
- It was definitely worth doing something
- I'd strongly advise/suggest that
- You could always try to
- You may as well

Podsumowanie
- To sum up,
- On the whole,
- All things considered,
- In conclusion,
- All in all,

List formalny

List formalny to wypowiedź kierowana do odbiorcy, który raczej nie jest nam znany lub z którym łączą nas relacje służbowe – osób, instytucji, organizacji bądź grupy ludzi. List może podejmować całkiem nowy temat lub być reakcją na wcześniej otrzymaną korespondencję. Może to być list czytelnika do redakcji, list z prośbą o informację, skarga lub podanie o pracę. W liście autor może m.in. relacjonować wydarzenie, przedstawiać problem, wyrażać własną opinię na jakiś temat, sugerować zmiany bądź wzywać do określonych działań.

Wskazówki „krok po kroku"

- ✓ Zacznij list od formalnego zwrotu powitalnego.
- ✓ We wstępie określ cel/powód pisania listu.
- ✓ Zwróć szczególną uwagę na elementy polecenia i pamiętaj, że do każdego musisz się odnieść.
- ✓ Podsumuj swoją wiadomość lub wyraź swoje oczekiwania względem odbiorcy w zakończeniu listu.
- ✓ Użyj odpowiedniego zwrotu pożegnalnego na końcu listu.
- ✓ Zachowaj czytelny układ tekstu – podziel go na akapity.
- ✓ Używaj stylu formalnego – unikaj potocznych słów i zwrotów.

Przykładowe zadanie

Lokalna gazeta opublikowała **krytyczny artykuł o tym, że obecnie młodzież jest mało aktywna społecznie**.

Napisz list do redakcji, w którym **nie zgodzisz się z tą opinią**, podasz **przykłady udziału młodzieży w lokalnych wydarzeniach społecznych** i **zaproponujesz współpracę w pisaniu artykułów na temat aktywności nastolatków w Twoim mieście/regionie.**

Przykładowe rozwiązanie

Dear Editor,

I am writing in response to your **recent article about young people's participation in society.** I decided to write because **I feel that your point of view on the issue is far from fair or objective**.

Contrary to what you presented in your article, young people in my area are very active in the community. Let me remind you that it is students of high schools who have organised two charity concerts this year and collected money for three wheelchairs for their disabled peers. Several young people are doing regular voluntary work for the children's home, the hospital and the pet shelter in the neighbouring town. If you add the close – and successful! – cooperation of the Youth Council with the Town Hall, you will see that your article doesn't really reflect reality.

I realise that as an editor you may not have a full insight in what teenagers' lives and activities are like. **I have been running an online school magazine for some time so I have some experience in writing articles. If you wish, I could write articles from time to time about young people's activities in the region. This will surely improve the way we, students, are perceived by the local community.**

I am looking forward to hearing from you soon and I hope we will stay in touch.

With kind regards,

Piotr Marczewski

Przydatne zwroty

Formalne zwroty powitalne

- Dear Sir,/Madam,/Sirs, (odbiorca nieznany z nazwiska)
- Dear Mr Anderson,/Ms Harris,
- Dear Editor,/Mr President,/Managing Director,
- To whom it may concern,

Cel/Powód napisania listu

- I am writing with regards to/in response to your letter/article/information
- The reason I am writing this is because
- I am writing in connection with
- I have decided to write because
- I am writing to let you know/inform you/complain

Prośba o informację

- I am writing to enquire about/ask about
- I would be grateful if you could
- I would like to get more information about
- I would like to ask some further questions

Zakończenie listu

- I am looking forward to hearing from you.
- Please do not hesitate to contact me.
- Please reply at your earliest convenience.

Zwroty pożegnalne

- Yours sincerely,
- Yours faithfully,
- Best regards,
- With kindest regards,

Rozprawka wyrażająca opinię (*opinion essay*)

Rozprawka wyrażająca opinię to dłuższa wypowiedź pisemna na wskazany temat. We wstępie autor przedstawia zagadnienie, które będzie omawiać, a następnie wysuwa tezę, w której prezentuje swój pogląd dotyczący omawianego problemu. W kolejnych akapitach zostają zaprezentowane aspekty rozważanego zagadnienia wraz z argumentami uzasadniającymi opinię autora. Autor rozprawki wyrażającej opinię często przytacza argumenty strony przeciwnej i tłumaczy, dlaczego się z nimi nie zgadza. W podsumowaniu autor stwierdza, że przytoczone argumenty potwierdzają zasadność jego opinii.

Wskazówki „krok po kroku"

- ✓ Sporządź plan pracy. Zanotuj w punktach wszystkie argumenty „za" oraz „przeciw". Zdecyduj, po której stronie jesteś.
- ✓ We wstępie przedstaw swoje stanowisko w formie tezy.
- ✓ W rozwinięciu, najczęściej w dwóch kolejnych akapitach, zwróć szczególną uwagę na elementy polecenia i pamiętaj, że do każdego musisz się odnieść. Podawaj argumenty potwierdzające słuszność opinii wyrażonej w tezie.
- ✓ Pisząc o argumentach przeciwnych do Twojego zdania, zaznacz, że to opinia innych lub podaj kontrargumenty.
- ✓ W podsumowaniu potwierdź opinię, którą przedstawiłeś/przedstawiłaś we wstępie.
- ✓ Pamiętaj, że w rozprawce wyrażającej opinię Twoim zadaniem jest przedstawienie argumentacji potwierdzającej konkretny punkt widzenia, który wcale nie musi być zgodny z Twoją prywatną opinią na dany temat.

Przykładowe zadanie

Często w przestrzeni publicznej **pojawiają się głosy krytykujące restauracje typu *fast food* i jakość oferowanego w nich jedzenia**.

Napisz rozprawkę, w **której wyrazisz swoją opinię**, uwzględniając kwestię **ich wpływu na zdrowie** oraz **bycia częścią młodzieżowej popkultury**.

Przykładowe rozwiązanie

Fast food restaurants are an integral element of our everyday life and culture. However, there are people who criticise such types of restaurants and the quality of food they offer. As far as I am concerned, fast food restaurants are indeed unnecessary and harmful.

First of all, most meals offered in fast food restaurants contain too much fat and salt, or – in case of desserts and fizzy drinks – sugar. Dieticians warn against the serious negative effects this may have on our health. Even if there are low-calorie alternatives, most people will choose a greasy burger over a light salad. No wonder the number of overweight teenagers has been growing steadily in recent years.

Another important aspect is the impact of fast food restaurants on popular culture among the young. Some groups of teenagers have developed a kind of fashion where eating elsewhere than in international burger chains is regarded as uncool or unstylish. This may make it much harder for local restaurants to compete with junk food bars. It also kills diversity of eating habits in young people, as they get used to dining at one type of restaurant.

All things considered, **I believe that fast food restaurants**, in spite of their growing popularity, **cause more harm than good**. They mostly offer food of questionable value (in terms of health) and they may encourage young people to avoid developing better eating habits.

Przydatne zwroty

Teza rozprawki wyrażającej opinię
- As far as I am concerned, this is a good/bad situation.
- I am strongly in favour of/against such solutions.
- From my point of view, there are more advantages than disadvantages of this approach.

Argumentowanie swojej opinii
- It seems to me that
- I strongly believe
- In my opinion,/view,
- I fully support the idea that
- The major advantage in favour is

Przytaczanie opinii innych
- According to experts,
- There are many people who claim that
- Reports say that
- Opponents/some people claim that
- It is often argued that
- It is common belief that

Kontrastowanie argumentów
- Even though
- Despite
- Nevertheless,
- As opposed to the above ideas
- Contrary to popular opinion,
- Contrary to the arguments stated above,
- On the other hand,

Podawanie przykładów
- For example,/instance,
- such as,/including,
- For this reason,
- As a result,
- In particular,

Podsumowanie rozważań
- All in all,
- All things considered,
- To conclude,
- On the whole,
- Taking everything into account,

Rozprawka typu „za i przeciw”

Rozprawka typu „za i przeciw” to dłuższa wypowiedź pisemna dotycząca wskazanego tematu. Autor rozpoczyna rozprawkę, przedstawiając we wstępie zagadnienia, które chce omówić – mogą to być zjawiska społeczne (np. uzależnienie od internetu), decyzje podejmowane w danej grupie społecznej (np. studia za granicą) lub zmiany zachodzące w społeczeństwie. We wstępie autor powinien zasygnalizować, że omawiane zjawisko ma zarówno dobre, jak i złe strony. Będzie to teza rozprawki, którą autor będzie rozwijać w dalszej części pracy. W dwóch kolejnych akapitach omówione zostaną dwie strony przedstawianego problemu – dobre i złe strony opisywanego zjawiska. W podsumowaniu autor potwierdza, że dane rozwiązanie ma zarówno wady, jak i zalety.

Wskazówki „krok po kroku”

- ✓ Sporządź plan pracy. Zanotuj w punktach wszystkie argumenty „za” oraz „przeciw”.
- ✓ Opisz we wstępie sytuację, problem, postawę lub zjawisko będące tematem rozprawki.
- ✓ Umieść we wstępie tezę (*thesis statement*) – stwierdzenie, że opisana sytuacja, postawa lub zjawisko ma zarówno dobre, jak i złe strony.
- ✓ Umieść argumenty przedstawiające zalety i wady w osobnych akapitach. Najczęściej stosowany podział to umieszczenie 2–3 argumentów „za” w jednym akapicie, oraz 2–3 argumentów „przeciw” w kolejnym akapicie.
- ✓ Używaj stylu formalnego – bez skrótów i potocznych zwrotów. Postaraj się wypowiadać obiektywnie i profesjonalnie.

Przykładowe zadanie

W ostatnich latach wiele **firm wprowadza możliwość pracy zdalnej** dla swoich pracowników.

Napisz rozprawkę przedstawiającą **dobre** i **złe strony** takiego rozwiązania.

Przykładowe rozwiązanie

In recent years, many **companies have made it possible for their employees to work from home, and this mode of working is becoming more and more popular**. **There are people who see only the advantages of such a solution**, but **opponents highlight some disadvantages**.

Those who support working from home claim that a lot of time and money that is spent daily on commuting can be saved. Furthermore, according to some research, the comfort of one's own home may increase productivity. It is also worth mentioning that working from home makes it easier to introduce flexible working hours, which could also be an advantage for an employee.

On the other hand, there are also some disadvantages of working online. The main problem is the fact that not everyone has suitable conditions for working at home – a spouse, children or pets can be really disturbing. What is more, some people just need an office regime in order to be able to work, such as regular working hours, their own work station in the office and direct contact with colleagues. Finally, there are jobs that simply cannot be done at home, e.g. a bus driver or shop assistant.

To conclude, the **possibility of working from home may be a good solution for many people**, **but there are also some downsides** which should be kept in mind.

Przydatne zwroty

Teza rozprawki typu „za i przeciw”

- There are both advantages and disadvantages of this situation.
- There are good as well as bad sides of such a solution.
- Some people are for this option, but others are against.
- This solution has both supporters and opponents.
- I am going to present some pros and cons of the phenomenon.

Wprowadzenie argumentów

- One of the main/major advantages/ disadvantages is
- Supporters/Opponents often claim that
- The benefits/drawbacks include
- Another positive/negative aspect is
- One of the arguments in favour of/against … is
- Another benefit is that

Sekwencja argumentów

- First of all,
- To start with,
- What is more,
- Additionally,

Wprowadzenie argumentacji przeciwnej

- On the other hand,
- However,
- In spite of/Despite
- Nevertheless,
- In contrast,
- There are opposing views, though.
- Opponents point out that
- There is another side to this problem

Zakończenie

- In conclusion,/All in all,/To sum up,
- Taking everything into account,/consideration,
- On the whole,/All things considered,

1 CZŁOWIEK

Rozmowa wstępna

1 What are you most proud of?
2 What are your favourite clothes?
3 What do you usually do when you get angry?
4 Who do you admire? Why?
5 What makes you happy?
6 What were you like as a child?
7 What is one thing you can't live without? Why?
8 What are some of your good and bad habits?
9 Do you prefer talking on the phone or face to face? Why?
10 Would you like to be famous? Why/Why not?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Rozmawiasz z kolegą/koleżanką z Anglii na temat pożyczania swoich osobistych rzeczy. Macie na ten temat odmienne opinie. Poniżej podane są cztery kwestie, które musicie omówić.

rodzaj pożyczanych rzeczy	osoba pożyczająca
termin oddania	samowolne pożyczanie

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Why do you think the woman in the middle is covering her face with her hand?
2 How do you overcome nervousness?
3 Tell me about the last time you spoke to a large group of people.

Zadanie 3

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

Jesteś jurorem w szkolnym konkursie plastycznym na temat priorytetów w życiu. Do finału zakwalifikowano trzy plakaty.

- Wybierz plakat, który jest Twoim zdaniem najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe plakaty.

Plakat 1



Plakat 2



Plakat 3



Odpowiedz na pytania.

1 Do you agree with the statement that prioritising tasks effectively can make you more productive and reduce stress?
2 Should parents help their children set goals? Why/Why not?
3 Do you think people should have fewer goals as they get older? Why/Why not?
4 Why is money often considered the most common way of judging success?

2 ŻYCIE PRYWATNE

Rozmowa wstępna

1 Are you good at making friends? Why/Why not?
2 Is it better to have a brother or sister, or to be an only child? Why?
3 What is your best friend like?
4 Do you go to bed early or late? Why?
5 What did you do last weekend?
6 What do you really hate doing in your free time?
7 Which hobbies are the most popular with young people in your country?
8 Where do you like spending your summer holidays? Why?
9 What birthday present would you like to get? Why?
10 What is the best thing about being a teenager?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Rozmawiasz z kolegą/koleżanką z Londynu na temat utrzymywania relacji z sąsiadami. Poniżej podane są cztery kwestie, które musicie omówić.

pomoc sąsiedzka	możliwe konflikty
zapewnienie wzajemnego bezpieczeństwa i dbanie o rzeczy wspólne	tworzenie więzi sąsiedzkich

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 What do you think will happen next?
2 What do you most often argue about with members of your family?
3 Tell me about the last time you or somebody you know caused a conflict between friends.

Zadanie 3

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

Odwiedzasz przyjaciela w Wielkiej Brytanii. Zaprosił on Cię na weekendowe spotkanie z grupą swoich przyjaciół. Masz do wyboru trzy propozycje.

- Wybierz propozycję, która jest Twoim zdaniem najlepsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 What factors contribute to our personal happiness? Justify your answer.
2 How can people maintain friendships over the years?
3 Is it important to celebrate special family occasions? Why/Why not?
4 When do you think is the best time for children to leave their parents' home and start living on their own? Justify your answer.

3 MIEJSCE ZAMIESZKANIA

Rozmowa wstępna

1 Which room at home is your favourite? Why?
2 What does your bedroom look like?
3 Is it important to have a garden? Why/Why not?
4 Do you like the place where you live? Why/Why not?
5 What would you like to change in your flat/house?
6 Would you prefer to live in a house or an apartment? Why?
7 What is your dream house?
8 Do you keep plants in your room? Why/Why not?
9 Is it good to have neighbours? Why/Why not?
10 What things in your home couldn't you live without?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Twój znajomy/Twoja znajoma z Anglii rozważa zamieszkanie w niewielkim domu zamiast w mieszkaniu.
Poniżej podane są cztery kwestie, które musicie omówić.

lokalizacja domu	koszty utrzymania
wyposażenie domu	rozkład pomieszczeń

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 What do you think will happen next?
2 Who does the repairs in your house? Why?
3 Tell me about a situation when something broke in your house.

Zadanie 3

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

Twój kolega, na codzień mieszkający w Londynie, planuje remont kuchni. Prosi Ciebie o radę dotyczącą wyboru projektu, który przygotowała dla niego firma projektowa.

- Wybierz projekt kuchni, który jest Twoim zdaniem najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe projekty.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 How do you understand the saying 'There's no place like home'?
2 Is owning a summer house a good idea? Why/Why not?
3 Why do you think cave and underground houses are becoming increasingly popular in some countries?
4 Should old houses be renovated or pulled down? Why do you think so?

4 PAŃSTWO I SPOŁECZEŃSTWO

Rozmowa wstępna

1. Should voting in elections be obligatory?
2. What are the biggest problems some countries face nowadays?
3. In what situations do people call the police?
4. Have you ever worked for a charity organisation? Why/Why not?
5. Is unemployment a serious problem where you live now? Explain why.
6. Give some examples of why people go on strike.
7. Are you interested in politics? Why/Why not?
8. Is begging in the street a serious problem in Poland and in other countries?
9. Why do people migrate to other countries?
10. Why do you think some people start using addictive substances such as drugs or alcohol?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

W czasie pobytu na kursie językowym w Brighton rozmawiasz z nauczycielem/nauczycielką na temat praw dziecka. Poniżej podane są cztery kwestie, które musicie omówić.

edukacja	wychowanie w rodzinie
wyrażanie własnych poglądów	ochrona zdrowia

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1. What do you think will happen next?
2. What would you do if you were cyber-bullied?
3. Tell me about a situation when you or somebody you know became a victim of cyber-bullying.

Zadanie 3

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

W ramach kampanii „Bezpieczeństwo na drodze" lokalna gazeta ogłosiła konkurs na plakat przeciwko prowadzeniu samochodu po spożyciu alkoholu. Wyraź swoje zdanie na temat poniższych plakatów.

- Wybierz plakat, który jest Twoim zdaniem najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe plakaty.

Plakat 1



Plakat 2



Plakat 3



Odpowiedz na pytania.

1. Should passengers be responsible for stopping drunk people from driving? Why do you think so?
2. How do you think drunk drivers should be punished?
3. What can be done to make people obey the law?
4. Why is it difficult to overcome addictions?

5 EDUKACJA

Rozmowa wstępna

1 Are you good at making friends at school? Why/Why not?
2 Should every student learn to play a musical instrument at school? Why/Why not?
3 Do you enjoy learning new things at school? Why/Why not?
4 What should an ideal teacher be like?
5 Do you think homework assignments are necessary? Why/Why not?
6 Would you like to study abroad? Why/Why not?
7 What do you think about wearing school uniform?
8 What is the most difficult thing about learning English in your opinion?
9 Which do you prefer: learning alone or in a group? Why?
10 Are school marks important to you? Why/Why not?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Rozmawiasz z kolegą/koleżanką z Glasgow na temat przygotowania się do matury i przyszłych studiów. Poniżej podane są cztery kwestie, które musicie omówić.

wybór przedmiotów egzaminacyjnych	wybór wyższej uczelni i kierunku studiów
harmonogram przygotowań do egzaminu	ewentualne dodatkowe kursy przygotowawcze

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Is the girl enjoying the online lesson? Why do you think so?
2 What do you use your laptop for?
3 Tell me about an online language lesson you once had.

Zadanie 3

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

Podczas pobytu w szkole w Wielkiej Brytanii musisz skorzystać z usług biblioteki. Masz do wyboru trzy miejsca.

- Wybierz miejsce, które jest Twoim zdaniem najlepsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe opcje.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 Which do you think is more important: talent or systematic learning?
2 Henry Ford said, 'Anyone who stops learning is old, whether at twenty or eighty.' Do you agree with this statement? Why/Why not?
3 How has the development of technology affected learning?
4 What are the advantages of home schooling?

6 NAUKA I TECHNIKA

Rozmowa wstępna

1 Can you imagine life without a mobile phone? Why/Why not?
2 What do you use your mobile phone for apart from calling and texting?
3 Would you like to be a scientist? Why/Why not?
4 What mobile apps and websites do you use?
5 How will computers change in the future?
6 What are you favourite social networks? Why?
7 How often do you read e-books?
8 What new electronic gadgets would you really like to have? Why?
9 How much time do you spend on the internet every day?
10 What famous scientist/inventor would you like to meet? Why?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Podczas pobytu w Cambridge popsuł Ci się smartfon. Rozmawiasz z pracownikiem serwisu, do którego się zgłosiłeś/zgłosiłaś.
Poniżej podane są cztery kwestie, które musicie omówić.

opis problemu	odzyskanie danych
termin naprawy	telefon zastępczy

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Do you think the cyclist will perform better in the future? Why/Why not?
2 What technological device is most useful to you? Why?
3 Tell me about a situation when a technological gadget helped you or somebody you know.

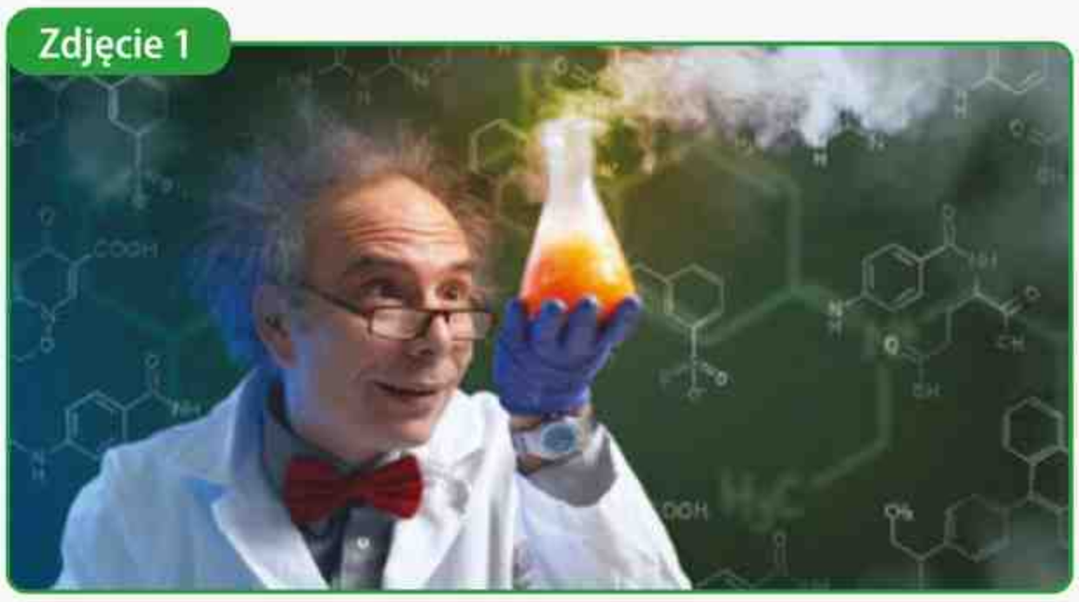
Zadanie 3

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

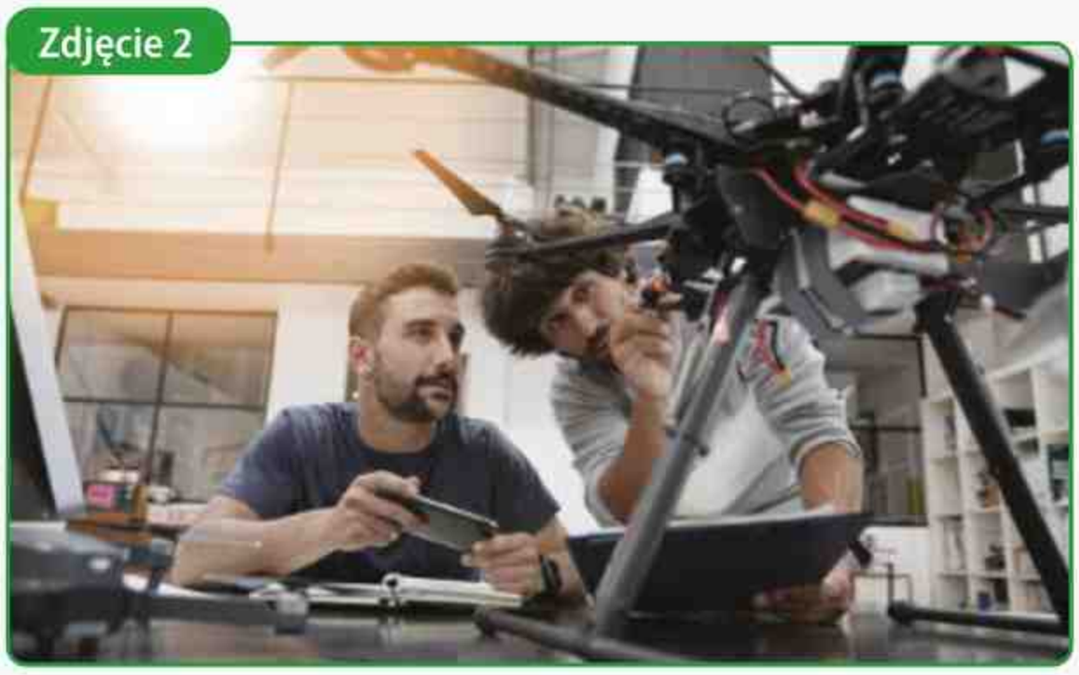
Podczas pobytu w szkole językowej przygotowujesz prezentację na temat codziennej pracy naukowców.
Do prezentacji chcesz wykorzystać jedno z trzech zdjęć.

- Wybierz zdjęcie, które jest Twoim zdaniem najlepsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe zdjęcia.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 How can governments prevent the growing trend of downloading material from the internet illegally?
2 What are the dangers connected with advances in science and technology?
3 What inventions would you miss most if they suddenly disappeared? Why?
4 Is technology developing faster than it used to? Why do you think so?

7 PRACA

Rozmowa wstępna

1 Describe your dream job.
2 Would you like to have a summer job? Why/Why not?
3 Do you like team work? Why/Why not?
4 What qualities should a good manager have?
5 How many hours a week do you want to work in the future? Why?
6 Would you like to be your own boss? Why/Why not?
7 How difficult is it for a teenager to get a job in your country?
8 Are you planning to work abroad? Why/Why not?
9 What job wouldn't you like to do? Why?
10 Is salary the most important thing for you in your future job? Why/Why not?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Rozmawiasz z kolegą/koleżanką na temat pracy, którą zamierzacie podjąć wspólnie w Irlandii.
Poniżej podane są cztery kwestie, które musicie omówić.

rodzaj pracy	wymagane umiejętności
zakres obowiązków	korzyści wynikające z podjęcia pracy

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Which of the people in the photo is the group leader? Why do you think so?
2 Would you like to work regular or irregular hours in the future? Why?
3 Tell me about how you or somebody you know helped to solve a problem at work.

Zadanie 3

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

Twój znajomy z Londynu otrzymał trzy oferty pracy w biurze. Prosi Cię o wyrażenie opinii na ich temat.

- Wybierz ofertę, która jest Twoim zdaniem najlepsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe oferty.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 Would introducing a four-day-long working week be a good idea? Why/Why not?
2 What is the perfect workplace for a teenager? Justify your answer.
3 Why are some employees dismissed from work?
4 Are job interviews the best way to learn about candidates for a vacancy? Why/Why not?

8 ZAKUPY I USŁUGI

Rozmowa wstępna

1 Who usually does the shopping in your family? Why?
2 Do you ever make a shopping list? Why/Why not?
3 What is your favourite shop? Why do you like it?
4 Which is better: buying things in shops or online? Why?
5 What do you do if you buy something that has a hidden defect?
6 Do you often shop online? Why/Why not?
7 How do you usually pay for the things you buy?
8 Do you watch commercials? Why/Why not?
9 Do you prefer shopping centres or local shops? Why?
10 Do you prefer to shop alone or with other people? Why?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Towar, który zakupiłeś/zakupiłaś w londyńskim sklepie, okazał się wadliwy. Rozmawiasz o tym ze sprzedawcą/sprzedawczynią. Poniżej podane są cztery kwestie, które musicie omówić.

okoliczności zakupu towaru	wady towaru
oczekiwany termin realizacji reklamacji	spodziewana rekompensata

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Why do you think the woman is paying by credit card and not in cash?
2 What things do you pay cash for? Why?
3 Tell me about a situation when you or someone you know decided to buy something, but realised you/they had no money.

Zadanie 3

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

Podczas pobytu w Edynburgu chcesz skorzystać z usług zakładu fryzjerskiego. Znajomy polecił Ci trzy miejsca. Wyraź swoją opinię na ich temat.

- Wybierz miejsce, które jest Twoim zdaniem najlepsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe miejsca.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 What do you think makes a good advertisement?
2 What services are becoming more and more popular in your country? Explain why.
3 Why do you think some people would rather do things themselves than have them done by professionals?
4 What kind of services do you think people couldn't live without? Why?

9 ŻYWIENIE

Rozmowa wstępna

1 Do you often eat out? Why/Why not?
2 What kind of food do you like the most?
3 What do you usually eat for breakfast?
4 Do you ever use cookery books? Why/Why not?
5 Have you ever been on a diet? Why/Why not?
6 What is the most important meal of the day in your opinion? Why?
7 What food do you avoid eating?
8 Do you ever watch cookery programmes? Why/Why not?
9 Is your country famous for any dishes? What are they?
10 What's your favourite cuisine? Why?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Twój znajomy/Twoja znajoma zamierza otworzyć restaurację w Leeds i prosi Cię o radę.
Poniżej podane są cztery kwestie, które musicie omówić.

- lokalizacja
- typ restauracji
- wystrój
- proponowane dania

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Why is the man confused?
2 Who cooks in your family? Why?
3 Tell me about a situation when you or somebody you know cooked a meal that nobody liked.

Zadanie 3

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

Przygotowujesz z kolegami plakat promujący ideę zdrowego odżywiania. Na plakacie chcecie zamieścić jedno z trzech zdjęć.

- Wybierz zdjęcie, które jest Twoim zdaniem najlepsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe zdjęcia.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 Are our eating habits changing? Why do you think so?
2 Why do you think so many people enjoy eating fast food when they know it is unhealthy?
3 Do people eat different food depending on the season or weather? Justify your answer.
4 Do you think students should learn how to cook at school? Why/Why not?

10 ZDROWIE

Rozmowa wstępna

1 What do you do to be healthy?
2 Do you usually sleep well? Why/Why not?
3 How often do you get a medical check-up?
4 What is your diet like?
5 Would you like to be a doctor? Why/Why not?
6 How do you deal with stress?
7 How do you relax?
8 Do you worry about your health? Why/Why not?
9 Why do you think it is important to know first aid?
10 How can you help a disabled person?

Zadanie 1

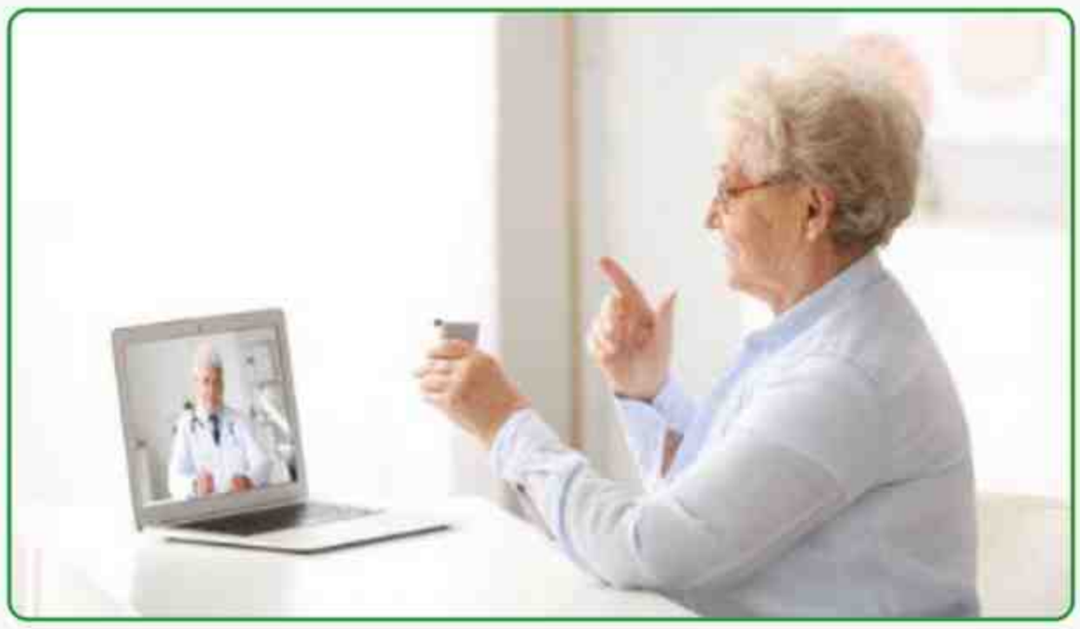
Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Twój kolega/Twoja koleżanka z Glasgow spędza dużo czasu na oglądaniu programów telewizyjnych. Jesteś zaniepokojony/zaniepokojona tym faktem i chcesz z nim/nią o tym porozmawiać.
Poniżej podane są cztery kwestie, które musicie omówić.

- wpływ na styl życia
- problemy zdrowotne
- częstotliwość oglądania telewizji
- Twoje doświadczenia z tym problemem

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Is it convenient for the woman to get an online medical consultation? Why/Why not?
2 What do you do to keep in good health?
3 Tell me about the last time you went to see a doctor.

Zadanie 3

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

Przygotowujesz wypowiedź na lekcję języka angielskiego na temat ludzi niepełnosprawnych. W wypowiedzi pod tytułem „Niepełnosprawność to nie koniec" chcesz wykorzystać jedno z trzech zdjęć.

- Wybierz zdjęcie, które Twoim zdaniem najbardziej pasuje do tematu, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe zdjęcia.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 What problems do people with disabilities most often face?
2 What can be done to improve the lives of disabled people?
3 How do you understand the proverb: 'He who has no health has nothing'?
4 Do you think regular medical check-ups should be obligatory? Why/Why not?

11 SPORT

Rozmowa wstępna

1 What is the most popular sport in your country?
2 What do you do to keep fit?
3 Would you like to become a professional sportsperson? Why/Why not?
4 What sport do you think is the most dangerous?
5 Do you prefer playing or watching sports? Why?
6 What sports did you play as a child?
7 How often do you read or watch sports news?
8 What sportsperson do you admire? Why?
9 Why is running becoming more and more popular?
10 Do you prefer individual or team sports? Why?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Podczas pobytu w Szkocji kolega/koleżanka namawia Cię na udział w biegu ulicznym. Rozmawiasz z nim/nią o szczegółach biegu.
Poniżej podane są cztery kwestie, które musicie omówić.

- termin i miejsce biegu
- warunki przystąpienia do biegu
- odpowiedni strój
- nagroda i korzyści z udziału

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Is wall climbing dangerous for the children? Why do you think so?
2 How important are physical activities to you?
3 Tell me about the last time you or somebody you know took part in a sporting event.

Zadanie 3

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

Razem z grupą znajomych postanowiliście uprawiać jakiś sport wodny. Wyraź swoją opinię na temat propozycji, które przygotowano dla Was w lokalnym klubie sportowym.

- Wybierz sport, który będzie Twoim zdaniem najciekawszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 Do you agree with the opinion that professional football players earn too much money? Why/Why not?
2 What do you think the life of a professional sportsperson is like? Justify your answer.
3 Which is more important in sport – winning or taking part? Explain why.
4 How can people be encouraged to exercise regularly?

12 ŚWIAT PRZYRODY

Rozmowa wstępna

1 Why shouldn't visitors feed animals in zoos with their own food?
2 Would you go on a safari? Why/Why not?
3 Do you sometimes visit national parks? Why/Why not?
4 What is your favorite animal? Why?
5 What kinds of natural disasters are common in your country?
6 Do you worry about global warming? Why/Why not?
7 Does weather affect the way you feel? If yes, how?
8 What's your favorite season? Why?
9 How do you take care of the environment?
10 What do you think the world's climate will be like 50 years from now?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Marzeniem Twojego kolegi/Twojej koleżanki jest posiadanie egzotycznego zwierzęcia. Ty stanowczo odradzasz mu/jej ten pomysł. Rozmawiacie na ten temat.
Poniżej podane są cztery kwestie, które musicie omówić.

- powody posiadania egzotycznego zwierzęcia
- uzyskanie pozwolenia na posiadanie takiego zwierzęcia
- opieka nad zwierzęciem
- zagrożenia, jakie może stwarzać takie zwierzę

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 How do you think the woman is feeling?
2 What is your favourite type of weather? Why?
3 Tell me about a situation when you or somebody you know had to change their plans because of the weather.

Zadanie 3

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

W Twojej szkole ogłoszono konkurs na plakat na temat zanieczyszczenia środowiska naturalnego plastikiem. Chcesz oddać swój głos na jeden z trzech plakatów.

- Wybierz plakat, który jest Twoim zdaniem najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe plakaty.

Plakat 1



Plakat 2



Plakat 3



Odpowiedz na pytania.

1 What can people do to increase awareness about environmental problems?
2 Do you think international meetings on the environment are useful? Why/Why not?
3 What forms of pollution are threatening the earth most? Justify your answer.
4 How can we reduce the amount of rubbish we produce?

13 PODRÓŻOWANIE I TURYSTYKA

Rozmowa wstępna

1 Do you enjoy travelling by train? Why/Why not?
2 Do you like visiting the same place? Why/Why not?
3 What would you do if you lost your way in a big city?
4 Did you enjoy your last school trip? Why/Why not?
5 What things can go wrong when you travel?
6 Which is better in your opinion: travelling alone or travelling with a group? Why?
7 Do you like staying in hotels? Why/Why not?
8 Is travelling by electric scooter in a big city safe? Why/Why not?
9 What country would you like to visit most? Why?
10 How do you usually prepare for a day trip?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Kolega/Koleżanka z Irlandii spędza u Ciebie wakacje. Planujecie kilkudniową wycieczkę po Polsce. Ustalacie szczegóły.
Poniżej podane są cztery kwestie, które musicie omówić.

trasa wycieczki	środek transportu
noclegi	wyżywienie

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 How are the girls feeling? Why do you think so?
2 Do you use online or traditional maps when you are travelling?
3 Tell me about the last time you or somebody you know got lost abroad.

Zadanie 3

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

W ramach prezentu dla Twoich rodziców chcesz zorganizować im weekendowy wyjazd do Londynu. Twój kolega, który pomaga Ci w organizacji wyjazdu, przysłał propozycje pokojów hotelowych dla nich.

- Wybierz propozycję, która jest Twoim zdaniem najlepsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 What factors do people take into consideration when they choose the hotel they want to stay in?
2 What are the advantages of staying at a campsite?
3 Is it better to book holidays through travel agents or to make your own travel arrangements? Why do you think so?
4 How does tourism affect the lives of local people?

14 KULTURA

Rozmowa wstępna

1 What kind of music do you like listening to? Why?
2 What do you think of street art?
3 If you could buy a great work of art, what would it be? Why?
4 What kind of books do you enjoy reading? Why?
5 Which do you prefer: going to the cinema or to the theatre? Why?
6 What film would you recommend? Why?
7 Do you ever go to live music concerts? Why/Why not?
8 Which writer do you like the most? Why?
9 Have you ever acted in a school play? Why/Why not?
10 Do you enjoy going to the opera? Why/Why not?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Organizujesz wycieczkę do Muzeum Sztuki dla swoich przyjaciół, z którymi przebywasz w Edynburgu. Rozmawiasz o tym z pracownikiem/pracownicą muzeum.
Poniżej podane są cztery kwestie, które musicie omówić.

- ceny biletów dla studentów
- usługi przewodnika
- czas zwiedzania
- zakup pamiątek

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Why do you think the people have decided to watch a film in this place?
2 Do you enjoy going to the cinema? Why/Why not?
3 Tell me about the last time you took part in a cultural event.

Zadanie 3

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

Po zakończeniu nauki w szkole, postanowiłeś/postanowiłaś, wraz z innymi uczniami, kupić obraz w prezencie dla nauczyciela języka angielskiego. Wyraź swoją opinię na temat trzech obrazów.

- Wybierz obraz, który jest Twoim zdaniem najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe obrazy.

Obraz 1



Obraz 2



Obraz 3



Odpowiedz na pytania.

1 Do you agree with the statement that art doesn't have to be pretty, but it has to be meaningful?
2 Does art change the way you think or feel? Why do you think so?
3 Do you think anyone can be an artist or do you need a special talent? Justify your answer.
4 Should art and music be compulsory subjects for school children? Why/Why not?

ZESTAW 1

Rozmowa wstępna

1 What are your favourite clothes?
2 What kind of books do you like reading?
3 How long does it usually take you to get to school?
4 What was your favourite sport when you were a child?
5 When was the last time you went to see a dentist?
6 Do you know your neighbours well? Why/Why not?
7 Do you and your friends lend money to one another? Why/Why not?
8 What can you cook well?
9 How would you punish a shoplifter?
10 How often do you play video games?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Podczas lekcji języka angielskiego rozmawiasz z nauczycielem/nauczycielką na temat zadawania prac domowych. Macie na ten temat odmienne opinie.
Poniżej podane są cztery kwestie, które musicie omówić.

- ilość zadawanej pracy
- termin wykonania pracy
- niesamodzielność wykonania pracy
- sprawdzanie pracy domowej

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 How do you think the people are feeling about being so close to the animals?
2 What animal would you like to have? Why?
3 Tell me about the last time you or somebody you know had to take care of an animal whose owners were on holiday.

Zadanie 3

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

Twoja koleżanka z Brighton zamierza podjąć pracę wakacyjną. Wyraź swoją opinię na temat trzech ofert pracy, które otrzymała.

- Wybierz ofertę, która jest Twoim zdaniem najlepsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe oferty.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 Should people work in the same place all their life? Why/Why not?
2 Which is better in your opinion: to work on commission or to get a regular salary? Why?
3 Is a dress code important at work? Why/Why not?
4 What factors should determine people's salaries? Justify your answer.

ZESTAW 2

Rozmowa wstępna

1 Where are you going to study?
2 Do you like watching cartoons? Why/Why not?
3 What pet would you like to have in the future? Why?
4 What do you do when you have a headache?
5 How many hours of physical education do you have at school? Is it enough?
6 What do you like most about your favourite restaurant? Why?
7 What motivates you to study hard?
8 What do you like/dislike about learning foreign languages?
9 How did you meet your best friend?
10 What are you keen on? Why?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Podczas rocznego pobytu w USA zamierzasz wybrać się na kilkudniową wycieczkę na Florydę. W rozmowie z pracownikiem biura podróży ustalasz szczegóły wycieczki.
Poniżej podane są cztery kwestie, które musicie omówić.

- termin wycieczki i środek transportu
- zakwaterowanie i wyżywienie
- program
- koszt

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Is the boy enjoying what he is doing? Why/Why not?
2 What do you like most about your home? Why?
3 Tell me about the last time you helped your family renovate your house.

Zadanie 3

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

W Twojej szkole ogłoszono konkurs na plakat na temat konfliktów zbrojnych. Wyraź swoją opinię na temat trzech plakatów.

- Wybierz plakat, który jest Twoim zdaniem najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe plakaty.

Plakat 1



Plakat 2



Plakat 3



Odpowiedz na pytania.

1 How can people resolve conflicts? Justify your answer.
2 What are some of the consequences of a war?
3 What makes countries engage in war?
4 Should military service be compulsory in Poland? Why/Why not?

ZESTAW 3

Rozmowa wstępna

1 Would you like to be a teacher? Why/Why not?
2 What are some new electronic gadgets that you would really like to have? Why?
3 Would you like to work for a charity? Why/Why not?
4 What can you do to learn more effectively?
5 How did you celebrate your last birthday?
6 Which is your favourite room at home? Why?
7 Do you like Chinese food? Why/Why not?
8 Would you like to sing in a choir? Why/Why not?
9 What do you take with you when you are going on a trip?
10 Do you try to protect the environment? How?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Rozmawiasz ze znajomym/znajomą z Nowego Jorku na temat oszczędzania pieniędzy.
Poniżej podane są cztery kwestie, które musicie omówić.

- formy oszczędzania
- cel oszczędzania
- sposoby zmniejszania wydatków
- wyrobienie nawyku oszczędzania

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Are the young people interested in learning first aid? Why do you think so?
2 What do you do when you catch a cold?
3 Tell me about the last time you helped someone who was sick or injured.

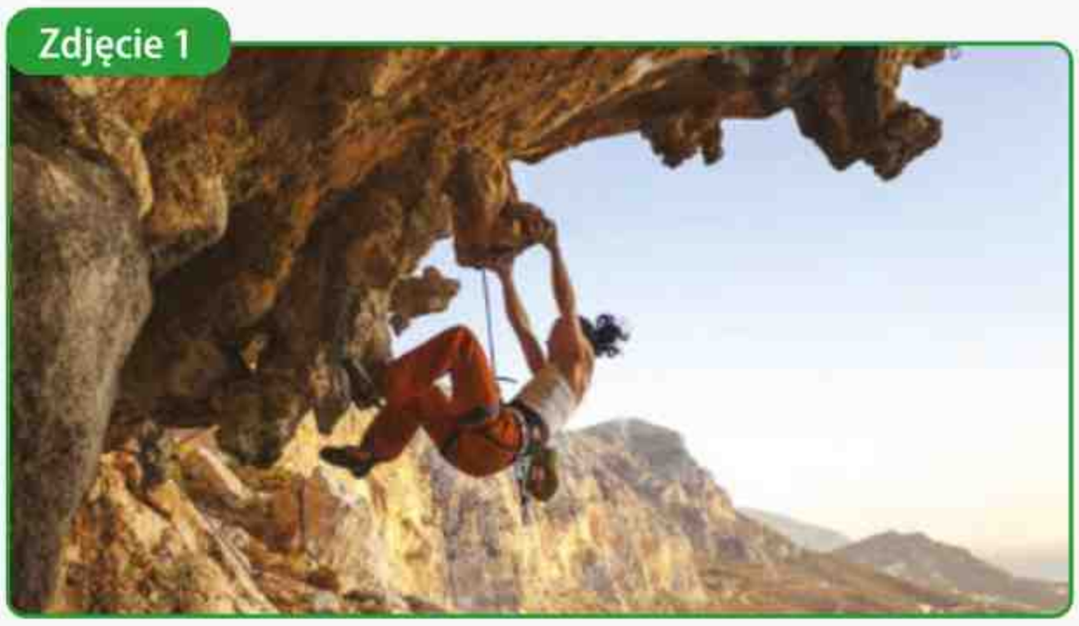
Zadanie 3

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

Twój znajomy/Twoja znajoma namawia Cię na uprawianie sportu ekstremalnego. Wyraź swoją opinię na temat trzech opcji.

- Wybierz propozycję, która jest Twoim zdaniem najlepsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 Should some extreme sports be banned? Why/Why not?
2 What are the disadvantages of being a professional sportsperson?
3 When do you think is the right time for a professional athlete to retire from sport? Justify your answer.
4 How important is it for professional sportspeople to take part in the Olympic Games?

ZESTAW 4

Rozmowa wstępna

1 What form of transport do you prefer to use when you travel abroad?
2 What is your best friend/mother/teacher like?
3 What do you enjoy doing in your free time?
4 Do you shop online? Why/Why not?
5 Do you prefer winter or summer sports? Why?
6 How do you feel about doing tests and exams?
7 Do you enjoy dancing? Why/Why not?
8 Would you like to live in an underground house? Why/Why not?
9 Do you ever order food from a restaurant? Why?/Why not?
10 Do you think your city/town/neighbourhood is a safe or a dangerous place to live in? Why?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Twój kolega/Twoja koleżanka z Wielkiej Brytanii zamierza kupić nową drukarkę. Prosi Cię o pomoc w doborze odpowiedniego urządzenia.
Poniżej podane są cztery kwestie, które musicie omówić.

- rodzaj drukarki
- cena drukarki
- częstotliwość wymiany tonera
- szybkość wydruku

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Do you think the people are having a good time? Why/Why not?
2 How do you usually spend your weekends?
3 Tell me about the last time you organised a party.

Zadanie 3

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

Twój kolega przygotowuje folder na temat szkodliwości palenia papierosów i chciałby wykorzystać jeden z trzech plakatów. Prosi Cię o opinię na ich temat.

- Wybierz plakat, który jest Twoim zdaniem najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe plakaty.

Plakat 1



Plakat 2



Plakat 3



Odpowiedz na pytania.

1 Why do you think it is so difficult for people to give up smoking?
2 How can we help people who are addicted to the internet?
3 Should addicts be punished or treated? Why?
4 How can you help someone who is addicted to coffee/cigarettes/alcohol/drugs?

ZESTAW 5

Rozmowa wstępna

1 What time of the day do you like to go shopping? Why?
2 What is the best place for a vacation in your country? Why is it good?
3 Do you collect anything? Why/Why not?
4 Do you think you eat healthily? Why/Why not?
5 How do you imagine your future family?
6 What job did you want to do when you were a child? Why?
7 What time do you usually go to bed? Why so early/late?
8 What can you learn from doing sports?
9 Where did you spend your last holiday? What did you do there?
10 Is global warming a serious problem nowadays? Why/Why not?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Twój znajomy/Twoja znajoma wkrótce podejmie pracę w nowym miejscu.
Poniżej podane są cztery kwestie, które musicie omówić.

- stres przed nową pracą
- relacje ze współpracownikami
- zmiana dotychczasowego stylu życia
- zmiana wyglądu zewnętrznego

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 Why is the woman painting a picture in this place?
2 Would you like to be a professional artist? Why/Why not?
3 Tell me about your last visit to a museum.

Zadanie 3

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

Twoja koleżanka chce nauczyć się gotować. Wyraź swoją opinię na temat trzech możliwości nauki gotowania.

- Wybierz propozycję, która jest Twoim zdaniem najlepsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe opcje.

Zdjęcie 1



Zdjęcie 2



Zdjęcie 3



Odpowiedz na pytania.

1 Do you enjoy watching cookery programmes? Why/Why not?
2 What are some advantages of cooking meals at home?
3 What types of restaurants are popular among young people in Poland? Why?
4 Why do you think so many people enjoy eating fast food although they know it is not healthy?

ZESTAW 6

Rozmowa wstępna

1 Which day of the week do you like most? Why?
2 Where would you like to work in the future? Why?
3 What do you do to keep fit?
4 Do you ever eat fast food? Why/Why not?
5 What do you do to relax before tests and exams?
6 Do you save money? Why/Why not?
7 Do you think the world would be a better place without cars? Why/Why not?
8 Would you like to be a professional singer? Why/Why not?
9 How do you usually spend the evenings?
10 What is your favourite family celebration? Why?

Zadanie 1

Przeczytaj treść zadania i przeprowadź rozmowę zgodnie z instrukcją.

Wraz z kolegą/koleżanką ze szkoły językowej planujecie zrealizować film promujący szkołę.
Poniżej podane są cztery kwestie, które musicie omówić.

- sprzęt do filmowania
- treść filmu
- długość filmu
- oprawa muzyczna

Zadanie 2

Opisz zdjęcie.



Odpowiedz na pytania.

1 How do you think the woman is feeling? Why?
2 What should be the punishment for people who drink alcohol and drive?
3 Tell me about a situation when a policeman stopped somebody for breaking law.

Zadanie 3

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

Twój kolega przygotowuje album na temat Kanady. Chciałby na jego pierwszej stronie zamieścić jeden z plakatów.
Wyraź swoją opinię na ich temat.

- Wybierz plakat, który będzie Twoim zdaniem najlepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe plakaty.

Plakat 1



Plakat 2



Plakat 3



Odpowiedz na pytania.

1 Why is it important to know other cultures?
2 What are some of the stereotypes about your country you disagree with? Why?
3 What is the best way to learn what other nations are really like?
4 Why should you know the language of the country you are staying in?

Bank zwrotów

Podziękowania
Thanks so much for your help.
Thanks. What would I do without you?
Thank you very much for your support. I'm really grateful.
Thank you very much for taking the time to help me.
Thank you so much for all your help. I really appreciate it.
I really appreciate what you've done.
Thank you. I couldn't have done it without you.

Odpowiadanie na podziękowania
It's/That's OK.
Not at all.
Don't mention it.
No problem.
My pleasure.
You're welcome.

Zapraszanie
Would you like to go to … with me?
Do you want to go to … tonight?
Are you doing anything/Are you busy on …?
I thought we might go
Do you fancy going/seeing … with me?
Would you be interested in …?
I was wondering if you would like to … with me/us?

Przyjęcie zaproszenia
Sure. What time?
Count me in!
I'd love to, thanks.
Sounds good to me.
Great idea!
Why not? When should I be there?
That's very kind/nice of you, thanks.
That sounds fun/great/lovely/fantastic.
Yes, that would be great/interesting.
Yes, I'd be delighted.

Odrzucenie zaproszenia
Sorry, I can't. I have to … . But thanks for inviting me.
I'm so sorry but I can't.
I'm afraid … is not really my thing.
Sorry, tomorrow's no good. I have an appointment.
That's a good idea, but
That's very kind of you but actually I'm doing something else tomorrow.
I wish I could but I'm afraid I can't.
I don't think I can make it.
I have other plans.

Przepraszanie/Wyrażanie żalu
Sorry. It was all my fault.
I am so/really sorry for sth/doing sth.
Sorry. I didn't mean to.
I was wrong. I shouldn't have said that.
Please forgive me/I hope you'll forgive me.
I 'd like to/I must/I do apologise for.
It was not my intention to. I'm terribly sorry.
I cannot say/express how sorry I am.
There is really/absolutely no excuse for my behaviour.

Akceptowanie przeprosin
That's all right.
Don't worry about it.
I quite understand.
You couldn't help it.
Forget about it.
No harm done.

Wyrażanie próśb
I'd like you to … , if you have time.
Could I ask you to …?
Could you do me a favour?
Could I bother/trouble you to …?
Would you help me … , please?
Will you … , please?
Do you think you could …?
Could you possibly … , please?
Would you mind doing sth?
Would you mind if I did sth?

Odpowiadanie na prośby
Yes, sure./Of course, it's no problem for me.
Certainly./All right.
Not at all./No, I don't mind.
I'm sorry but
I can't do that because
I'm afraid I can't.
I wish I could, but

Prośba o informację – pytania pośrednie
Do you know/happen to know where the conference is?
Have you any idea what time the concert starts?
I'd like to ask if this is the way to the city centre.
I wonder/I was wondering if/whether you could show me the way to the concert venue.
Do you mind if I ask you why they are against constructing a new bypass?
Would it be all right if I asked you …?

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Pytanie o radę
What do you think I should do?
What do you advise me to do?
What do you suggest?
Do you think I ought to …?
If you were me, what would you do?
Do you have any suggestions?

Udzielanie rad/Proponowanie
You should/ought to
It's not a good idea to stay up late.
You might find it useful to
Have you thought about taking up a sport?
It's worth doing more exercise.
If I were you, I'd ask a doctor for advice.
Remember to drink 2 litres of water a day.
Take my advice and don't go out with him.
You'd/had better take an umbrella with you.
It would/'d be better to go by car.

Pytanie o opinię
What do you think about/of …?
What's your opinion about/on …?
How do you feel about?
I'd be interested to know what you think about
What's your point of view on …?

Wyrażanie opinii
In my opinion,
I think
To my mind,
From my own experience
From my point of view,
The way I see it
Personally, I find
As far as I'm concerned
I'm absolutely certain that
It's quite clear to me that
Well, if you ask me
I'm (fully) convinced that
I strongly believe that
I could be wrong, but

Uzasadnianie opinii
There's one important reason, namely the price.
So that people can buy healthy food.
It's because … . For example,
Because of/Due to
Statistics show that

Zgadzanie się z opinią
I agree. You're right.
I think you're right.
I think the same.
So do I.
No doubt about it.
Yes of course!
I really think so.
That's so true.
Absolutely!
That's just what I was thinking.
I couldn't agree more.
That's a great idea.
That sounds like a good idea.
I completely agree with you.
Yes, I'd go along with that.
That's a good point.

Niezgadzanie się z opinią
I don't think
I disagree because
I don't agree
I'm of a different opinion.
I don't think so.
I'm not sure about that.
I see your point, but
I don't think that would work.
Not necessarily.
I beg to differ.

Polecenia
Stop making that awful noise!
Don't forget to … on the way home!
Don't use my computer without asking!
Students must change their shoes at school.
You have to be at the airport two hours before take-off.

Pytanie o pozwolenie
Can/Could/May I use your pen?
Is it OK/alright if I invite my girlfriend to our family dinner on Sunday?
Do you mind if I open the window?

Udzielenie pozwolenia
Yes, you can./Yes, of course.
Sure, no problem.
Yes, here you are.
Yes, go ahead.
Yes, please do.
No, I don't mind.

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Brak pozwolenia

No, I'm sorry, you can't.
It's out of the question.
No, I'm afraid you can't.
I'm afraid I'll have to say 'no'.
You mustn't
… is against the law/rules
Definitely not. It's not allowed.
I'd rather you didn't.
I'm sorry but that's not possible.

Wyrażanie uczuć (radości, zaskoczenia, niedowierzania, zainteresowania)

I had no idea. I am so excited!
Unbelievable, I never expected it.
Wow, this is great, I appreciate this.
I was really surprised.
Come on, you can't be serious.
You're not serious, are you?
You must be joking! Really? Are you sure?
Wow, I can't believe it. Is it true?
That's very interesting. Could you say/Could you tell me more about it?
I see.
Right.
Oh yeah!
Is that right?
Brilliant!
Tell me about it.
That's cool/great/excellent/brilliant!
Oh no!
Oh dear!
This is awful!
What a mess/waste of time
What a pity/shame.

Wyrażanie przypuszczeń

She is probably on her way already.
I suppose that the train is late.
I think he must be in his thirties.
In my opinion, he can/could/may/may not/might not be French.
They could/may/may not/might not be waiting for us at the cinema.
I believe he could/might have forgotten about our meeting.
He could/might have been working on his project yesterday.
It seems to me that it's
My guess is that it's
Perhaps they've just moved into the house.
It might/could be an attic because

Opis ilustracji

The photo shows
In the photo, I can see
The photo was taken
There is a group of people/There is a man and a boy/There are some children in the picture/photo.
The picture/photo/photograph shows several tourists walking along the river.
It is/It's a picture/photo/photograph of two girls skiing on a slope.
It's a black-and-white/colour photo.
I get the feeling/impression that
One possibility is that

Umiejscowienie osoby/obiektu na ilustracji

On the left/right of the picture
In the centre
At the top/bottom of the picture
In the top left-hand corner of the picture
In the bottom right-hand corner of the picture
In the foreground/background/the middle

Opisywanie postaci

He's got short straight blond hair.
She's got shoulder-length wavy blonde hair.
They've got long curly brown/dark hair.
She's short/medium height/tall.
She's rather/quite thin/slim/plump/fat.
He's very/extremely well-built.
She's got freckles.
He's got a scar/a fringe/a moustache/a beard.
He's unshaven/clean-shaven.
The boys are the same age.
They are in their early/mid/late teens.
They are nearly/about twenty years old.
She looks as if she is in her early twenties.
He looks as if he is in his mid-thirties.
They look as if they are in their late forties.
The person on the right/in the middle/at the bottom looks/seems … unhappy/frustrated/relaxed/pleased.
They must/could/might/can't be
Perhaps/Maybe they're

Wybór ilustracji z uzasadnieniem

I like photo number … because it reminds me of
If I had to choose …, I would pick
The one I like most is … . I'd like to explain my choice in more detail.
I think that … is better because
My first choice would be … . That's because
I'd pick this poster … because

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I'd choose … because
I've chosen this photo because
I prefer this photo because
If I have to choose only one, then I would choose
In my opinion, … the third picture would work best.
The third picture appeals to me most.
I think … the third would go down well.
The reason I think this picture is best is because
Taking the target audience into account,
The best thing about picture three is

Odrzucenie jednego z dwóch/kilku elementów z uzasadnieniem

I don't want to choose … because
I'd reject … because
I can't see any similarities between … and
In my opinion … is not good/suitable because
The other two are out of the question as they
I wouldn't go for … or … for the simple reason that
I definitely wouldn't choose … because
These pictures/posters have little/nothing in common with the subject of
I definitely wouldn't choose … because
To me this is not as
The problem with picture two is
I'm not a huge fan of picture two because
Picture one is a definite no-no, because

Podawanie uzasadnienia

The reason I say that is
For that reason
As/Since it's
As a result,
While I think
Because of this,
The (second) picture, while also good,
That's why I would/wouldn't choose this picture.

Dodawanie argumentów do uzasadnienia

Additionally,
Also
Besides that,
Furthermore,
In addition,
Moreover,
What's more,

Składanie propozycji

What about?
How about?
Why don't we?
Why not?
Let's
Shall we?
What do you think about?
Do you think it would be a good idea to?
It might be a good idea to consider the reputation of the university.
Maybe it would be better to go for something like business studies.
Why not choose something you enjoy?

Odpowiedź na propozycję

That's a great idea.
Why not?
That sounds like a good idea.
I guess you're right.
I like that idea, but
I'm not sure that's the best thing to do.
No, let's not do that because
I understand your suggestion, but it wouldn't be practical.
I get your point, but I don't want to fail.
That's definitely important, but I'd rather do something I like.
I see what you mean.

Podtrzymywanie rozmowy

We need to say why/how/what
What/How about …?
Don't forget this point.
That's a good point. OK, so
That's true. And
We should also discuss
OK, we've covered … shall we go on to the next point?
Let's move on to talk about

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E-mail

Zwroty powitalne

Hi/Hello Tim,
Dear Alice,
Dear Mr/Mrs Simpson,

Początek e-maila

How are you?
Hope you are OK.
Many thanks for your email.

Powód napisania e-maila

I'm writing to tell you that
I'm writing to apologise for
I'm writing to invite you to
I'm writing to thank you for
Guess what happened!
Congratulations on your
I really need your advice on
Could you do me a favour?

Zakończenie e-maila

That's all for now.
Hope to hear from you soon.
Please drop me a line.
Let's keep in touch.
Give my regards to your parents.
Write back soon.

Zwroty grzecznościowe

Best wishes,
All the best,
Lots of love,
Love,
Take care,
Yours,

Wpis na blogu

Tytuł

The best event ever
How to travel wisely
Unforgettable trip

Wstęp i powitanie z czytelnikami

Hi, it's me again!
Hello everybody,
Today's entry is about
Today, I'd like to tell you about
Here's some news I want to share with you
I've got some nice news for you today
You won't believe what happened!

Rozwinięcie

First, I had to
Before that, I decided to
My plan needed some preparation
To make it work, I
I didn't expect such a reaction from my sister
I could see that my dad was upset with the situation
In the future, I'm going to
I would really like to
When I'm older, I will
No one can tell for sure, but I expect

Zakończenie i pożegnanie

I'll write again soon, bye everybody!
Next time, I'll give more details about
In my next entry, I will deal with
Next time, I'll present some advantages and of drawbacks to it. See you!

Wpis na forum

Wstęp i powitanie

Hi, it's me again!
Hi guys!
Hello everybody,

Przedstawianie powodu wpisu

I've decided to write this post to share some news.
Here's some news I want to share with you.
I am writing to express my opinion about
I'd like to share some thoughts about
Today's entry is about
Today, I'd like to ask about/find out about
Have you got any experience with
Can you advise me on

Wyrażanie opinii

In my opinion
Personally, I think
I believe/feel/find/guess/suppose
As far as I know
As far as I am concerned.
It seems to me that
In my view
I am convinced that
I don't really have any strong opinion about

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Pytanie o opinię
What is your opinion/view?
Do you agree with me?
What do you think about?
Do you have any thoughts on that?
How do you feel about that?
Do you also think that
Can you give me your thoughts on
Do you share the view that
Feel free to share your opinion.
Let me know what you think.

Podsumowanie wpisu
That's all for now.
I hope my post helped you/proves helpful.
Do you have any further questions?
Hope to hear from you!

List formalny z zapytaniem

Zwroty powitalne
Dear Sir or Madam,
Dear Sirs,
Dear Mr/Ms Robinson,

Wstęp
I am writing to ask/enquire
I am writing with reference to
I am writing in reply to

Wyrażanie zainteresowania
I am interested in one of the … you offer.
I am planning to go on a trip and I find this offer interesting.
I would like to know more about your offer.

Wyrażanie wątpliwości
I am not sure if I can apply because I am not a UK citizen.
I have read your advertisement but I still have some doubts concerning payment.
It is not clear to me if the offer includes the cost of the return flight.

Prośba o informację
I am writing to enquire about/ask about
I would be grateful if you could
I would like to get more information about
I would like to ask some further questions

Dowiadywanie się o szczegóły
I have some questions concerning your offer/product.
I would like to know/learn more details about
Could you send me more details about

Zakończenie
I would be grateful for a prompt reply.
I look forward to hearing from you.
Thank you for your help.
Please do not hesitate to contact me.
Please reply at your earliest convenience.

Zwroty grzecznościowe
Yours faithfully,
Yours sincerely,
Kind Regards,

List formalny – zażalenie lub reklamacja

Zwroty powitalne
Dear Sir/Madam,
Dear Mr/Mrs/Ms,
To Whom it May Concern,

Powód napisania listu
I am writing to complain about the service I received.
I would like to bring this to your attention.
I don't know if you are aware of this, but
I am writing to express my dissatisfaction with
I am writing regarding my most recent visit.
I am very disappointed with the service I received.
I was very upset when I opened the box and saw it was broken.
It wasn't what I ordered.
The product looked completely different in the pictures on the website.

Rozwinięcie
First of all I waited,
While it might be fine
Most of all,
I would also suggest
It all started when
While I do not expect financial compensation
I hope you will do something about
If you had a better system of
Maybe you could be more careful to make sure

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Zakończenie listu

I am afraid I must ask you
I hope you will replace
I hope you will resolve the problem quickly.
I hope you will consider my comments.
I would appreciate it if you could exchange what I bought.
I would be grateful if you could consider a full refund.
I would like a refund.
I would like to get a discount.
I thank you for your time.
Please reply at your earliest convenience.
Please be so kind as to reply to me at your earliest convenience.
Please do not hesitate to contact me.
I am looking forward to hearing from you.

Zwroty grzecznościowe

Respectfully yours,
Sincerely,
Best Regards,

List motywacyjny

Zwroty powitalne

Dear Sir/Madam,
Dear Mr/Mrs/Ms,
Dear Sirs,

Powód napisania listu

I am interested in applying for the position of
I found your job listing on
I would like to apply for the position of … advertised in

Rozwinięcie

I have experience in
I am very enthusiastic, outgoing, and open-minded.
I would make a great addition to
I am goal-oriented and a very hard worker.
I am a team player and have a very unique set of skills.
I have heard a lot about your company.
I hope to become a … one day, so this position is a perfect fit.

Zakończenie listu

I hope that you will consider my application.
Thank you for taking the time to consider.
I hope to hear from you soon.
If you need any more information, please let me know.

Zwroty grzecznościowe

Yours faithfully,
Yours sincerely,
Kind Regards,
Sincerely,

Roprawka „za i przeciw"

Teza rozprawki

There are both advantages and disadvantages of
This solution has both supporters and opponents
Public opinion is divided on the subject of
There are good as well as bad sides of such a solution

Argumenty za

To start/begin with
In the first place/First of all
The main/greatest argument is that
There is no doubt about it that
It has brought about many good things, but
Secondly,
What is more/Furthermore/Moreover,
Another aspect is that
Another major reason is that

Argumenty przeciw

Contrary to
It is argued that
People argue that
On the other hand,
Opponents of this view say that
Opponents point out that
There are people who oppose
As opposed to above ideas,
Contrary to what most people believe
Even so
In spite of

Uzasadnienie argumentów

When it comes to
As far as … is/are concerned
As for

Sekwencja argumentów

First of all,
To start with,
What is more,
Additionally,

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Podsumowanie
In conclusion,
All in all,
To sum up,
On the whole,
All things considered,
Taking everything into account/consideration,

Rozprawka prezentująca opinię autora

Teza rozprawki
As far as I am concerned, this is a good/bad situation.
From my point of view, there are more advantages than disadvantages of this approach.
In my opinion, this solution may bring a lot of benefits/drawbacks.
I am strongly in favour of/against such solutions.

Argumentowanie swojej opinii
It seems to me that
I strongly believe
In my opinion/view
I fully support the idea that
The major advantage in favour is

Przytaczanie opinii innych
According to experts,
There are many people who claim that
Reports say that
Opponents/some people claim that
It is often argued that
It is common belief that

Kontrastowanie argumentów
Even though
Despite
Nevertheless,
As opposed to the above ideas
Contrary to popular opinion
Contrary to the arguments stated above
On the other hand

Podawanie przykładów
For example/instance
Such as/Including
For this reason
As a result
In particular

Podsumowanie rozważań
All in all,
All things considered,
To conclude,
On the whole,
Taking everything into account

Artykuł

Tytuł
SO FAR SO GOOD!
ARTIST OR LUNATIC?
CAN ART GO TOO FAR?

Wstęp
What is interesting
Imagine
Suppose
By and large
For starters,
Have you ever heard of …?

Rozwinięcie
What is more
For this reason
A perfect example of that is
It shows that
Additionally
Somewhere down the road
So what are the plans for the future?
It is worth noting
And he isn't stopping there
As if that weren't enough

Zachęcanie do działania/rekomendowanie
You should try it yourself if you have a chance.
You won't regret it if you
I can definitely recommend
Don't hesitate, go and check it out for yourself!
It was definitely worth doing something
I'd strongly advise/suggest that
You could always try to
You may as well

Zakończenie
To wrap up,
After all,
On the whole,
All in all,
It's quite clear to me that

MY MATURA
PERSPECTIVES

Repetytorium z języka angielskiego do szkół ponadpodstawowych
Poziom podstawowy i rozszerzony

Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr Anny Marii Kuzio, dr. Łukasza Salskiego, mgr Teresy Kosyry-Cieślak

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Autorzy: Damian Williams, Robert Górniak, Zbigniew Pokrzewiński, Izabela Michalak.

Redaktor zarządzający: Beata Huczko, Małgorzata Gutowska.
Redaktor serii: Anna Skwarek.
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Korekta językowa: Nicholas Rattenbury, Aleksandra Piechnik.
Konsultacje metodyczne: Ewa Drobek.
Nadzór artystyczny: Kaia Pichler.
Opieka graficzna: Maciej Galiński.
Projekt graficzny: Piotr Stopczyński.
Projekt okładki: Piotr Stopczyński.
Realizacja projektu graficznego: Dorota Sameć.
Realizacja i montaż nagrań: Andrzej Rewak.
Fotoedycja: Robert Gajda.

Nowa Era Sp. z o.o.
Aleje Jerozolimskie 146 D, 02-305 Warszawa
www.nowaera.pl, e-mail: nowaera@nowaera.pl
Centrum Kontaktu: 58 721 48 00
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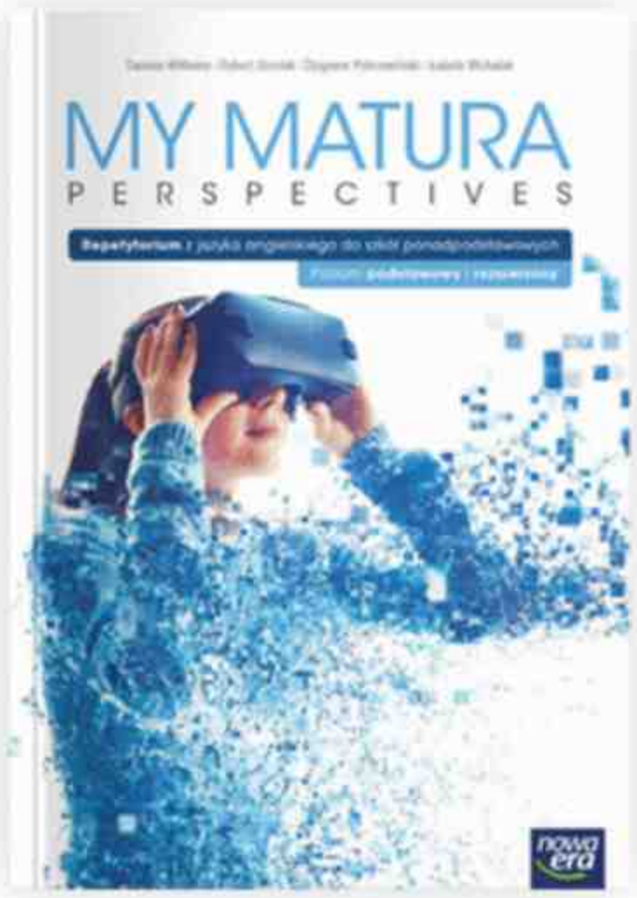
MY MATURA
PERSPECTIVES

Twoje mocne strony

Repetytorium z języka angielskiego do szkół ponadpodstawowych

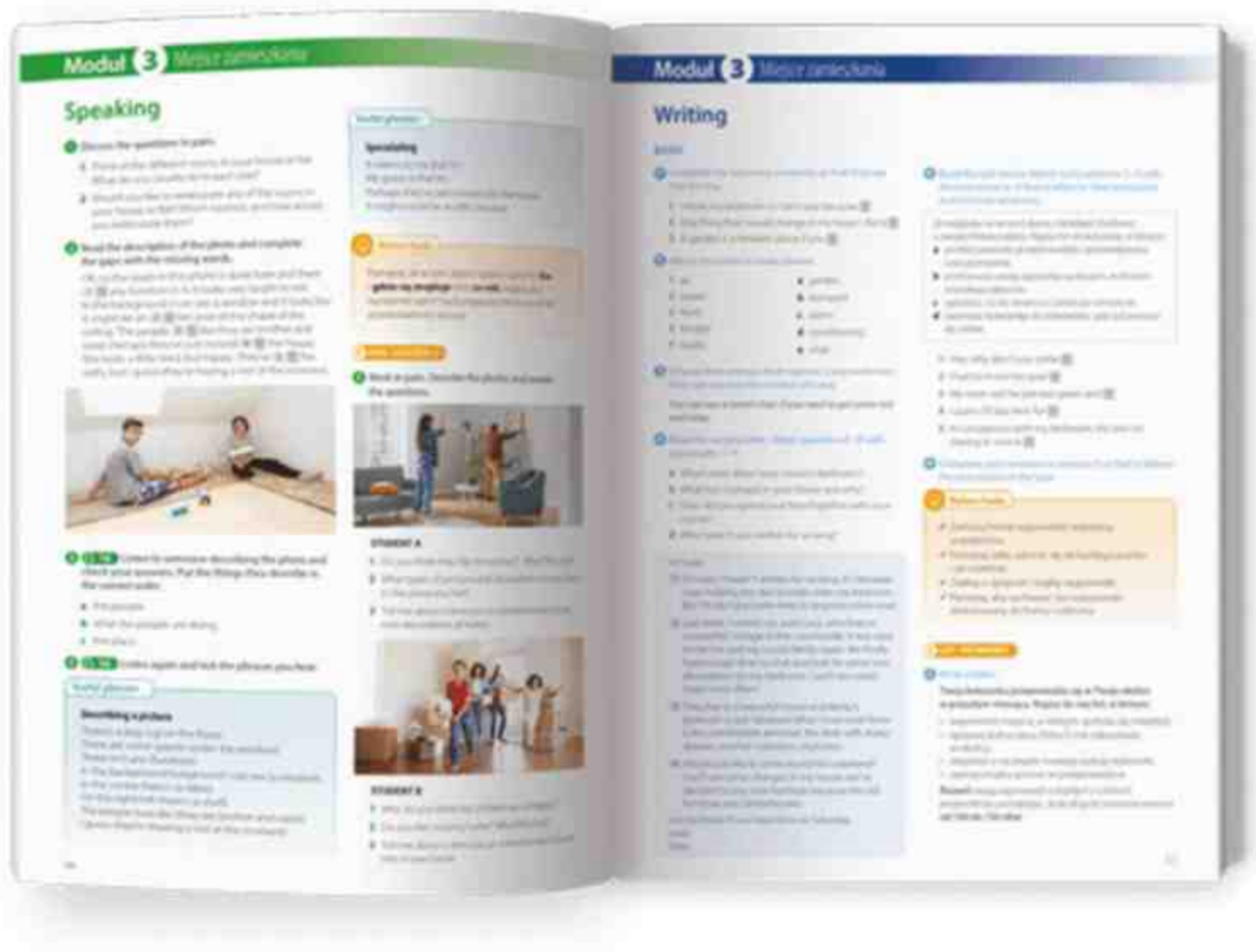
Poziom **podstawowy** i **rozszerzony** **B1+/C1**

Repetytorium na poziomie podstawowym (poziom ESOKJ – B1+, rozumienie wypowiedzi B2) i rozszerzonym (poziom ESOKJ – B2+, rozumienie wypowiedzi C1) jest przeznaczone do nauki w liceum ogólnokształcącym i technikum dla uczniów zdających maturę z języka angielskiego na poziomie podstawowym i rozszerzonym. Repetytorium pozwala na doskonałe powtórzenie i utrwalenie materiału, a układ treści umożliwia elastyczną realizację materiału dostosowanego do możliwości i potrzeb uczniów.



MY MATURA PERSPECTIVES Repetytorium

- jest zgodne z podstawą programową do szkół ponadpodstawowych,
- jest opracowane zgodnie z wytycznymi do nowej matury,
- pozwala na indywidualizację nauczania i przygotowanie do matury na poziomie podstawowym i rozszerzonym,
- zawiera liczne ćwiczenia, pozwalające na utrwalenie zagadnień leksykalnych i gramatycznych oraz umiejętności językowych z poprzednich lat nauki i przygotowanie uczniów do egzaminu maturalnego na poziomie podstawowym i rozszerzonym.



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- 14 modułów zgodnych z tematami leksykalnymi z podstawy programowej,
- sekcję gramatyczną – wyjaśnienia gramatyki w języku polskim i praktyczne ćwiczenia,
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