WYDANIE UAKTUALNIONE OD 2025

JĘZYK ANGIELSKI
REPETYTORIUM MATURALNE

POZIOM ROZSZERZONY

Z MATERIAŁEM PODSTAWOWYM

KSIĄŻKA NAUCZYCIELA

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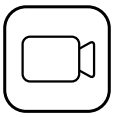

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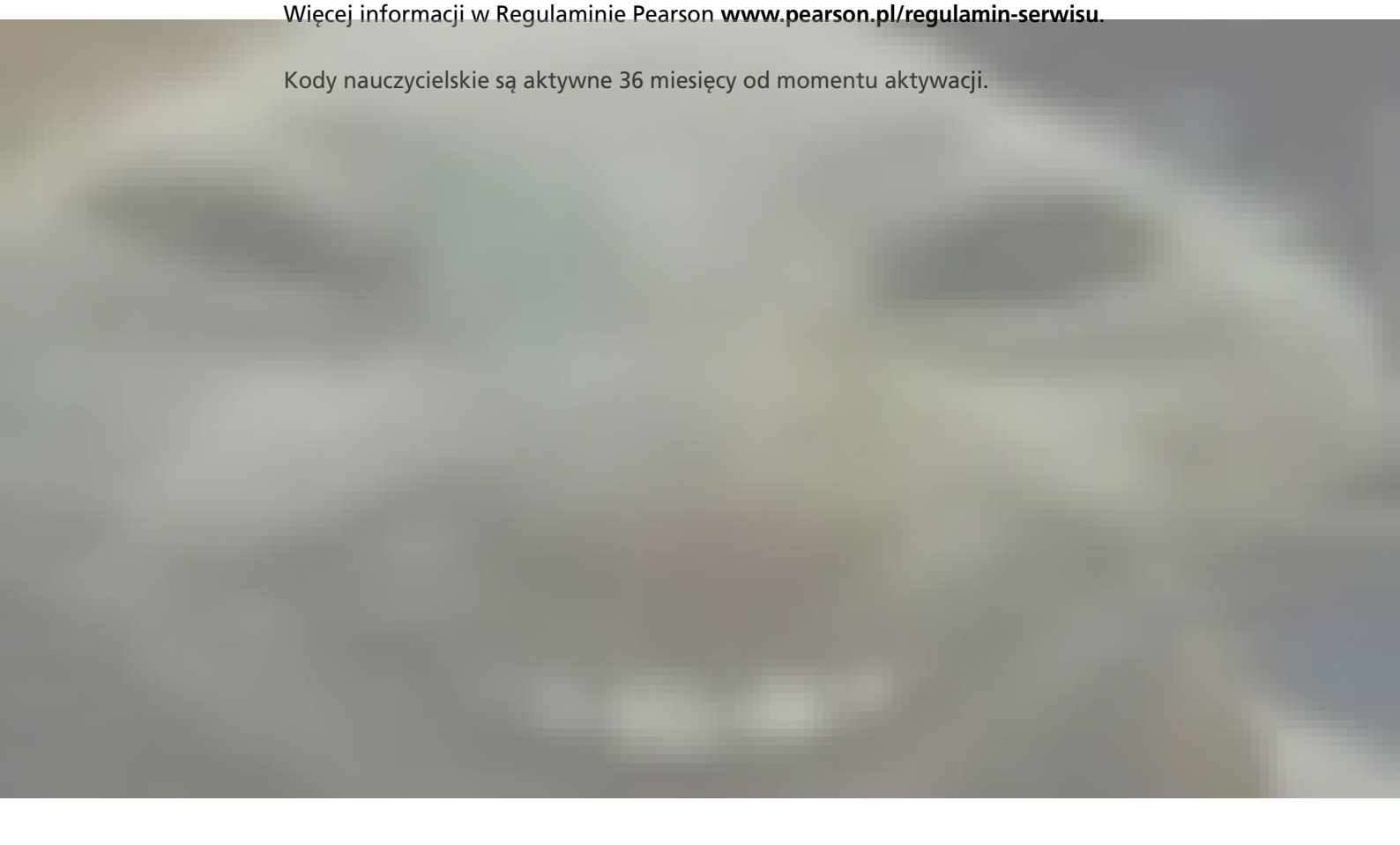
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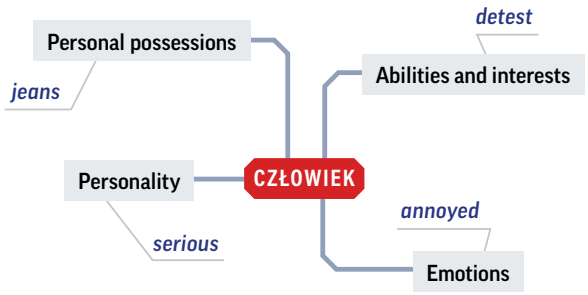
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01 CZŁOWIEK

SŁOWNICTWO

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?** *Students' own answers*



PERSONAL INFORMATION | DANE OSOBOWE

2 **Complete the table.**

Food Bank Volunteer Application Form

Personal details

First name	*Jakub*
1 _____	*Wysocki*
Date of birth	*05/05/2004*
2 _____	*Student*
3 _____	British ☐ Yes ☐ No Other: *Polish*
Next of kin	*Maria Wysocka*

Diversity Monitoring

4 _____	✓ Male ☐ Female ☐ Prefer not to disclose
5 _____	☐ White ☐ Mixed ☐ Asian ☐ Black ☐ Other: _____ ☐ Prefer not to disclose

STAGES OF LIFE | OKRESY ŻYCIA

3 **Are the sentences true (T) or false (F)? Correct the false ones.**

1 If you're in your prime, you're living the most successful stage of your life. __T__
2 A pensioner is a person who has retired from work. __T__
3 You can call someone who is ageing an adolescent. __F__ *(Someone who is ageing is getting older; an adolescent is a child who is becoming an adult.)*
4 'To be on your deathbed' and 'to pass away' mean the same. __F__ *(To be on your deathbed means about to die; to pass away means to die.)*
5 A minor is an underage person. __T__
6 A child who is just learning to walk is a toddler. __T__

APPEARANCE | WYGLĄD ZEWNĘTRZNY

4 **Put the words and phrases from the box in the categories. Some may belong to more than one category.**

> acne bags balding bushy close-set crew cut deep-set dimples double dreadlocks frizzy highlights hollow hook lean muscular petite pointed puffy rosy stocky stout stubble

1 Build: ____
2 Hair: ____
3 Nose: ____
4 Eyes: ____
5 Eyebrows: ____
6 Cheeks: ____
7 Chin: ____
8 Face: ____

5 **In pairs, think of people that you both know (friends, family, celebrities, etc.). Describe them to each other. Try to guess who your partner is describing.** *Students' own answers*

PERSONAL POSSESSIONS | RZECZY OSOBISTE

6 **Look at photos A–F and answer the questions. Sometimes more than one answer is possible. What other things are the people wearing?**

Who is wearing ...

1 an unbuttoned plain cardigan? __F__
2 tight ripped jeans? __A__
3 baggy combat trousers? __B__
4 a miniskirt and tights? __F__
5 a lightweight raincoat and wellington boots? __E__
6 a skimpy patterned top? __C__
7 athletic shoes? __A, B__
8 high-waisted trousers? __C__
9 tucked-in long-sleeved shirt with a buttoned waistcoat? __B__
10 a creased trench coat? __D__



Exercise 2
1 Surname/Last name/Family name
2 Profession/ Occupation
3 Nationality
4 Sex
5 Ethnic background

Exercise 4
1 lean, muscular, petite, stocky, stout
2 balding, bushy, crew cut, dreadlocks, frizzy, highlights
3 hook, pointed
4 close-set, deep-set, puffy
5 bushy
6 hollow, rosy
7 double, pointed
8 acne, bags, dimples, stubble

7 **In pairs, take turns to describe someone in your class. Guess who your partner is describing.**
Students' own answers

8 **Complete the sentences with the correct prepositions. Are any of the sentences true for you?**

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

PERSONALITY | CECHY CHARAKTERU

9 01 01 **Listen to five recordings. Match two personality traits from the box to each person. There are two extra words.**

busybody conscientious dishonest inefficient irrational nosy perfectionist procrastinator reliable selfless unscrupulous vain

1 neighbour: *busybody* and *nosy*
2 sibling: *conscientious* and *perfectionist*
3 seller: *dishonest* and *unscrupulous*
4 intern: *inefficient* and *procrastinator*
5 friend: *reliable* and *selfless*

10 **Check the meaning of the words below. Then in small groups, discuss which personality traits should the people in Exercise 9 have. Give reasons for your answers.**
Students' own answers

broad-minded chatty compassionate discreet efficient impartial organised patient punctual reasonable sincere trustworthy



FEELINGS AND EMOTIONS | UCZUCIA I EMOCJE

11 **Match basic adjectives 1–6 to their more advanced synonyms a–f. When do you feel these emotions?**


1 sad


2 happy


3 angry


4 unsure


5 worried


6 scared

a terrified, petrified *6*
b elated, thrilled *2*
c bewildered, confused *5*
d annoyed, cross, furious, in a bad temper *4*
e anxious, apprehensive *3*
f devastated, gloomy, heartbroken, miserable *1*

BODY LANGUAGE | MOWA CIAŁA

12 **Choose the correct words to complete the sentences.**

1 I was preparing for my talk, so I *glared* / *glanced* at my watch to see how much time was left.
2 He *peeked* / *peered* through the trees intently, trying to make out the two figures in the distance.
3 The sudden gust of wind blew sand and dust into my eyes and I couldn't stop *blinking* / *winking*.
4 When the mother reprimanded her son, he frowned and angrily *glared at* / *scrutinised* her for a long time.
5 The children quietly came down the stairs so that nobody could hear them and *blinked* / *peeked* at the presents under the Christmas tree.
6 The jeweller *scrutinised* / *grinned at* the diamond to check for imperfections before appraising it.
7 I hadn't prepared for the test, so I just *stared* / *peered* at the piece of paper in front of me until the bell rang.

01 SŁOWNICTWO

13 01 02 **Listen to four recordings. Match speakers 1–4 to the ways of speaking from the box. There is one extra word.**

mumble scream stutter whine whisper

Speaker 1 *whine* Speaker 3 *whisper*
Speaker 2 *mumble* Speaker 4 *scream*

14 Match the words to make collocations about body language.

1 purse	*c*	**a**	your fist
2 raise	*e*	**b**	your fingers
3 tap	*b*	**c**	your lips
4 grind	*g*	**d**	your shoulders
5 fold	*f*	**e**	your eyebrows
6 shrug	*d*	**f**	your arms
7 bang	*a*	**g**	your teeth

15 In small groups, try to express emotions 1–6 using the body language in Exercise 14. When was the last time you felt these emotions?

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

16 Complete the text with the words from the box. There are two extra words.

back clench gestures lean mutter point slouch tremble

Body language online

You've probably heard of body language – the different ways we communicate that go beyond using words. But how does that translate to online meetings, video chats and virtual learning when we can't see other people face-to-face? Experts agree that it's much more difficult to read other people's body cues in a virtual environment, and any misinterpretation could lead to misunderstandings or even disagreements. But here are a few tips which could prevent that.

1 Always look straight into the camera, especially when you're the one talking. Avoid turning your [1] *back* on the people on the other side of the screen and try to maintain eye contact throughout the conversation.

2 Sit with your back straight and feet firmly on the ground. Make sure you don't [2] *slouch* in your chair or [3] *lean* back too much.

3 Be conscious of the [4] *gestures* that you use. Don't [5] *point* to things on your screen; instead, use your cursor to indicate what you're talking about.

4 Speak loudly and clearly. Sometimes connections can be poor, so ensure you don't [6] *mutter* under your breath.

Exercise 15
Possible answers
1 bang your fist, grind your teeth
2 purse your lips
3 tap your fingers
4 fold your arms
5 shrug your shoulders
6 raise your eyebrows

IDIOMS | IDIOMY

17 ŚRODKI JĘZYKOWE Choose the correct options to complete the text.

I had an audition for a supporting role in a popular TV series last week. I've auditioned for a few plays, but it was the first time I had ever done anything that big. I'd sent in my application and was [1]____ when they called me back for the audition. I had problems sleeping the night before, and woke up in the morning [2]____. When I got to the studio, my hands were shaking and I had [3]____. I suddenly realised that I couldn't remember any of my lines! I was [4]____, but I knew I had to pull myself together. I took a few deep breaths, and I quickly reread the script. I gave my best performance ever! I still haven't heard back from them, so I've been [5]____, but I'd [6]____ if I got the part!

1 **a** down in the dumps
b over the moon
c in pieces
2 **a** in a cold sweat
b having a chip on my shoulder
c on cloud nine
3 **a** a chip on my shoulder
b butterflies in my stomach
c a cold sweat
4 **a** on cloud nine
b over the moon
c going to pieces
5 **a** down in the dumps
b over the moon
c having a chip on my shoulder
6 **a** go to pieces
b get butterflies in my stomach
c be on cloud nine

18 In pairs, discuss how you felt in these situations. Give reasons for your answers. *Students' own answers*

1 on the first day of school
2 before an important exam
3 when you won or lost a contest or competition

ABILITIES AND INTERESTS | UMIEJĘTNOŚCI I ZAINTERESOWANIA

19 In pairs, answer the questions. Give reasons for your answers. *Students' own answers*

1 What would you like to be proficient at?
2 What do you detest doing, but have to do on a regular basis?

20 Complete the text with the correct prepositions.

Unique hobbies



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

Woodworking Kayla (17)

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

Stone skipping Cole (18)

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

Pickleball Helena (19)

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

PERSONAL VALUES | OSOBISTY SYSTEM WARTOŚCI

21 **Match the personal values from the box to descriptions 1–6. There are three extra words. Then rank the values in order of importance. In pairs, compare your lists.**

altruism autonomy collaboration dignity empathy equality integrity perseverance wisdom

1 applying ethical principles and always being honest; adhering to rules and regulations *integrity*
2 helping others without expecting anything in return *altruism*
3 living life according to your own principles and not having to conform to other people's *autonomy*
4 not giving up on what you're doing no matter how hard it might be *perseverance*
5 acting in a way that always deserves respect *dignity*
6 having good judgment, making good choices *wisdom*

22 **Look again at the words in Exercise 21. Are all of these values as important today as they were 100 years ago? In pairs, discuss your answers.**
Students' own answers

23 **ŚRODKI JĘZYKOWE** **Complete the text with words formed from the words in brackets. Then in pairs, discuss if you agree or disagree with the comments. What does identity mean to you?**

Today we're asking our group members 'What does identity mean to you?' Share your thoughts below.

Jackie Brown
What's really important for me is a sense of [1] *belonging* (BELONG) to a place or a group of people who accept you even if you're [2] *imperfect* (PERFECT). That's very high on my list of personal values.

Trevor Montague
I need to feel a connection to other people because they bring out the best in me. Being part of a [3] *community* (COMMUNE) of like-minded people is crucial because I'm a sociable person and I enjoy working together with others for a common goal.

Mathilda Smith
While I agree that being part of a supportive group is important, I hate [4] *conformity* (CONFORM) and I would never change my opinions just to please other people. That would clearly go against my personal values.

Matt Summers
What I personally value is the ability to get on with all kinds of people regardless of their [5] *social/societal* (SOCIETY) status. You just need to consider the views and values that you share, instead of looking for things that you disagree about.

GO FOR IT

24 **In pairs, do the task. Think about your friends and the last time you made new friends. Discuss how important these factors are when making friends.**
Students' own answers
- their appearance and the clothes they wear,
- their personality,
- their interests and abilities,
- their value system.

Then write a blog post with tips on the most important factors when making friends.

01 CZYTANIE Dobieranie pytań do akapitów

1 **What kinds of risks do teenagers often take? Why do you think they do it?** *Students' own answers*

TRENING MATURALNY

2 **Read the sentence pairs. Find the equivalents of the numbered words and phrases in the second sentence of each pair.**

a Because he [1]hadn't slept well he was too [2]exhausted to drive.
Because he'd had a bad night's sleep, he was too tired to drive.

b He [3]isn't naughty [4]most of the time.
He's usually well-behaved.

c [5]He was told off for [6]behaving in an immature way.
They gave him a talking to for refusing to eat his dinner.

3 **Match the examples of rephrasing from Exercise 2 to the categories below.**

a a one-word synonym: *tired* *usually*

b an antonym: *well-behaved*

c a phrase which replaces another phrase with a similar meaning: *'d had a bad night's sleep* *They gave him a talking to for*

d an example: *refusing to eat his dinner*

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

4 **Read the two texts. Match sentences 1–4 to texts a–b.**

TEENAGERS

a James was a reckless kid. One time, his mother almost had a heart attack when he walked along the edge of a high cliff with his eyes closed. Another time, while he was skating on a frozen lake, the ice broke and he almost died. And when he was only thirteen, he rode his friend's motorbike along a busy road. Fortunately, the cops stopped him before he hurt anyone.

b Joe's outgoing and lots of fun, but he wasn't like that when he was a teenager. Unlike his brother and sister, he didn't like going out and would spend hours alone in his room playing video games, reading books and drawing pictures. His mother took him to see a psychologist who said it was perfectly normal and absolutely nothing to worry about.

1 This person used to be quiet and reserved. *b*

2 This person's mother felt unwell after one episode. *a*

3 This person's mother asked a professional for help. *b*

4 This person had an encounter with the police. *a*

Exercise 2
1 'd had a bad night's sleep
2 tired
3 's … well-behaved
4 usually
5 They gave him a talking to for
6 refusing to eat his dinner



TEENAGE BRAINS

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

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

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

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

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

SŁUCHANIE Wybór wielokrotny 01

ZADANIE MATURALNE

5 **Przeczytaj podzielony na cztery części tekst oraz pytania do niego. Do każdego pytania 1–5 dopasuj właściwą część tekstu A–D. W jednej części tekstu znajdują się odpowiedzi na dwa pytania.**

In which paragraph does the author ...

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

6 **SŁOWNICTWO** **Find the underlined adjectives in the article. Then match sentences 1–8 to sentences a–h, which illustrate the behaviours.**

1 Ian's fear of spiders is <u>irrational</u>. _c_
2 Isaac is not a bad player, but he's <u>inconsistent</u>. _e_
3 Rhona's going through a <u>rebellious</u> phase. _d_
4 Rodney is extremely <u>reckless</u>. _a_
5 Sam's not the most <u>sophisticated</u> person in the world. _b_
6 The thing about Mandy is she's really <u>moody</u>. _f_

a He drives like a lunatic.
b He eats with his fingers in restaurants.
c He always screams when he sees even a small one.
d She argues about everything and wants to change the world.
e Sometimes he's tremendous and other times he's hopeless.
f You never know if she's going to be cheerful or miserable.

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

cope face keep long lose rebel take

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

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

8 **In pairs, answer the questions.** *Students' own answers*

1 Which of the theories in the text in Exercise 5 do you find more convincing? Say why.
2 What risks do you take in your life? What about other teenagers you know?

1 **In pairs, discuss the qualities necessary to be a good role model for young people. Choose three adjectives from the box or your own ideas. Who is your role model?** *Students' own answers*

charismatic ethical famous honest
resourceful rich selfless sincere thoughtful

TRENING MATURALNY

2 **Read the tip below and questions 1–3. Then match the questions to sentences a–c.**

Which question is asking you to identify ...

a a fact rather than an opinion? _3_
b the main purpose of the conversation? _1_
c a fact about a politician? _2_

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

1 The speakers are
a explaining who their favourite TV celebrities are.
b mainly trying to decide who should open the new Youth Centre.
c describing a good role model for young people.

2 The mayor of the town
a is a true visionary.
b has won a TV competition.
c donates money to good causes.

3 Which of the following is a fact according to the recording?
a A local woman started a food bank in her garage.
b A TV competition winner is not a good role model.
c A singer in a rap band is appealing to young people.

3 01 03 **Listen and answer questions 1–3 in Exercise 2.**



01 SŁUCHANIE

4 **In pairs, read the questions in the task below and discuss what you think each of the three recordings will be about. Decide exactly what you think each question is asking you to listen out for.** *Students' own answers*

ZADANIE MATURALNE

5 01 04 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. W zadaniach 1 i 2. zakreśl jedną z liter A–C. W zadaniach 3–6 zakreśl jedną z liter A–D.**

Tekst 1

1 Tim is at the tennis summer camp primarily to

(A) meet new people and get information.
B practise and improve his overall game.
C make up for last year's disappointment.

Tekst 2

2 Which of the following is stated in the dialogue as a fact, not an opinion?

A Vic B wants to give back to his community.
B Vic B didn't want a university education.
(C) Vic B is a very accomplished music entrepreneur.

Tekst 3

3 At the beginning of her talk at Blewbury County School, the speaker

(A) suggests that she was there in the past.
B talks about how the school began.
C explains that pupils usually attain high standards.
D says the teachers are well-rounded human beings.

4 The speaker feels that her role model

A was a key person in the school.
B had a successful career at Blewbury.
C changed the reputation of the school.
(D) had a big impact on her future career.

5 The speaker describes her role model as someone who was

A similar in personality to herself.
(B) both outgoing and compassionate.
C funny despite his low self-esteem.
D able to transform shy students into brilliant actors.

6 What is the main message of the talk?

(A) Role models can have a beneficial impact on your future.
B Teachers are much better role models than parents.
C If you have a dream, your role model can make it come true.
D Blewbury County School teachers are excellent role models.

Exercise 7
always telling the truth: honesty
treating people in the same way regardless of sex, race, age or nationality: tolerance
not betraying my family, friends and acquaintances: loyalty
eating a healthy diet and taking regular exercise: wellness
making the right decision even if it's difficult: courage

6 **SŁOWNICTWO** **Check the meaning of the underlined words and phrases from the recordings in the lesson. Complete the sentences so they are true for you. Then in pairs, compare your answers.** *Students' own answers*

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

LIFE SKILLS | Personal values

7 **Match the personal values from the box to the descriptions. There are three extra words. Which three sentences are most important to you? In pairs, compare your answers.**

courage faith friendship honesty loyalty self-respect tolerance wellness

The most important things to me are:

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

8 **Think of somebody – a family member, a friend, a famous person – who you look up to. Tell your partner about them.** *Students' own answers*



ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

MÓWIENIE Rozmowa z odgrywaniem roli

01

1 **In pairs, discuss whether you agree with the statement below. Is it better to give or to receive?** *Students' own answers*

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

TRENING MATURALNY

2 **Read the task below. In pairs, discuss what you might say about the four topics.** *Students' own answers*

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

- **Charakter babci**
- **Zainteresowania babci**
- **Propozycja prezentu dla babci**
- **Przewidywana reakcja babci na prezent**

3 01 05 **Listen to the role-play conversation. Do the students mention any of your ideas in Exercise 2?** *Students' own answers*

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

4 01 05 **Listen to the conversation again and tick the Useful Phrases you hear.** *These are in the dialogue:*

USEFUL PHRASES ▶ STR. 298

Starting a conversation
Have you got a minute? ✓
I wanted to talk to you about ... ✓

Continuing a conversation

Asking for clarification
I'm not sure I follow (you). ✓
Sorry, I don't understand what you mean. ✓

Further clarifying or re-stating something
I suppose what I'm trying to say is ... ✓
Let me put it another way ...
Anyway, as I said before ... ✓

Delaying a response
OK, I see where you're coming from, but ... ✓
Just let me think about that for a moment. ✓

Ending a conversation
Let's talk again soon. ✓
Let me know how you get on.

▶ ZESTAW ZADAŃ STR. 21

ALSO AVAILABLE DIGITALLY
For the student: Flashcards



5 **In pairs, practise the exchanges. Take it in turns to be A and B and use different Useful Phrases each time.** *Students' own answers*

A: (Start a conversation about Great Uncle Ted.)
B: Sure, is he OK?
A: Well, he's having problems with his new neighbours.
B: (Ask for clarification.)
A: (Further clarify.)
B: Oh, dear. When are you going to see him next?
A: (Delay your response.) Probably at the weekend.
B: (End the conversation.)

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

My brother has been really down recently.
Have you heard that Jim is going to Japan for a year?!
We're going to have a big party for my cousin Sally.

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

ZADANIE MATURALNE

ALSO AVAILABLE DIGITALLY
For the teacher:
Model answer (audio+script)

8 **In pairs, do the task below.**

UCZEŃ A

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

- **Powody odejścia poprzedniej wokalistki**
- **Wybór prezentu dla poprzedniej wokalistki**
- **Rozważana kandydatka na nową wokalistkę**
- **Argumenty za wyborem rozważanej kandydatki**

▶ UCZEŃ B STR. 333

01 05

01 ŚRODKI JĘZYKOWE Tekst z wyborem wielokrotnym

GRAMATYKA

A Translate the words in brackets into English.

Can you stop making so much noise, please? Jessica [1] *is working* (*pracuje*) in her room and [2] *(she) needs* (*potrzebuje*) some peace and quiet. Why [3] *are you always playing / do you always play* (*ty zawsze grasz*) your guitar when we want to study? You'd better get down to your homework. I bet you [4] *haven't done* (*nie zrobiłeś*) it yet.

B Complete the sentences with the correct forms of the verbs in brackets.

1 What *were you doing* (you/do) at 3 p.m. yesterday?
2 We couldn't get into the town centre – it *had been snowing* (snow) all night.
3 Last weekend I *spent* (spend) five hours lying on the sofa and watching television.
4 It was the third time she *had refused* (refuse) to cooperate with us.
5 When I walked in, they *were gossiping* (gossip) about our new classmate.
6 By the time I arrived home, my sister *had gone* (go) to bed.
7 I put the book down as it *was getting / had got* (get) incredibly boring to read.
8 My phone *rang* (ring) just as I was leaving home to meet you at the airport.

C Complete the student's response with the correct forms of the verbs in brackets.

My grandfather Alex, who [1] *died* (die) last year, definitely [2] *had* (have) a big impact on my life when I [3] *was* (be) a child. I especially remember the times when my parents [4] *were going* (go) through a rough patch with work. My father [5] *had just lost* (just/lose) his job as a manager in a car factory and my mother [6] *was working* (work) in a badly paid dead-end type of job. During that time my grandfather [7] *gave* (give) my family a lot of support and [8] *made* (make) sure we had everything we [9] *needed* (need). He also [10] *spent* (spend) a lot of quality time with me – we [11] *used to talk/talked/would talk* (talk) for hours about everything. This was for me a lesson in family love which I will never forget. My grandfather [12] *had been living* (live) with us for over three years when he [13] *passed away* (pass away). During this time he [14] *helped* (help) me build our family tree house. I learnt from him about my family members, most of whom I [15] *had never met* (never/meet) before, and now we have an extensive family tree to pass on to the next generation.

▶ CZASY GRAMATYCZNE, STR. 244

TRENING MATURALNY

1 Which options a–d complete the sentences correctly? Before you select your answers, read the tip below.

1 Unfortunately, Ella's parents don't approve ____ the boy she has started dating.
a to **b** of **c** with **d** for

2 Bob is quite self-assured, but he still ____ in his stomach before making a presentation in class.
a feels nerves **b** goes tense
c gets butterflies **d** becomes anxious

3 My grandfather, who was an accomplished musician and philanthropist, ____ away last year at the age of ninety.
a turned **b** took **c** went **d** passed

4 At first, I thought Sam was serious, but then he ____ at me to show that he was only joking.
a winked **b** frowned **c** glimpsed **d** blinked

W zadaniach tego typu często sprawdzana jest znajomość idiomów, czasowników złożonych (*phrasal verbs*) oraz kolokacji. Zanim wybierzesz odpowiedź, zastanów się nad kontekstem całego zdania i znaczeniem fragmentu do uzupełnienia.

Spójrz na wskazówki dla zdań w ćwiczeniu 1:

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

2 Choose the correct answers to complete the sentences.

1 My graduation dress was a bit tight at first, but my mum has ____, so it fits perfectly now.
a turned it up **b** let it out
c slipped it on **d** taken it in

2 I've got a picture of my oldest brother sitting in an armchair with his legs ____.
a bent **b** stretched
c crossed **d** folded

3 Are you familiar ____ the difference between a disorganised person and a procrastinator?
a on **b** from **c** about **d** with

4 My best friend has always had a chip on her ____ about her parents being strict.
a back **b** head **c** shoulder **d** foot

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

ZADANIE MATURALNE

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



AS DIFFERENT AS CHALK AND CHEESE*

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

very different from each other

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

4 In pairs, discuss if you know anybody whose personality is very similar to or completely different from yours. *Students' own answers*

TRENING MATURALNY

1 Read the mini-dialogues. From options a–c, choose only one answer that fits each mini-dialogue correctly. Why don't the other two options fit the gaps?

1 **X:** Have you got any idea what nationality Paul is?
Y: ____
X: Great, I can practise my French with him then.
a He speaks excellent English.
(b) He comes from France.
c I've heard he's German.

2 **X:** Jenny, what's wrong? You look a bit depressed.
Y: ____
X: Oh, come on, cheer up! There are only two weeks before the Christmas break.
(a) I'm fed up with school.
b My sister is so annoying.
c I'm very sorry to hear that.

Minidialogi mogą składać się z kilku kwestii. Pamiętaj, że poprawna odpowiedź musi pasować pod względem logicznym i gramatycznym do całego minidialogu, a nie tylko do kwestii występującej bezpośrednio przed luką.

ZADANIE MATURALNE

2 Uzupełnij minidialogi 1–4. Wybierz spośród podanych opcji brakującą wypowiedź: A, B albo C.

1 **X:** ____ I forgot to introduce my new friend to you.
Y: It's OK. Don't worry about it.
(A) I apologise.
B Don't mention it.
C I'm sorry to hear that.

2 **X:** Do you like Joanna's new hat?
Y: ____
X: Neither do I.
(A) No, I don't like it at all.
B Yes, it's not too bad.
C I think it's quite nice.

3 **X:** What does your girlfriend like?
Y: ____
A She looks exactly like her twin sister.
B She's very confident and easy-going.
(C) She is keen on fashion and loves books.

4 **X:** That looks heavy. Would you like me to help you?
Y: ____
X: OK, let me know if you change your mind.
(A) Thank you, I can manage.
B If I were you, I wouldn't do it.
C With pleasure.

▶ ZADANIA DODATKOWE STR. 20

01 PISANIE Rozprawka za i przeciw

Exercise 4
Thesis statements:
1 is not appropriate because it gives a personal opinion and doesn't say that the essay will present both advantages and disadvantages
2 is not appropriate because it gives a personal opinion and doesn't say that the essay will present both advantages and disadvantages; instead, it looks at being an introvert from one perspective only
3 is appropriate because it contains an overview of the topic and says there are advantages and disadvantages of being an introvert
Conclusions:
1 is not appropriate because it presents the advantages of being an extrovert, while the essay topic is about introverts, and only the negative aspects of being an introvert
2 is not appropriate because it is not adequate to the topic and the content of the essay, offering a generalisation about both introverts and extroverts.
3 is appropriate because it summarises the arguments mentioned in the essay, focuses on both pros and cons, and uses different words than in the introduction

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

W dzisiejszych czasach osoby zamknięte w sobie mogą mieć problem z osiągnięciem sukcesu. Napisz rozprawkę, w której przedstawisz zalety i wady bycia introwertykiem w obecnych warunkach społecznych.

Wypowiedź powinna zawierać od 200 do 250 słów.

[a] There is an assumption that life can be hard for the quiet introverted people in today's fast-moving global society. However, the reality is that introverts are not shy and withdrawn as they are often perceived; in fact, they have a great deal to offer. Here I discuss the advantages and disadvantages of being an introvert.

[b] One of the biggest disadvantages of being an introvert is that, because they are quiet, they often do not get much attention and can be overlooked. In addition to this, while extroverts tend to get their energy from social interaction, introverts find these same situations exhausting. For this reason, it is challenging for introverts to reach their potential in today's classrooms and workplaces which are designed to encourage communication and groupwork.

[c] On the other hand, one of the greatest advantages of being an introvert is that they thrive on spending time alone. In fact, for introverts, solitude leads to creativity and innovative ideas: many famous authors and scientists are introverts. As they enjoy working alone, this also means that introverts are independent learners, which is an asset in this day and age.

[d] On balance, introverts contribute a great deal to the modern world provided they can find the privacy they need to work alone either at school or in a work setting. Introverts are as successful in today's world as extroverts, but when they achieve success, they just don't feel the need to shout about it.

1 People are often divided into two groups: introverts or extroverts; cat lovers or dog lovers; morning people or night people etc. In pairs, discuss the questions.
Students' own answers
- How many other pairs of opposites can you think of to divide people into two groups?
- What are the advantages and disadvantages of using this way of describing people?

2 Read the sample task above and think of at least one advantage and one disadvantage of being an introvert. Then read the model answer and compare your ideas.
Students' own answers

TRENING MATURALNY

3 Read the model text again. In which paragraph(s) can you find the following?

1 A short summary of the main arguments _d_
2 An introduction to both sides of the issue _a_
3 Arguments for the topic _b_
4 A general statement with facts or comments about the topic _a_
5 Arguments against the topic _b_
6 Examples to support the arguments _b, c_

4 Read the tip and three alternative thesis statements and alternative conclusions for the model text. Which thesis statement and which conclusion is appropriate and why? Why are the other two inappropriate?

Rozprawka za i przeciw powinna rozpoczynać i kończyć się we właściwy sposób.
Wstęp powinien zawierać tezę wyrażającą główną myśl tekstu bez uwzględniania osobistej opinii. Prawidłowo skonstruowana teza może zawierać fakty, statystyki, założenie lub pogląd oraz jasne stwierdzenie, że dane zjawisko cechują zalety i wady.
Zakończenie powinno być zgodne z tematem i treścią rozprawki. Powinno zawierać podsumowanie zarówno zalet, jak i wad przedstawionych w rozwinięciu. Należy też pamiętać, aby w zakończeniu nie powtarzać tych samych sformułowań, które pojawiły się we wstępie.

Thesis statements:
1 Many people say that introverts are at a disadvantage in this fast-moving modern world. I think it is a wrong assumption and I will try to prove it.
2 In my opinion, introverts can find it extremely hard to be successful in the modern world. Why? Read on to find out.
3 There is a widely held belief that it is difficult for introverts to succeed in today's global society. In fact, being an introvert has both benefits and drawbacks.

Conclusions:
1 In conclusion, I believe that extroverts are more likely to become successful and hold leadership roles than introverts. Introverts are at a disadvantage in today's highly interactive society where extroverts are better at coping with social situations.
2 All in all, nobody is pure extrovert or pure introvert, but most people sit somewhere along a spectrum between the two extremes.
3 Taking all this into account, there are both benefits and drawbacks of being an introvert. Introverts find it hard to be the centre of attention and may lose some opportunities as a result. But on the other hand, when they take advantage of their introversion, they enjoy a successful life.

5 **Complete the Useful Phrases with examples from the model text.**

USEFUL PHRASES ▶ STR. 307

Introducing the topic

What are the benefits and drawbacks of being an introvert?

There are both pros and cons / upsides and downsides of being an introvert.

Here I discuss the [1] *advantages* and disadvantages of being an introvert.

Presenting the arguments

One of the biggest/greatest etc. ...

In [2] *addition* to this, ...

For this [3] *reason*, ...

In [4] *fact*, ...

Adding a conclusion

In conclusion, ...

All in all, ... / All things considered, ...

Taking all this into account/consideration, ...

To sum up, ...

On [5] *balance* ...

6 **Write sentences from the prompts stating some pros and cons of being an extrovert. Use appropriate Useful Phrases.** *Students' own answers*

1 Extroverts are chatty → never at a loss for words / appear nosy or rude
2 Extroverts are productive. → like to be busy / find it hard to relax
3 Extroverts are sociable → love big events / don't like being alone
4 Extroverts are self-confident → take risks / can be reckless
5 Extroverts are communicative → easy to understand / can't keep secrets

7 **In pairs, brainstorm some advantages and disadvantages of being the following type of person. Make notes.** *Students' own answers*

- An optimist
- A perfectionist
- An idealist
- An opportunist
- A minimalist

8 **Write essay introductions including a thesis statement for three of the types of person you discussed in Exercise 7.** *Students' own answers*

9 **In pairs, read each other's introductions from Exercise 8. Choose two and discuss what pros and cons you would present for each one in an essay. Make notes.** *Students' own answers*

10 **Write a possible conclusion for each of the essay ideas you discussed in Exercise 9.** *Students' own answers*

LIFE SKILLS | Communicating with others

11 **Which of these tips do you think are most important to help you communicate successfully with people who have different likes and dislikes from you? Can you think of any more useful tips?** *Students' own answers*

- be careful with hand movements and body language
- give them time to take part in the conversation
- listen carefully to what they say
- be diplomatic if you talk about sensitive topics
- don't assume they find the same things funny as you do
- show respect for their feelings and ideas
- don't try and forcefully persuade them to agree with your point of view, especially if you don't know them well

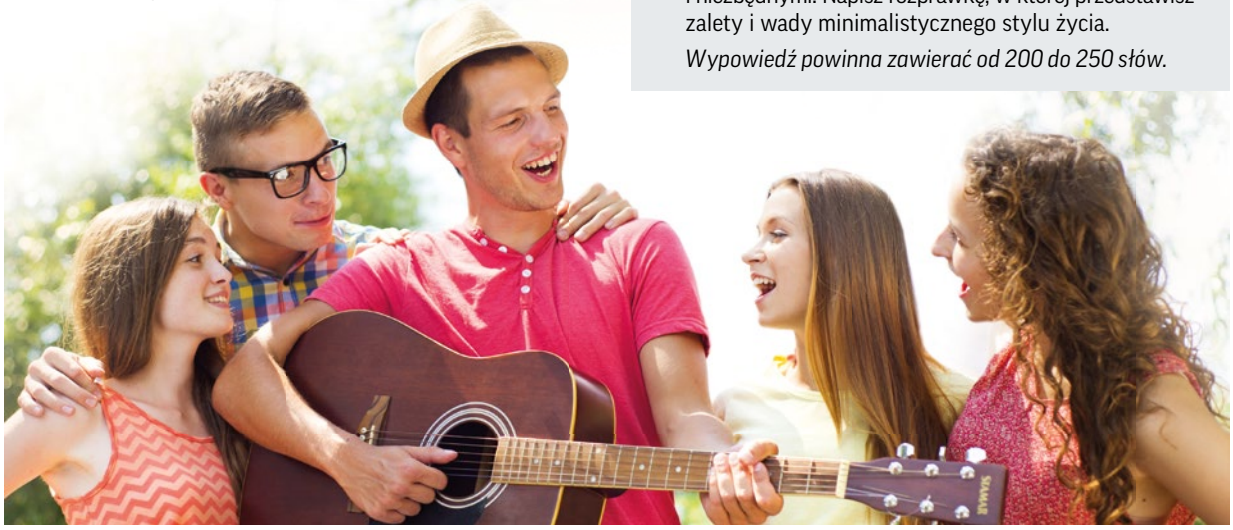
ZADANIE MATURALNE

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

12 **Do the task.**

Tak zwani minimaliści zachęcają innych do otaczania się wyłącznie przedmiotami często używanymi i niezbędnymi. Napisz rozprawkę, w której przedstawisz zalety i wady minimalistycznego stylu życia.

Wypowiedź powinna zawierać od 200 do 250 słów.



ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

01 LISTA SŁOWNICTWA

PERSONAL INFORMATION | DANE OSOBOWE

citizenship/nationality – obywatelstwo
distinguishing features – znaki szczególne
family/last name – nazwisko
gender/sex – płeć
maiden name – nazwisko panieńskie
middle name – drugie imię
profession/occupation – zawód
racial/ethnic group – grupa etniczna

STAGES OF LIFE | OKRESY ŻYCIA

adolescent – osoba w wieku dojrzewania
adulthood – dorosłość
ageing – starzejący się
be in your prime – być w kwiecie wieku
grown-up – dorosły, osoba dorosła
minor – osoba nieletnia
newborn – noworodek
not look your age – nie wyglądać na swój wiek
pass away – umrzeć
pensioner – emeryt, emerytka
retire – pójść na emeryturę
toddler – dziecko w wieku 1–2 lat
turn (eighteen) – skończyć (osiemnaście) lat
underage – niepełnoletni

APPEARANCE | WYGLĄD ZEWNĘTRZNY

BUILD | BUDOWA CIAŁA

lean – szczupły, chudy
muscular – muskularny
overweight – z nadwagą
petite – drobny
slender – szczupły
stocky – krępy
stout – tęgi, korpulentny
well-built – dobrze zbudowany

HAIR | WŁOSY

balding – łysiejący
bushy – puszyste, napuszone
crew cut – bardzo krótka fryzura
dreadlocks – dredy
frizzy – kędzierzawe
glossy – błyszczące
greasy – tłuste, przetłuszczające się
greying – siwiejący
highlights – pasemka
pigtails – warkoczyki
plait – warkocz
(tied) in a bun – (zebrane) w kok

FACE | TWARZ

acne – trądzik
bags – worki pod oczami
bearded – brodaty, z brodą
beauty spot – pieprzyk
bushy eyebrows – krzaczaste brwi
clean-shaven – ogolony
close-set eyes – blisko osadzone oczy
deep-set eyes – głęboko osadzone oczy
dimple – dołek (np. w policzku)
double chin – podwójny podbródek
hollow cheeks – zapadnięte policzki
hook nose – haczykowaty nos
lower/upper lip – dolna/górna warga
pointed chin – ostry podbródek
pointed nose – spiczasty nos
puffy eyes – zapuchnięte oczy
rosy cheeks – rumiane policzki
scar – blizna
square jaw – mocno zarysowana szczęka
stubble – kilkudniowy zarost

PERSONAL POSSESSIONS | RZECZY OSOBISTE

CLOTHES | UBRANIA

blazer – marynarka, żakiet
cardigan – rozpinany sweter
collar – kołnierz
combat trousers – spodnie bojówki
dressing gown – szlafrok
hood – kaptur
hoodie – bluza z kapturem
joggers – wygodne spodnie, np. dresowe
loungewear – odzież domowa
raincoat – płaszcz przeciwdeszczowy
tights – rajstopy
stockings – pończochy
sweatshirt – bluza
trench coat – trencz (typ płaszcza)
turtleneck – golf
waistcoat – kamizelka

FOOTWEAR AND ACCESSORIES | OBUWIE I DODATKI

ankle boots – krótkie botki
athletic shoes – buty sportowe
ballet flats – baleriny
brooch – broszka
flat shoes – buty na płaskim obcasie
flip-flops – klapki, japonki
laces – sznurowadła
necklace – naszyjnik
piercing – piercing, kolczyk
wedges – buty na koturnie
wellington boots – kalosze

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

blend into the crowd – wmieszać się w tłum
dress down – ubrać się mniej formalnie niż zwykle
dress up – wystroić się, ubrać bardziej formalnie niż zwykle
fold – złożyć
let down – przedłużyć
let out – poszerzyć
mend – naprawić, cerować
roll up – podwinąć
slip on – wsunąć, narzucić
stand out from the crowd – wyróżniać się z tłumu
take in – zwęzić
throw on – zarzucić na siebie
turn up – podwinąć, skrócić przez podwinięcie
undo buttons – rozpiąć guziki
untie shoes – rozwiązać buty
walk barefoot – chodzić boso
wrap up – owinąć się, otulić
zip/unzip – zapiąć/rozpiąć zamek

ADJECTIVES | PRZYMIOTNIKI

baggy – workowaty
buttoned – zapięty na guziki
creased – wygnieciony
cropped – krótki
faded – wypłowiały
high-waisted – z wysokim stanem
knee-length – do kolan
lightweight – lekki
long-sleeved – z długim rękawem
loose-fitting – luźny
oversized – za duży
patterned – wzorzysty
plain – gładki, bez wzorów
ripped – podarty, z dziurami
scruffy – niechlujny
shabby – zaniedbany
short-sleeved – z krótkim rękawem
skimpy – kusy
sleeveless – bez rękawów
stretchy – rozciągliwy, elastyczny
striped – w paski
tight-fitting – ciasny, dopasowany
tucked-in – wsunięty w spodnie/spódnicę
unbuttoned – rozpięty
vintage – vintage, staromodny (jako zaleta)
v-necked – z dekoltem w serek
woollen – wełniany
worn-out – znoszony

PERSONALITY | CECHY CHARAKTERU

absent-minded – roztargniony
adaptable – łatwo dostosowujący się
argumentative – kłótliwy
broad-minded – o szerokich horyzontach
busybody – osoba wścibska
chatty – gadatliwy
cheerful – radosny
compassionate – współczujący
conceited – zarozumiały
conscientious – sumienny
courageous – odważny
cynical – cyniczny
discreet/indiscreet – dyskretny/niedyskretny
dishonest – nieuczciwy
efficient – wydajny, skuteczny
flexible – elastyczny
gentle – łagodny
gullible – łatwowierny
imaginative – obdarzony wyobraźnią
impartial – bezstronny
impolite – nieuprzejmy
● **inconsistent** – niekonsekwentny
inefficient – niewydajny, nieskuteczny
introvert/extrovert – introwertyk/ekstrawertyk
kind-hearted – dobrotliwy, o wielkim sercu
lively – żywiołowy
mature/immature – dojrzały/niedojrzały
● **moody** – humorzasty
nosy – wścibski
open-minded – otwarty, bez uprzedzeń
organised/disorganised – zorganizowany/niezorganizowany
over-ambitious – zbyt ambitny
partial – stronniczy
patient/impatient – cierpliwy/niecierpliwy
perfectionist – perfekcjonista, perfekcjonistka
procrastinator – osoba, która wszystko odkłada na później
punctual/unpunctual – punktualny/niepunktualny
● **rational/irrational** – racjonalny/nieracjonalny
reasonable/unreasonable – rozsądny/nierozsądny
● **rebellious** – buntowniczy
● **reckless** – nierozważny
reliable – rzetelny, sumienny
rude – nieuprzejmy
self-assured – pewny siebie
self-centred – egocentryczny
self-confident – pewny siebie
self-conscious – nieśmiały, skrępowany
selfless – bezinteresowny
sensitive/insensitive – wrażliwy/niewrażliwy
sincere/insincere – szczery/nieszczery
● **sophisticated** – wyrafinowany
suspicious – podejrzliwy
sympathetic – współczujący
trustworthy – godny zaufania
unimaginative – pozbawiony wyobraźni
unreliable – nierzetelny, niesumienny
unscrupulous – pozbawiony skrupułów
vain – próżny
withdrawn – wycofany

FEELINGS AND EMOTIONS | UCZUCIA I EMOCJE

annoyed – zirytowany
anxious – niespokojny
apprehensive – pełen obaw
ashamed – zawstydzony
astonished – zdziwiony
bewildered – skonsternowany, oszołomiony
confused – zdezorientowany
cross – zły
● **cope with sth** – radzić sobie z czymś
devastated – zdruzgotany
discouraged – zniechęcony
dissatisfied – niezadowolony
elated – uszczęśliwiony
exhausted – wyczerpany
furious – wściekły

● SŁOWNICTWO – SŁUCHANIE ● SŁOWNICTWO – CZYTANIE

gloomy – ponury
heartbroken – zrozpaczony, załamany
in a bad temper – zirytowany
in the mood (for sth) – w nastroju (na coś)
● **long for sb/sth** – tęsknić za kimś/czymś
● **lose control** – stracić kontrolę
lose your temper – stracić panowanie nad sobą
miserable – nieszczęśliwy
overwhelmed – przytłoczony
petrified – przerażony
puzzled – zaskoczony, zdziwiony
shattered – zdruzgotany
tense – spięty
terrified – przerażony
thrilled – bardzo podekscytowany

NOUNS | RZECZOWNIKI

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

BODY LANGUAGE | MOWA CIAŁA

bang your fist (on a table) – uderzyć pięścią (w stół)
bend your knees – ugiąć kolana
blink – mrugać powiekami
clench your fists – zacisnąć pięści
clumsy – niezgrabny
cross your legs – skrzyżować nogi
fidget – wiercić się
fold your arms – skrzyżować ramiona
frown – zmarszczyć brwi
gesture – gest
glance – rzucić okiem
glare – wpatrywać się ze złością
glimpse – spojrzeć przelotnie
grin – uśmiechać się od ucha do ucha
grind your teeth – zgrzytać zębami
hands on hips – ręce na biodrach
have your elbows on the table – opierać się łokciami o stół
hide your face in your hands – ukryć twarz w dłoniach
lean back – odchylać się, opierać się, rozpierać się (na krześle)
moan – jęczeć, narzekać
mumble/mutter – mamrotać
peek – zerkać
peer – przyglądać się
point to sth – wskazywać na coś
purse your lips – zacisnąć usta
raise your eyebrows – unieść brwi
scream – wrzeszczeć, krzyczeć
scrutinise – zlustrować
shrug your shoulders – wzruszyć ramionami
slouch – garbić się
stare – gapić się, wpatrywać się
stutter – jąkać się
tap your fingers (on a table) – bębnić palcami (w stół)
tremble – drżeć, trząść się
turn your back on sb – odwrócić się do kogoś plecami
whine – jęczeć
whisper (in sb's ear) – szeptać (komuś do ucha)
wink at sb – mrugnąć okiem do kogoś
yell – wrzeszczeć

IDIOMS | IDIOMY

be down in the dumps – mieć chandrę, być bardzo smutnym
be on cloud nine – być w siódmym niebie
be over the moon – nie posiadać się ze szczęścia
get/have butterflies in your stomach – mieć tremę, denerwować się
go to pieces – załamać się
have a chip on your shoulder about sth – być przewrażliwionym na punkcie czegoś
wake up in a cold sweat – obudzić się zlanym zimnym potem

ABILITIES AND INTERESTS | UMIEJĘTNOŚCI I ZAINTERESOWANIA

appeal to sb – podobać się komuś
be familiar with sth – znać coś
be into sth – interesować się czymś
capable of doing sth – zdolny do zrobienia czegoś
convinced of sth – przekonany o czymś
detest – nie znosić
disapprove of sth – nie pochwalać, być przeciwnikiem czegoś
dismiss (an idea) – odrzucić (pomysł)
focus on – skupić się, koncentrować na
grasp sth – rozumieć coś
have a go at sth – spróbować coś zrobić
indifferent to – obojętny na
proficient in/at – biegły, wprawny w
regard sth as sth – uważać coś za coś
take an interest in sth – zainteresować się czymś
take pride in sth – szczycić się czymś
● **take risks** – podejmować ryzyko

PERSONAL VALUES | OSOBISTY SYSTEM WARTOŚCI

adhere to – stosować się do
adjust to – dostosować się do
altruism – altruizm
approve of sb/sth – aprobować kogoś / akceptować coś
autonomy – autonomia
be suspicious of – być podejrzliwym wobec
collaboration – współpraca
community – wspólnota
compromise – kompromis
conformity – konformizm
dignity – godność
● **discriminate against sb** – dyskryminować kogoś
disobedient – nieposłuszny
diversity – różnorodność
empathy – empatia
equality/inequality – równość/nierówność
ethical – etyczny, moralny
● **face up to sth** – stawiać czemuś czoło
follow the rules – przestrzegać zasad
go with/against the flow – płynąć z prądem / pod prąd
gratitude – wdzięczność
have something in common with sb – mieć z kimś coś wspólnego
human rights – prawa człowieka
imperfect – niedoskonały
integrity – prawość
judgement – osąd
● **keep an eye on (your goal)** – nie tracić (celu) z oczu
liberty – wolność
moral principles – zasady moralne
obedience/disobedience – posłuszeństwo/nieposłuszeństwo
outlook on – pogląd na
perceive – postrzegać, dostrzegać
perseverance – wytrwałość
principles – wartości, zasady
● **rebel against sth** – buntować się przeciwko czemuś
● **relate to sb/sth** – utożsamiać się z kimś/czymś
● **self-esteem** – poczucie własnej wartości
sense of belonging – poczucie przynależności
share views/values – podzielać poglądy/wartości
social status – status społeczny
stand by your convictions – trwać przy swoich przekonaniach
wisdom – mądrość
worldview – światopogląd

ROLE MODELS | AUTORYTETY

● **aspire to sth** – dążyć do czegoś, aspirować do czegoś
accomplished – znakomity, utalentowany
● **achievement** – osiągnięcie
activist – aktywista, aktywistka
gain recognition – zdobyć uznanie
notable – wybitny
● **philanthropist** – filantrop, filantropka
put sb on a pedestal – stawiać kogoś na piedestale
thinker – myśliciel, myślicielka
● **visionary** – wizjoner, wizjonerka
● **well-rounded** – tu: gruntownie wykształcony

PRONOUNCE IT

/dʒ/ and /g/ sounds

You can hear the sound /dʒ/ in words with the letters *j*, *g* and *dg* (e.g. *jam*, *generous*, *budget*). Be careful, the letter *g* can be /dʒ/ or /g/, (e.g. *age*, *hungry*).

1 01 06 **Look at the words below. Which ones do we pronounce with the /dʒ/ sound? Listen, check and repeat.**

glare glossy greasy gullible loungewear
self-image underage vintage

2 01 07 **Listen to six words that contain the /dʒ/ sound and write them in the correct column.**

/dʒ/ sound spelled with *j*	/dʒ/ sound spelled with *g*	/dʒ/ sound spelled with *dg*
_____	_____	_____

LISTA 01 SŁOWNICTWA

TŁUMACZENIE FRAGMENTÓW ZDAŃ

1 Fragmenty podane w nawiasach przetłumacz na język angielski tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 I'm afraid I can't trust him anymore. That was the second time he _____ *had lied to me* _____ (*okłamał mnie*)!

2 Everyone says that my mother *doesn't look her age* (*nie wygląda na swój wiek*) – people think she's much younger.

3 After a long day at work, I _____ *wasn't in the mood* _____ (*nie byłem w nastroju*) for watching TV in the evening.

4 Mike is the calmest person I've ever met – I've never seen him _____ *lose his temper* _____ (*jak traci panowanie nad sobą*).

5 Jenny's parents _____ *didn't approve of* _____ (*nie akceptowali*) her boyfriend but she decided to marry him anyway.

SŁOWOTWÓRSTWO

2 Przeczytaj tekst. Wyrazy podane w nawiasach przekształć tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

WHAT'S YOUR PERSONALITY?

The Myers-Briggs Type Indicator (MBTI) is a popular tool used to understand personality differences. It categorises individuals into 16 distinct personality types based on preferences in four areas: Introversion vs. Extraversion, Sensing vs. Intuition, Thinking vs. Feeling, and Judging vs. Perceiving. For instance, those who think of themselves as sensitive and [1] *emotional* (EMOTION) might fall under the Feeling category, prioritising relationships over material goods and analytical thinking.

Understanding MBTI types allows people to recognise their strengths and areas for improvement, becoming more [2] *accomplished* (ACCOMPLISH) individuals as a result. Moreover, it can improve [3] *relations/relationships* (RELATE) by suggesting how different personality types might interact. For example, an ENFP person (standing for Extraversion, Intuition, Feeling, and Perceiving) might be [4] *envious* (ENVY) of an ISTJ's organisational skills, while the ISTJ might admire the ENFP's creativity and spontaneity.

However, it's important to remember that while MBTI gives useful insights, it shouldn't really be used to make [5] *predictions* (PREDICT) about how someone will act. People are complex and have many sides, so their personalities can't be completely described by one test.

TEKST Z WYBOREM WIELOKROTNYM

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

What language is it?

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

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

MINIDIALOGI

P

4 Uzupełnij minidialogi 1–3. Wybierz spośród podanych opcji brakującą wypowiedź: A, B albo C.

1 **X:** Can I borrow your old handbag?
Y: ____
X: Great. I didn't really think it was your style.
A You can have it. I'm not that fond of it anymore.
B I'm afraid I'm using it at the weekend.
C Sure, but bring it back because it's my favourite.

2 **X:** Is this the right size for me?
Y: ____
X: Yeah, I think I need the next size up.
A It seems rather loose.
B It looks a little tight.
C It fits perfectly.

3 **X:** Why are you getting rid of this hoodie?
Y: ____
X: OK. Why don't you give it to a charity shop?
A It's too small for me now.
B It's my favourite.
C Sorry, I can't do that.

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

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

UCZEŃ B

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

ZADANIE 1 *Students' own answers*

UCZEŃ A

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

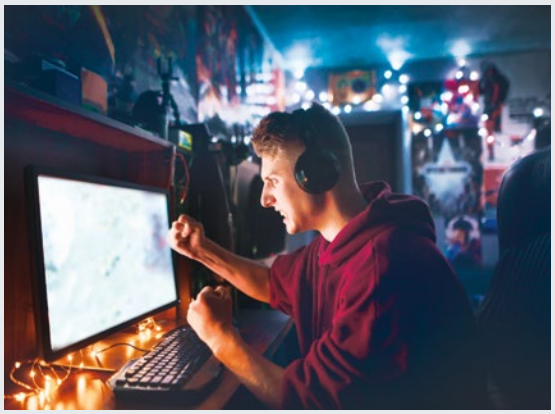
- **Cechy charakteru idealnego kandydata**
- **Oczekiwany system wartości**
- **Przydatne zainteresowania i umiejętności**
- **Priorytety działania na najbliższą kadencję**

Rozmowę rozpoczyna uczeń B.

▶ UCZEŃ B STR. 333

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



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

ZADANIE 3 *Students' own answers*

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

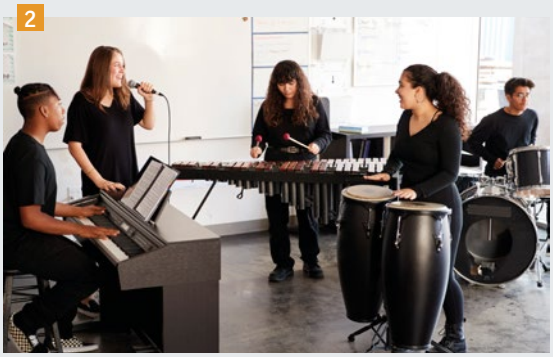
Wraz z kolegami i koleżankami z klasy przygotowujesz prezentację na temat aktywności, które najlepiej pomagają młodym ludziom radzić sobie ze stresem. Masz za zadanie wybrać zdjęcie, które zamieścicie na stronie tytułowej prezentacji.

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

1



2



3



UCZEŃ A

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

UCZEŃ B

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

02 MIEJSCE ZAMIESZKANIA

SŁOWNICTWO



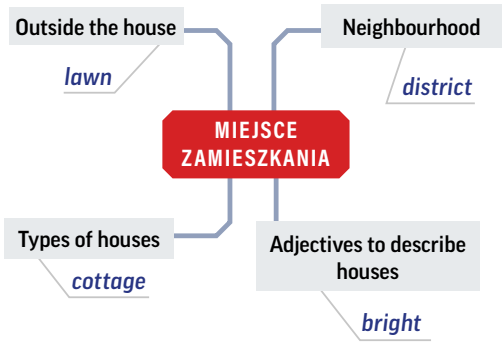
1 ___



2 ___

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?**
Students' own answers



Exercise 4
Photo 1: detached house, doorway, driveway, garage, roof tiles, shrubs, two-story building, shutters
Photo 2: backyard, deckchair, floor-to-ceiling windows, flowerbed, holiday home, patio, shrubs, two-storey building

Exercise 5
Sample answers:
bike storage – next to a school or an office building
inflatable pool – in the backyard
gazebo – in a large garden
playground – next to a primary school, in a park
pond – in a park
shed – in a garden, in the countryside
sprinkler – in a garden, in a park
well – in the countryside

TYPES OF HOUSES AND FLATS | RODZAJE DOMÓW I MIESZKAŃ

2 **Where can you find these types of houses and flats? Complete the table with the words from the box. Give reasons for your answers.**

country house farmhouse mansion
residential building studio flat terraced house
townhouse tower block

in the city centre	in the suburbs	in the countryside
residential building, studio flat, terraced house, townhouse, tower block	*mansion, residential building*	*bungalow, country house, farmhouse*

3 02 01 **Listen to four people talking about different places to live. Match the types of houses from the box to speakers 1–4. There are two extra words.**

basement flat bedsit cottage council house
manor house penthouse

1 *bedsit* 2 *manor house* 3 *council house*
4 *basement flat*

THE HOUSE AND GARDEN | DOM I OGRÓD

4 **In pairs, discuss which words from the box you can use to describe each of the photos above. Talk about the similarities and differences between the two houses.**

backyard deckchair detached house doorway
driveway floor-to-ceiling windows flowerbed
garage holiday home patio roof tiles shrubs
two-storey building shutters

5 **In pairs, discuss where you can see the things from the box. Which are there in the places you live in?**

bike storage inflatable pool gazebo playground
pond shed sprinkler well

6 **In pairs, answer the questions.** *Students' own answers*

1 Which of the places in Exercises 2–4 would you like to live in and why?
2 What types of places are in the area where you live?

7 02 02 **Listen to a conversation between a landscape architect and some homeowners. Complete the landscape architect's notes. What do you think about the architect's suggestions?**

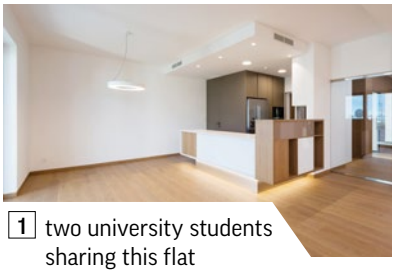
Miller family backyard design notes

Area split into three parts:

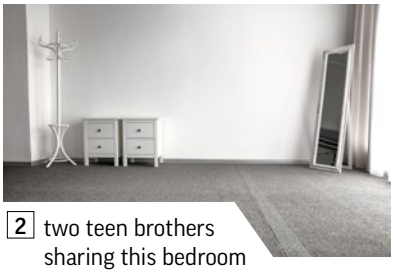
1 Entertainment area
- build a conservatory with [1] *French windows* leading to the patio
- get [2] *furniture* for the patio and an outdoor heater

2 Vegetable area
- a path leading from the patio to a vegetable [3] *plot/patch/area*

3 Play area
- plant a(n) [4] *hedge* to separate the kids' area from the rest of the garden
- include a(n) [5] *treehouse*, a climbing frame, a swing and a sandpit
- install a(n) [6] *bench* for Mr and Mrs Miller



1 two university students sharing this flat



2 two teen brothers sharing this bedroom



3 this bathroom for a family of four

HOME FURNISHINGS | WYPOSAŻENIE DOMU

8 **In pairs, choose one of the photos above and discuss how you would design the area for groups of people 1–3. Use the words from the box. Then compare with another pair.**
Students' own answers

bathroom tiles bedside table crockery bookshelf chest of drawers cushions doormat dressing table fitted carpet floor-length curtains fluffy rug free-standing bathtub glass-fronted cabinet king-sized bed laminate flooring ornaments potted plants rocking chair sofa bed wood flooring

9 **Complete the questions with the words from the box. There are three extra words. In small groups, ask and answer the questions.**

air alarm appliances burglar central heating knock landing mattress

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

ADJECTIVES TO DESCRIBE INTERIORS | PRZYMIOTNIKI OPISUJĄCE WNĘTRZA

10 **Have these pairs of words and phrases got the same (S) or a different (D) meaning? Look at the photos in Exercises 4 and 8 again. Which of the words would you use to describe each of the places? Give reasons for your answers.**
Students' own answers

1 cluttered | messy __S__
2 impressive | shabby __D__
3 cramped | cosy __D__
4 bare | sparsely decorated __S__
5 open-plan | soundproof __D__
6 airy | bright __D__
7 quaint | ultra-modern __D__

NEIGHBOURHOOD | OKOLICA

11 **Complete the text with the words from the box. There are two extra words. Then write a similar text about your neighbourhood or a neighbourhood you know well.**

bustle commute developments downtown gated leafy location reach suburban trailer park

The best place to live ...

Year after year Vancouver is in the top five best cities in the world to live in. If you consider living right in [1] *downtown* Vancouver, where all the hustle and [2] *bustle* is, then you can expect a very high walkability index*. This means that you won't have to [3] *commute* to work and you'll find that all facilities are conveniently located. There are lots of housing [4] *developments* which are secure and luxurious. Most of them are [5] *gated* communities, so only the residents can access them. But, if you want a more [6] *leafy* vibe, then you don't have to go far. North Vancouver is just across the bridge and it offers neighbourhoods with a [7] *suburban* feel.
The walkability score is a bit lower here, but all facilities are within easy [8] *reach*.

*walkability index = how easy it is to get somewhere on foot

ACCOMMODATION RENT AND SALE | WYNAJMOWANIE, KUPNO I SPRZEDAŻ MIESZKANIA

12 02 03 **Match questions 1–6 to replies a–g. There is one extra reply. Listen and check.**

1 Is it possible to book a viewing for this Saturday? __g__
2 Is council tax included in the rent? __c__
3 What's your notice period? __d__
4 Do you need a deposit? __a__
5 Is the rent negotiable? __b__
6 What do your movers do with fragile items? __f__

a Yes, and you will also need to pay one month's rent in advance and your estate agent's commission.
b Sorry, but my mortgage payments are fixed, so I can't negotiate.
c No, it isn't, but all the utility bills are.
d It's one month, but I'm sure we can negotiate the terms.
e The instalments are too high.
f We always wrap them in bubble wrap and then place them in thick cardboard boxes.
g I'm sorry, but the landlord doesn't allow visitors at the weekend.

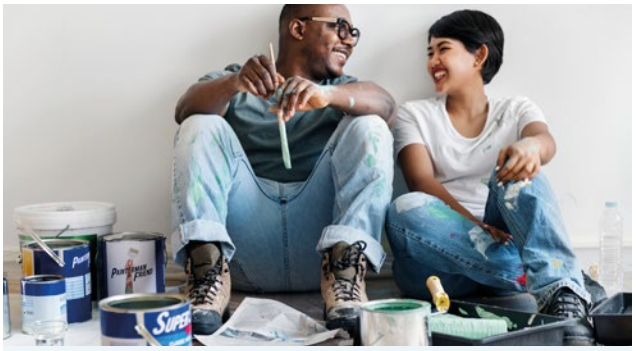
02 03

02 SŁOWNICTWO

▶ LISTA SŁOWNICTWA STR. 34

CHORES | PRACE DOMOWE

13 **Choose the correct words to complete the text. In pairs, discuss what your opinion is on this type of reality show.**



Forget singing competitions or dancing contests, the latest reality TV craze is home [1]*renovation* / *maintenance* / *management* programmes. Whether it's just an interior designer showing how to [2]*fix* / *do up* / *install* a single room with before and after footage, or a competition where contestants [3]*dismantle* / *demolish* / *redecorate* and then rebuild parts of a house, increasing viewer numbers and queues at [4]*construction* / *DIY* / *repair* shops show that these programmes are here to stay. At least, for the time being.

Jack (24) and his girlfriend Meggie (22) took part in one of these programmes last year. 'Before I got on the show, I didn't even know how to [5]*tighten* / *insulate* / *oil* a screw,' says Meggie. 'Yes, we weren't good at keeping [6]*on* / *up* / *at* our own place,' adds Jack, 'but the top prize was a 4-bedroom house, and who wouldn't want that?'

Jack and Meggie didn't win the show, but they say that they've learned a lot. 'We can now do most jobs ourselves, which saves us a lot of money,' says Meggie. 'We've recently [7]*painted* / *mended* / *fastened* a dripping tap and [8]*hung* / *glued* / *unscrewed* the wallpaper. We'll be replacing our kitchen cabinets and [9]*mowing* / *tiling* / *sweeping* the walls next week – it's something we also did on the show.

PHRASAL VERBS | CZASOWNIKI ZŁOŻONE

14 **Complete the text with the correct prepositions. Which of the problems described in the text do you think is the worst? Why?**

25 September BLOG ▶ POST

I finally bought my own flat! At twenty-three, it's quite an achievement. However, my happiness ends there. Ever since I moved [1] *out* of my old place and came here, I've had nothing but trouble. First of all, I had to clean [2] *up* the mess that the previous owners left. They were actually letting [3] *out* the flat, so it's very likely that it was their tenants who left the place looking like a dump! Still, the owners should have cleaned it and thrown [4] *out* all of the rubbish. Secondly, I noticed that the wallpaper was coming [5] *off* the walls, the tap in the bathroom was leaking and the toilet was cracked. So now I need to take [6] *out* another loan to pay someone to do up the flat. I haven't even had a chance to settle [7] *in*. I guess this is what it means to be a homeowner. I just hope nobody drops [8] *in* for a visit.

IDIOMS | IDIOMY

15 **ŚRODKI JĘZYKOWE** **Complete the sentences with the idioms from the box in the correct form.**

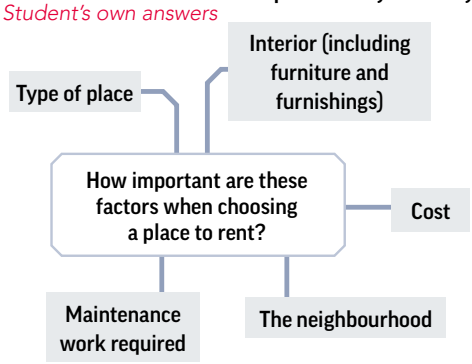
eat somebody out of house and home
feel at home get on like a house on fire
house-hunt make yourself at home
on the house put your house in order
there's no place like home

1 My cousins have been staying with us over the last week and during this time they have *eaten us out of house and home* (*opróżnili całą naszą lodówkę*).
2 I met my closest friend at a camp when we were ten and we *got on like a house on fire* (*szybko się zaprzyjaźniłyśmy*) as soon as we met.
3 My parents want to move out of the city, but they've been *house-hunting* (*szukają domu*) for over six months now and haven't found anything that meets their requirements yet.
4 Here's your bill. As you're our regular customers, the desserts are *on the house* (*na koszt firmy*) today. Hope you've enjoyed your meal.
5 As much as I loved touring Asia for the last six months, I'm happy to be back. *There's no place like home* (*Nie ma jak w domu*)!
6 Whenever I stay with my friends, they're so welcoming, to the point where I *feel at home* (*czuję się swobodnie*).
7 You should *put your house in order* (*doprowadzić własne sprawy do porządku*) before you decide to get married and move abroad.
8 Thank you for choosing OceanSide B&B. Here's your room key. Please *make yourself at home* (*czuj się jak u siebie w domu*).

GO FOR IT

16 **In pairs, look at some things that people have to consider when choosing a place to rent. Supposing you were to move out and live on your own, which of these factors would be important to you? Why?**

Student's own answers



MÓWIENIE Opis ilustracji

1 **In pairs, think back to your childhood and discuss the questions.** *Students' own answers*

- Where did you like to play when you were a child?
- Did you have a 'special place' in or near your house? Describe it.

TRENING MATURALNY

2 **In pairs, look at the photo and discuss what you could say to describe the people, the location and the activities taking place.** *Students' own answers*



3 02 04 **Read the tip below. Then listen and compare the model description with your ideas in Exercise 2.** *Students' own answers*

Opisując ilustrację, należy zawsze odpowiedzieć możliwie szczegółowo na podstawowe pytania zaczynające się od zaimków: kto, gdzie i co, np:

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

▶ KOLEJNOŚĆ PRZYMIOTNIKÓW, STR. 256

4 02 04 **Rewrite descriptions 1–5 with the adjectives in the correct order. Then listen again and check your answers.**

1 There are two young children in a *blue / small / tent*. *small blue tent*
2 Both girls have *dark / hair / long*. *long dark hair*
3 There's a woman who is wearing a *long-sleeved / hoodie / red*. *red long-sleeved hoodie*
4 There's a *woollen / rug / colourful* on the floor. *colourful woollen rug*
5 In the background, there are *curtains / floral / long / lovely*. *lovely long floral curtains*

5 **Write three-word interior descriptions with the adjectives from the box. Use each word only once.**

airy bright dingy impressive
open-plan spectacular ultra-modern
unfurnished unwelcoming

▶ ZESTAW ZADAŃ STR. 37

6 **In pairs, look through your Student's Book and find three photos of people doing something inside or outside. Make sentences describing who is in the photo, where they are and what they are doing.** *Students' own answers*

7 **Complete the Useful Phrases box with the words from the box.**

corner depicts foreground horizon
make photo side

USEFUL PHRASES ▶ STR. 298

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

Beginning a description

In the [1] *photo*, I can see ... / there is/are ...
The image [2] *depicts* ...
I can't [3] *make* out what she's looking at.

Saying where (in the photo)

On the right-hand/left-hand [4] *side* ...
In the [5] *foreground*/middle/background, ...
In the bottom left-hand [6] *corner* ...
In the distance ... / On the [7] *horizon* ...

ZADANIE MATURALNE

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

UCZEŃ A



UCZEŃ B



Exercise 5
Sample answers:
impressive airy open-plan (office)
spectacular bright ultra-modern (flat)
unwelcoming dingy unfurnished (room)

02 04

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer (audio + script) •
Extra exam questions with model answers (audio + script)

02 MÓWIENIE Płynność wypowiedzi

Może się zdarzyć, że nie będziesz mógł przypomnieć sobie angielskiego wyrazu określającego przedmiot, do którego się odnosisz. Nie przejmuj się i kontynuuj swoją wypowiedź – użyj innych wyrazów do opisania tego przedmiotu.

1 **The following descriptions refer to home furnishings. Which of them can you see in the photos on page 25?**

1 It's something you usually put outside your front door for people to clean their shoes on. *doormat*
2 It can be made of wool or other materials. You put it on the floor for decoration. *rug/carpet (in photo 1)*
3 They're usually square and made of soft material. You use them on sofas for decoration or to make yourself more comfortable. *cushions (in photo 3)*

2 **Complete the Useful Phrases box with a correct preposition in each gap.**

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

USEFUL PHRASES ▶ STR. 298

Describing purpose

It's one [1] *of* those things you use to ...
You use it/them to ...
It's / They're a kind [2] *of* ...

Describing appearance and material

It/They look(s) like ...
It's / They're square/soft/heavy etc.
It's / They're made [3] *of* ...

3 **In pairs, imagine you have forgotten the following English words. Take it in turns to describe the items using the language from the Useful Phrases box.** *Students' own answers*

gutter rocking chair shutter shrub deckchair







4 **In pairs, look through the Student's book and choose any five photos containing objects to describe. Imagine you don't know the English word and take it in turns to describe the object.** *Students' own answers*

SŁUCHANIE Uzupełnianie luk



1 **Imagine you are moving house to a smaller place. Complete the table. In pairs, discuss your lists and compare what you would and wouldn't take.** *Students' own answers*

Things to take	Things to get rid of

TRENING MATURALNY

2 02 05 **Listen to an interview with Bridgit Daly. Has she always had positive experiences of moving house?** *No, not always positive*

3 02 05 **Read the tip below and complete sentences 1–4. Then listen again and check. Which sentences require a specific piece of information?** *Questions 2–4 are specific info.*

1 Bridgit has been invited on the programme to *give/offer advice about / share her experiences about / talk about* moving house.
2 Because of *her job*, Bridgit has moved house over sixty times.
3 Bridgit says there will always be *(some) chaos / difficulties finding things / a mess / (some) disorganisation etc.* when you move house – there is no way of avoiding it.
4 Bridgit thinks that *social media / reviews on social media / other people who move houses / share similar experiences* is a good way of letting people know which removal companies you can rely on.

Luki w zdaniach lub krótkim tekście uzupełnij tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanej wypowiedzi. Czasem luki należy uzupełnić krótką, określoną informacją; w innych przypadkach zdanie może stanowić podsumowanie myśli głównej lub zawierać wnioski wyciągnięte na podstawie nagrania. Niekiedy istnieje kilka możliwych form odpowiedzi. Po uzupełnieniu zdań sprawdź, czy są poprawne gramatycznie.

02 05

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

ZADANIE MATURALNE

4 02 06 **Usłyszysz dwukrotnie wywiad z pracownikiem firmy przeprowadzkowej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

1 Mike says that as well as *being strong / having physical strength / having muscles* removals people need to work hard, be on time, be organised and know how to deal with people.
2 Mike thinks that people forget to pack things like mirrors, photos and clocks because they *don't notice them / think they are part of the house / permanent / get used to seeing them on walls only / don't treat them as possessions but part of house*.
3 On a recent job, a cat nearly travelled between *London and Scotland* in the back of Mike's removals van.
4 In a story about misreading an address, Mike remembers that his team had already *cleared/emptied the first floor / put everything from the first floor into the van* when they realised their mistake.

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

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

6 **In pairs, make questions using collocations from Exercise 5. Begin your questions with *Have you ever ...?* Ask each other your questions.** *Students' own answers*

7 **In pairs, answer the questions.** *Students' own answers*

1 Is it easy or difficult to find a place to rent where you live?
2 Is it common in Poland to use a removal company when moving or do people do everything themselves?

8 **In pairs, think about the times you, a member of your family or a friend have moved home. Think about any problems or difficulties. Tell your partner about it.** *Students' own answers*



TRENING MATURALNY

1 02 07 **Read the tip below and choose the correct answer for texts 1–2. Then listen again to check and note down the differences between the recording and the incorrect answers.**

Text 1

The speaker mentions

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

Text 2

The speaker

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

Staraj się zrozumieć sens całej wypowiedzi, zamiast skupiać się na pojedynczych słowach czy zwrotach. I w nagraniu, i w zdaniach do wyboru może pojawić się to samo słownictwo, lecz nie oznacza to automatycznie, że dana odpowiedź jest prawidłowa.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

ZADANIE MATURALNE

2 02 08 **Usłyszysz dwukrotnie pięć wypowiedzi na temat ogrodów. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This person ...

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

1	2	3	4	5
B	F	D	C	A

02 06 02 07 02 08

02 CZYTANIE Dobieranie zdań do luk w tekście



A place of my own

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

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

However, when I crawl under my quilt at night and lie with my head on the pillow looking at the stars through the skylight, I sometimes feel like a bird in a birdcage. [2] _E_ They also have similar dreams and want the freedom of living on their own.

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

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

I can't afford to buy a place, so I'll have to rent. Unfortunately, there's not a lot to choose from in my price range. I'm aware there will be disadvantages if I move house. I'll need to pay the rent, the council tax and all the bills. [4] _B_ I'll also have to learn to mend a dripping tap. But it's something I've just got to do.

1 **In pairs, say what you think is the right age to leave home and live on your own. Give reasons for your answers.**
Students' own answers

TRENING MATURALNY

2 **Match sentences 1–4 to sentences a–d. Use the underlined phrases to help you.**

1 Marty used to live in a city centre flat. _b_
2 If he won the lottery, he'd buy a new house. _c_
3 Scottish cities look different to English ones. _d_
4 I imagine it's fun living like a nomad on the road. _a_

a Driving around the country in a motor home must give you a sense of freedom.
b Last year he moved to a house in the suburbs, though.
c But he wouldn't leave his home town.
d In Glasgow, for example, most people live in flats rather than houses.

3 **Match the four pairs of sentences in Exercise 2 to tips 1–4 below. Some sentences might match more than one tip.**

Zdania wiążą się w spójny i logiczny tekst m.in. dzięki słownictwu i strukturom gramatycznym.
Gdy uzupełniasz brakujące zdania w tekście, zwróć uwagę na poniższe punkty:
1 Zaimki osobowe ____
2 Synonimy lub powiązane słownictwo ____
3 Stwierdzenia poparte przykładami ____
4 Te same lub podobne formy gramatyczne czasowników ____

Tip 1: *1b Marty = he 2c he = his*
Tip 2: *1b city centre flat = house in the suburbs (related vocabulary) 4a like a nomad on the road = driving around the country (synonym)*
Tip 3: *3d Glasgow is an example of a Scottish city.*
Tip 4: *1b Past forms (used to and Past Simple) are used in both sentences. 2c The conditional tense is used in both sentences.*

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

ZADANIE MATURALNE

4 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujący fragment (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

A As a result, over 25 percent of Britons aged 20 to 34 live with their parents now, whereas in 1997 the proportion was under 20 percent.

B I'll have to climb onto the roof to clean the leaves out of the gutter, to replace a broken tile or to fix the aerial.

C I used to live in a nice flat in London, but it cost a fortune and I couldn't stand my flatmates, so I soon moved out.

D I'm not looking for a lakeside property with its own boathouse or a city centre penthouse with a hot tub on the terrace.

E I close my eyes and imagine myself in a new flat, putting up some shelves with friends and playing my music as loud as I like.

5 In pairs, answer the questions.

1 Are you surprised by any of the statistics in the text?
Students' own answers
2 What do you think is the current average age when people leave their family home in Poland?
In Poland, it's about twenty-seven.
3 Do you think you will be able to move out before the age of thirty? Why? / Why not?
Students' own answers
4 What are the pros and cons of
- living with your parents?
- living on your own?
- living with friends?

Students' own answers

6 SŁOWNICTWO Complete the text with words from the text. Which of the things mentioned would be most important for you?

When it comes to finding a new house, there are lots of things to think about. Is it in a pleasant housing [1] *estate* or a run-down [2] *neighbourhood*? Has it got easy access to shops? How expensive is the property? Is it in your price [3] *range*? Has it got fitted carpets, [4] *walk-in* wardrobes and enough storage [5] *space* for all your [6] *belongings*? If you like plants, you'll want a garden or at least a(n) [7] *terrace*. And of course, a fully [8] *equipped* kitchen is essential.

7 SŁOWNICTWO What other words could complete the gaps in Exercise 6? Use the word list on pages 34–35 and a dictionary to help you.

8 SŁOWNICTWO Match the words to make collocations. Then in pairs, say which of these things you think you could do and which you're sure you couldn't do.

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

CULTURE BIT | Renting in the UK

Average rent prices in the UK vary enormously. In or near London, the average monthly rent is about £1,700 compared to the national average of about £1,000, but you can save money by renting unfurnished properties. A furnished flat costs about twenty percent more. So it may be worthwhile taking an unfurnished flat and going round charity shops to find furniture.
Most rental contracts are for six months or a year. You have to pay a security deposit – usually a month's rent – and you need to provide: valid ID, a work permit and/or a visa, proof of how much you earn, a work contract and references from previous landlords.

LIFE SKILLS | Responding to problems

9 In pairs, discuss how you usually react when you have problems with other people. Do you …
Students' own answers
- avoid them and hope that the problem will go away on its own?
- confront them immediately and tell them exactly how you feel and why?
- explain why you're unhappy with them and ask them to respect your point of view?
- negotiate with them, i.e. offer them an incentive to solve the problem?

10 In groups, discuss how best to respond to these problems with flatmates or siblings.
Students' own answers
- One of your flatmates/siblings keeps helping herself to other people's food.
- The person in the room right next to yours plays his music very loud.
- You like to keep things neat and tidy, but you are the only person in the flat who does any housework.
- One of your flatmates/siblings keeps inviting friends to sleep on the sofa in the living room.

Exercise 7
Sample answers
1 development/ community
2 district
3 limit
4 large
5 units
6 possessions/ things
7 balcony/patio
8 fitted

02 ŚRODKI JĘZYKOWE Tłumaczenie fragmentów zdań

GRAMATYKA

A Complete the text with the correct forms of the verbs in brackets.

I don't think I [1] *will/'ll be moving* (move) to another city soon. My family and I [2] *are* (be) very happy living in Kraków. In fact, by the end of next year, we [3] *will/'ll have been living* (live) here for fifteen years. However, I'm not originally from Kraków – I was born in Bytom, where my parents [4] *were working* (live) at the time. They [5] *had come* (come) there from Szczecin three years earlier. Anyway, I [6] *am/'m planning* (plan) to study Medicine at the Jagiellonian University, so I think I [7] *will be living/will live* (live) in Kraków for at least six more years.

B Complete the sentences with *There is/was* or *It is/was*.

1 *It was* not very far from our hotel so we went there on foot.
2 *There was* a spider in my bedroom last night.
3 *It is* boiling hot today.
4 *It was* already after midnight when she finally decided to go to bed.
5 *There was* not enough juice for all of us because Mike had drank too much the day before.
6 *It is* always worth learning languages.
7 *There is* bound to be a better solution – we just need to find it.
8 *It is* no use appealing to her conscience, she has already decided not to help us.

▶ CZASY GRAMATYCZNE, STR. 244

▶ KONSTRUKCJE *THERE IS / IT IS*, STR. 253

TRENING MATURALNY

1 Match sentences 1–3 to translations from the box.

there were was there it was

1 The last flat we looked at was quite modern, but *it was* (*było*) completely unfurnished.
2 The tenant wanted to know how many flats *there were* (*było*) on each floor of the building.
3 Why *was there* (*było*) only one desk but four chairs in the last house we visited?

2 Translate the words in brackets into English.

1 Hannah and Sam *have done up / have redecorated/ renovated* (*odnowili*) their flat. It's amazing. You have to go and see it!
2 After we moved in, we hired two designers who *did up / redecorated / renovated* (*odnowili*) the entire house.
3 The previous owners *had done up / had redecorated/ renovated* (*odnowili*) the dining room when the roof started to leak and all their work was ruined.

Ten sam wyraz lub wyrażenie w języku polskim może być tłumaczone na język angielski na kilka różnych sposobów w zależności od kontekstu.

3 Choose the correct answers to complete the sentences. Then translate them into Polish.

1 As soon as I *purchase* / *will purchase* the blinds and some paint for my mum, she will get hold of a decorator to have her conservatory renovated.
2 Your new chest of drawers looks very practical. How long *do you have* / *have you had* it?
3 Before I moved to Katowice, I *have never lived* / *had never lived* on my own.
4 When I came in, they *were giving* / *have been giving* all the guests a tour of the house.
5 Bethany is completely worn out as she *was trying* / *has been trying* to fix the dishwasher for over two hours.

4 Translate the words in brackets into English so that the sentences are logical and grammatically correct.

1 We *are signing/'ll/will sign* (*podpiszemy*) the lease next Friday, which is exactly a week before the move-in date.
2 My wife *'d/had paid* (*zapłaciła*) for a made-to-order wardrobe before I had a chance to tell her I was not keen on it.
3 They *'ve/have assigned* (*przydzielili*) only one parking space to us, which is not ideal as we have two cars.
4 Samantha decided to move in while the workmen *were still installing/fitting* (*jeszcze montowali*) new cabinets in her kitchen.

5 Complete the sentences with *there* + *be* or *it* + *be* in the correct tense. Then translate your answers into Polish.

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

6 **Read the messages and translate the words in brackets into English.**

'The roommate from hell' – do you have a story to tell?

One day I came back from class and it turned out that my roommate [1] *(had) accidentally spilled/spilt* (*nieumyślnie rozlał*) coffee on the carpet in our living room. He told me not to worry about it because he had 'painted over it with brown paint and nobody can tell.' Honestly, I'm not joking – he had really painted the whole carpet brown! [2] *There were many other* (*Było dużo innych*) things like that – and later he had no clue why he shouldn't have done them!

My last flatmate was not the most considerate person (to say the least!). She had the habit of putting her own needs above everyone else's, including mine. One example of it? She used to wake me up two hours before my alarm by using her hairdryer just outside my bedroom. You see, [3] *there was* (*było*) a bigger mirror in the hall than in her bedroom. Since that time when renting a flat [4] *I have always made sure* (*zawsze się upewniam*) there are no mirrors in the hall!

My college housemate was so messy that he slept in his sleeping bag on the floor (there was so much clutter in his room that he literally couldn't get to his bed)! I found out about it only when I came back from my parents' house a day earlier than planned. I opened my bedroom door and he [5] *was sleeping* (*spał*) like a log in my bed! He admitted he [6] *had used it* (*użył go*) several times before. Apparently, it was much more comfortable than the floor in his bedroom!



7 **In pairs, ask and answer the questions.**
Students' own answers

1 Which housemate from Exercise 6 would you consider the worst? Why?
2 Can you think of other things that would irritate you if you shared a flat/room with somebody?

W zadaniu otwartym, polegającym na tłumaczeniu fragmentów zdań, zawsze sprecyzowana jest maksymalna liczba wyrazów, których należy użyć. Po przetłumaczeniu fragmentu zdania, sprawdź, czy liczba użytych przez ciebie wyrazów nie przekracza limitu określonego w poleceniu.

ZADANIE MATURALNE

8 **Fragmenty podane w nawiasach przetłumacz na język angielski tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Matthew *has been sharing a room* (*dzieli pokój*) with one of his brothers for three years now.
2 I'm afraid *there's / there has been* (*nastąpiło*) a misunderstanding about how much rent you are supposed to pay per month.
3 Please take off your jacket and *make yourself at home* (*czuj się jak u siebie w domu*)!
4 Beth's relationship with her father improved a lot after she *('d/had) moved out* (*wyprowadziła się*) and found her own place to live.
5 After weeks of house-hunting, she found a spacious one-bedroom flat *conveniently located/situated between* (*wygodnie usytuowany pomiędzy*) the university and the town centre.

ZADANIE MATURALNE P

9 **Spośród podanych opcji A–C wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym zdanie.**

1 I ____ (*zaniosłem*) the heavy bags upstairs already, so you can take these boxes.
A am carrying **B** had carried **C** have carried
2 The last flat we saw was perfect, but I decided we couldn't ____ (*sobie na nie pozwolić*).
A let it go **B** afford it **C** allow it
3 In our old house, ____ (*była*) a fitted wardrobe in my bedroom.
A it was **B** was **C** there was
4 My flatmate and I always ____ (*dzieliliśmy się*) the housework and we got on very well.
A shared **B** divided **C** took turns
5 When we moved into our new house, the previous owners ____ (*już odnowili*) the spare bedroom.
A had already redecorated
B were just redecorating
C have already redecorated

▶ ZADANIA DODATKOWE STR. 36

02 PISANIE Rozprawka za i przeciw

PRZYKŁADOWE ZADANIE MATURALNE I MODELOWA WYPOWIEDŹ

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

Wypowiedź powinna zawierać od 200 do 250 słów.



1 **In pairs, discuss the two scenarios. Make notes. Which scenario do you prefer?** *Students' own answers*

Higher education options	PROS	CONS
Studying and living in your home town	_____	_____
Studying and living away from home	_____	_____

TRENING MATURALNY

2 **Read the sample task and the model answer above. Do you agree with the conclusion? Why? / Why not?** *Students' own answers*

3 **Complete the Useful Phrases box with words or phrases from the model essay.**

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

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

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

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

USEFUL PHRASES

▶ STR. 307

Presenting arguments using tentative language

... they [1] *may* *be* missing out ...
... students [2] *are* *likely* *to* *be* better off ...
... space [3] *tends* *to* *be* an issue ...
... a reliable Internet connection *might* *be* a problem ...

Developing points

Furthermore, ...
[5] *Another* *point* in favour of ... is ...
What [6] *is* *more*, they may ...
Not only that, but ...

Contrasting points

[7] *however*, there are also downsides ...
... whereas ...
On the one hand, ... On the other hand, ...

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

4 **Rewrite statements 1–5 in a more tentative way. Then, in pairs, discuss the statements and decide which ones you agree with.**

1 Stay-at-home students miss out on learning important life skills. *Stay-at-home students can / may / might / tend to / are likely to miss out on learning important life skills.*
2 A lot of student accommodation in big cities is poor quality and bad value for money. *A lot of student accommodation in big cities can / may / might / tend to / is likely to be poor quality and bad value for money.*
3 Many students are not very good with money and get into serious debt. *Many students may not / might not / tend not to / are unlikely to be very good with money and get into serious debt.*
4 Female students are better at coping with living away from home than male students. *Female students tend to / are likely to be better at coping with living away from home than male students.*
5 Students who study in big cities get better, higher-paid jobs. *Students who study away from home can / may / might / tend to / are likely to get better, higher-paid jobs.*

5 **Complete the following dictionary entries with *to do* or *doing*. Then find examples of these structures in the model essay.**

1 be usual / likely / difficult ___*to do*___ sth
2 opt ___*to do*___ sth
3 be better off ___*doing*___ sth
4 an advantage of ___*doing*___ sth
5 avoid ___*doing*___ sth
6 a downside to ___*doing*___ sth
7 find it difficult / easy ___*to do*___ sth

6 **Complete the text with the correct form of the verbs in brackets. Do you think this is good advice?**

Depending on which career you opt [1]*to pursue* (PURSUE), it may be difficult [2]*to find* (FIND) a good job in your home town. If you're ambitious you're better off [3]*moving* (MOVE) to a major city where you're more likely [4]*to have* (HAVE) a greater range of job opportunities. Of course, there are downsides to [5]*moving* (MOVE) away from your home town: if it's important for you [6]*to be* (BE) near your family, this could be a problem for you and you may find it easier [7]*to look* (LOOK) for work closer to home.

ZADANIE MATURALNE

7 **Do the task.**

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

Wypowiedź powinna zawierać od 200 do 250 słów.



ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

PRZYKŁADOWE ZADANIE MATURALNE I MODELOWA WYPOWIEDŹ

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

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

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

Dear Moni,
Thank you for agreeing to house-swap in July. Here's some information about our apartment.
We live outside the town centre, but there's a bus stop just opposite our apartment block. The bus is number 3 and it goes to the central bus station. Our apartment is on the fourth floor, but there's a lift.
We live in a residential area, so there aren't many restaurants nearby. However, we recommend Sam's Pizzeria, which is just across the street. They serve delicious pizzas and salads. And the prices are reasonable.
Thank you for agreeing to look after our cat. I really appreciate it. The cat food is in the cupboard under the sink. And one last thing – I'd be grateful if you could water the house plants just once during the week.
I'm really sorry about the taps in the kitchen. My dad tried to fix them himself instead of asking a plumber.
Have a great time!
All the best,
XYZ

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ZADANIE MATURALNE

1 **Read the sample task and the model answer above, then do the task below.**

Napisz e-mail do osoby, z którą wymieniłeś(-aś) się na mieszkanie i opowiedz o swoim pobycie. W e-mailu:

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

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

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

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

02 LISTA SŁOWNICTWA

THE HOUSE AND THE NEIGHBOURHOOD | DOM I JEGO OKOLICA

backyard – podwórko za domem
bench – ławka
bike storage – miejsce do przechowywania rowerów
boathouse – hangar dla łodzi
climbing frame – drabinka gimnastyczna
conservatory – oranżeria, ogród zimowy
deckchair – leżak
doorway – wejście, drzwi
double garage – garaż na dwa samochody
drive/driveway – podjazd
dustbin – kontener na śmieci
fence – ogrodzenie
floor-to-ceiling windows – okna od podłogi do sufitu
flowerbed – grządka, rabatka
French windows – przeszklone drzwi, okna werandowe
gazebo – altana
hedge – żywopłot
infinity pool – basen bez krawędzi
inflatable pool – nadmuchiwany basen
letterbox – skrzynka na listy
outbuilding – budynek gospodarczy
outdoor heater – ogrzewacz ogrodowy
path – ścieżka
  gravel ~ – ścieżka żwirowa
patio – patio, taras
  ~ furniture – meble tarasowe
pavement – chodnik
plot of land – działka
plumbing – instalacja wodno-kanalizacyjna
pond – oczko wodne, sadzawka
porch – ganek, weranda
roof tiles – dachówki
sandpit/sandbox – piaskownica
shed – składzik, szopa
shrub – krzew
shutters – okiennice
● **skylight** – świetlik (w dachu)
sprinkler – zraszacz
staircase – klatka schodowa
step – schodek, stopień
streetlight/streetlamp – latarnia uliczna
swing – huśtawka
terrace – taras
tree house – domek na drzewie
vegetable plot/patch – grządka warzywna
well – studnia
windowsill – parapet

TYPES OF HOUSES AND FLATS | RODZAJE DOMÓW I MIESZKAŃ

apartment block – blok mieszkalny
basement flat – mieszkanie w suterenie
bedsit – wynajęty pokój (zazwyczaj z miejscem do gotowania)
cottage – dom na wsi
council house – mieszkanie komunalne
country house – okazały dom na wsi, dwór
detached house – dom wolno stojący
farmhouse – dom wiejski
holiday home – dom wakacyjny
manor house – dwór
mansion – rezydencja
motor home – samochód kempingowy
penthouse – luksusowy apartament na ostatnim piętrze budynku
residential building – budynek mieszkalny
semi-detached house / semi – dom bliźniak
studio flat – kawalerka
terraced house – dom szeregowy
tower block – wieżowiec
townhouse – kamienica
two-storey building – budynek dwupiętrowy

NEIGHBOURHOOD | OKOLICA DOMU

allotment – działka (pracownicza/rekreacyjna)
commute – dojazd do pracy; dojeżdżać do pracy
(conveniently/pleasantly) located – (wygodnie/ładnie) usytuowany
countryside – wieś
downtown – śródmiejski, centralny
easy access to sth – łatwy dostęp do czegoś
fenced off – ogrodzony
gated community – ogrodzone osiedle mieszkaniowe
housing estate – osiedle mieszkaniowe
housing development – osiedle mieszkaniowe
hustle and bustle – zgiełk
isolated – odizolowany
leafy – pełen zieleni
location – położenie
outskirts – peryferie miasta
parking space – miejsce parkingowe
playground – plac zabaw, boisko
resident – mieszkaniec, mieszkanka
residential area – dzielnica mieszkaniowa
suburb – przedmieście
suburban – podmiejski
  with a ~ feel – o podmiejskim klimacie
trailer park – osiedle przyczep kempingowych
urban area – przestrzeń miejska
within easy reach – w pobliżu
within walking distance of sth – w niewielkiej (możliwej do pokonania piechotą) odległości od czegoś

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

airy – przestronny
● **ancient** – starożytny, wiekowy, bardzo stary
bare – pusty
bright – jasny
cluttered – zagracony
cosy – przytulny
cramped – ciasny, zastawiony
damp – wilgotny
designed by – zaprojektowany przez
dilapidated – w opłakanym stanie
dingy – obskurny
durable – trwały
easy-to-clean – łatwy do czyszczenia
en-suite bathroom – łazienka przy sypialni
fully equipped – w pełni wyposażony
fully furnished – w pełni umeblowany
impressive – robiący wrażenie, imponujący
made-to-order – na zamówienie / na wymiar
messy – niechlujny, zabałaganiony, nieporządny
● **neat and tidy** – schludny, czysty
open-plan – otwarty, bez ścianek działowych
quaint – uroczy, o staroświeckim wdzięku
roomy – przestronny
run-down – zniszczony
rural – wiejski
shabby – zaniedbany
spacious – przestronny
sparsely decorated/furnished – skąpo urządzony/umeblowany
stylish – stylowy, elegancki
sunny – słoneczny
ultra-modern – ultranowoczesny
unfurnished – nieumeblowany

IDIOMS | IDIOMY

(a real) home from home – miejsce, gdzie człowiek czuje się jak w domu
eat sb out of house and home – objeść kogoś, wyczyścić komuś lodówkę
feel at home – czuć się swobodnie
get on like a house on fire – z miejsca się zaprzyjaźnić
house-hunt – szukać domu/mieszkania
keep house – prowadzić dom
make yourself at home – czuć się jak u siebie w domu, rozgościć się
on the house – na koszt firmy
open house – dom otwarty
put your house in order – doprowadzić własne sprawy do porządku
There's no place like home! – Nie ma jak w domu!

ROOMS AND HOME FURNISHINGS | POMIESZCZENIA I WYPOSAŻENIE DOMU

air conditioning – klimatyzacja
alarm clock – budzik
● **antique furniture** – zabytkowe meble
banister – poręcz, balustrada
bathroom tiles – płytki łazienkowe
bedding – pościel
bedside table – szafka nocna
boiler room – kotłownia
(book)shelf/(book)shelves – półka/półki (na książki)
built-in/fitted wardrobe – szafa wnękowa
bunk beds – łóżko piętrowe
burglar alarm – alarm antywłamaniowy
candlestick – świecznik
cellar – piwnica
central heating – centralne ogrzewanie
chest of drawers – komoda
converted loft – zaadaptowane poddasze
crockery – zastawa stołowa
cushion – poduszka dekoracyjna
dressing table – toaletka
door handle – klamka
doorbell – dzwonek do drzwi
doorknob – gałka u drzwi
doormat – wycieraczka
dryer/drier – suszarka
  hair ~ – suszarka do włosów
  tumble ~ – suszarka bębnowa (do ubrań)
fitted/wall-to-wall carpet – wykładzina dywanowa
floor-length curtains – zasłony do ziemi
flowerpot – doniczka
fluffy rug – puchaty dywanik
framed photograph – zdjęcie oprawione w ramkę
free-standing bath/bathtub – wanna wolnostojąca
(glass-fronted) bookcase – (przeszklony) regał na książki, biblioteczka
glass-fronted cabinet – serwantka, witryna
grandfather clock – zegar szafkowy
guest room – pokój gościnny
high chair – wysokie krzesełko dla dziecka
household appliances – sprzęt AGD
hot tub – jacuzzi
king-sized bed – szerokie łóżko
kitchen sink – zlew kuchenny
knock on the door – pukać do drzwi
laminate flooring – panele podłogowe
landing – półpiętro
laundry (room/area) – pralnia
light fixtures – oświetlenie, instalacja oświetleniowa

(marble) worktop/work surface – (marmurowy) blat kuchenny
mattress – materac
office chair – krzesło biurowe
ornament – ozdoba
pantry – spiżarnia
pillow – poduszka do spania
pillowcase – poszewka na poduszkę
potted plant – roślina doniczkowa
quilt/duvet – kołdra
radiator – grzejnik, kaloryfer
rocking chair – fotel bujany
roller blinds – rolety
running water – woda bieżąca
shower curtain – zasłonka prysznicowa
sofa bed – rozkładana kanapa
spare bedroom – sypialnia gościnna
stool – taboret, stołek
storage space – miejsce do przechowywania
study – gabinet
upholstered chair – krzesło tapicerowane
utility room – pomieszczenie gospodarcze
Venetian blinds – żaluzje
walk-in wardrobe – garderoba
wallpaper – tapeta
water heater – bojler
wood flooring – panele drewniane

CHORES | PRACE DOMOWE

air (out) – wietrzyć
broken / out of order – zepsuty
clean up (the mess) – posprzątać (bałagan)
● **clean leaves (out of the gutter)** – oczyścić (rynnę) z liści
clear out – uprzątnąć/wyrzucić
clear-out – generalne porządki
connect (electricity) – podłączyć (prąd)
● **convert (an attic into a bedroom)** – przerobić (strych na sypialnię)
disinfectant – środek dezynfekujący
dismantle/demolish – demontować, rozebrać
DIY – majsterkowanie
do up a flat – odnowić mieszkanie
● **do your own plumbing** – zajmować się hydrauliką
drop in – wpaść do kogoś
dry-clean – czyścić chemicznie
dust the furniture – ścierać kurze z mebli
duster – ścierka do kurzu
fasten – przymocować
fit – instalować, montować
● **fix (an aerial)** – naprawić (antenę)
hang wallpaper – położyć tapetę
household – gospodarstwo domowe
household repairs – naprawy domowe
housekeeping – prowadzenie domu
● **install** – instalować
insulate the attic – ocieplić poddasze
leak – przeciekać
maintenance – konserwacja
mend a dripping tap – naprawić cieknący kran
mow the lawn – kosić trawnik
oil the hinges – naoliwić zawiasy
● **paint sth (black)** – pomalować coś (na czarno)
paper the walls – tapetować ściany
polish – polerować, pastować
put in (bathroom fittings) – zainstalować (wyposażenie łazienki)
● **put up some shelves** – powiesić półki
rebuild – odbudować
redecorate/refurbish/renovate – remontować, odnawiać
redecoration/refurbishment/renovation – remont
repair – naprawić
● **replace (a broken tile)** – wymienić (pęknięty kafelek)
rinse – opłukać, spłukać
scrub – szorować, czyścić
shut off – wyłączyć, odciąć dopływ czegoś
sweep the floor – zamieść podłogę
throw out (rubbish) – wyrzucać (śmieci)
tidy away – uprzątnąć coś
tighten a screw – dokręcić śrubę
tile (the walls) – wykafelkować (ściany)
unscrew – odkręcić (śrubę)
vacuum the floor – odkurzyć podłogę
varnish – polakierować
wipe – wycierać
wring – wyciskać, wyżymać

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

accommodation – zakwaterowanie
student ~ – mieszkanie studenckie, akademik
advance payment – płatność z góry / zaliczka
(affordable) housing – mieszkania, lokale (w rozsądnej cenie)
amenities – udogodnienia, infrastruktura
book a viewing (of a house/flat) – umówić się na prezentację domu/mieszkania
commission – prowizja dla pośrednika
construction site – plac budowy
council tax – podatek komunalny
deposit – kaucja
domestic expenses – wydatki domowe
estate agent – agent, agentka nieruchomości
eviction – eksmisja
facilities – udogodnienia, infrastruktura
flatmate – współlokator, współlokatorka (w mieszkaniu)
homeowner – właściciel, właścicielka domu/mieszkania
household insurance – ubezpieczenie domu/mieszkania
housing community – wspólnota mieszkaniowa
housing cooperative – spółdzielnia mieszkaniowa
instalment – rata
landlord/landlady – właściciel/właścicielka wynajmowanego domu
lease – najem, dzierżawa
sign the ~ – podpisać umowę najmu, dzierżawy
terms of a ~ – warunki najmu
lease – wynajmować, dzierżawić
let out a flat – wynająć komuś mieszkanie
keep up / maintain (a flat) – utrzymać (mieszkanie)
mortgage – hipoteka, kredyt hipoteczny
negotiate the price/terms – negocjować cenę/warunki
notice period – okres wypowiedzenia
pay in advance – płacić z góry
price range – przedział cenowy
property / real estate – nieruchomość
rent – wynająć
roommate – współlokator, współlokatorka (w pokoju)
take out a bank loan/mortgage – wziąć pożyczkę bankową / kredyt hipoteczny
tenancy – najem, dzierżawa
~ agreement – umowa najmu
tenant – lokator, lokatorka
to let / to rent – do wynajęcia
under construction – w budowie
utility bills – rachunki za media (gaz, prąd, wodę)

MOVING TO A NEW HOUSE | PRZEPROWADZKA

● **assemble furniture** – składać meble
belongings – dobytek, mienie
bubble wrap – folia bąbelkowa
cardboard box – pudło z kartonu
● **dismantle furniture** – rozkładać meble
● **fill a van** – zapełnić samochód
● **flat-pack furniture** – meble w paczkach do samodzielnego montażu
fragile items – przedmioty delikatne, kruche
house-swap – wymienić się na mieszkania
house-warming party – parapetówka
● **load/unload** – załadować/rozładować
● **move house** – przeprowadzać się
move in – wprowadzić się
move out – wyprowadzić się
packing material – materiał opakowaniowy
possessions – dobytek, mienie
relocation – przeprowadzka (do innego miasta / kraju)
● **removal company** – firma przeprowadzkowa
removals people / movers – pracownicy firmy przeprowadzkowej
● **removal van** – samochód do przeprowadzek
settle in – zaaklimatyzować się, zaadaptować
● **set up house/home** – założyć (własny) dom

PRONOUNCE IT

Stress in compound nouns

Compound nouns are words created from two nouns or an adjective and a noun (e.g. *bathroom, deckchair*). In compound nouns, we usually put the stress on the first word (e.g. *bathroom*).

1 02 09 **Listen to eight words from the word list and repeat them with the correct stress.**

2 02 10 **Listen and write the words. Mark the stress. Then listen again and repeat.**

LISTA 02 SŁOWNICTWA

TEKST Z WYBOREM WIELOKROTNYM

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

To: Flat no 12
Subject: Important: new flatmate and cleaning reminder

Hi everyone,

I hope you're all well. I wanted to discuss a few important matters regarding our flat. As you know, Sarah is moving [1]____ next weekend, and Emiko is taking her place. Sarah, please remember the extra bubble wrap and cardboard boxes are under the stairs. The [2]____ van has been booked for Saturday at 10 a.m. Emiko, we'll need your [3]____ by the end of the week. You'll get it back when you move out.

On a different note, we should check the central heating before winter. I've also arranged for a plumber to drop [4]____ on Tuesday to look at the dripping tap in the kitchen.

Finally, I need to mention household chores (don't hate me!). We're all different in how we feel about things like washing up or vacuuming, and so we haven't always [5]____ to keep things neat and tidy. That's why I suggest a cleaning schedule. This includes caring for the new kitchen worktop and making sure common areas are clean. If you make a mess, [6]____ it up!

If anyone has any questions or suggestions, feel free to drop me a message.

Ravi

1	**A** in	**B** on	**C** out	**D** to
2	**A** removal	**B** mover	**C** move	**D** moving
3	**A** fee	**B** rent	**C** deposit	**D** bill
4	**A** out	**B** in	**C** down	**D** up
5	**A** had	**B** needed	**C** made	**D** managed
6	**A** fix	**B** wash	**C** do	**D** clean

GRAMATYKALIZACJA

2 Uzupełnij zdania 1–6, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

1 I like my new place because all the facilities are *within walking distance* (*walk / distance*).
2 There was a lot of smoke when I walked into the hall, so I immediately realised that *a fire had broken out* (*fire / break out*) upstairs.
3 When I came into Robert's room, he *wasn't / was not dusting the furniture* (*not dust / furniture*) any more.
4 'Was Hannah at home when you arrived?' 'No, she *'d/had already left for* (*already / leave*) work.'
5 There was a terrible smell when I got home, so I *took out the rubbish* (*take / rubbish*) straight away.
6 I'm fed up with this neighbourhood. It's high time we *moved out of here* (*move / here*)!

TRANSFORMACJE ZDAŃ

3 Uzupełnij drugie zdanie każdego punktu z wykorzystaniem podanego wyrazu tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów ani formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

1 It will be fifty years this March since my grandparents moved into this flat. **WILL**
In March this year, my grandparents *will have been living / will have lived* in this flat for fifty years.
2 Will you need your vacuum cleaner tonight? I'd like to borrow it. **USING**
Will you be using your vacuum cleaner tonight? I'd like to borrow it.
3 The dripping tap will be mended by the time you get home. **MENDED**
I *will have mended* the dripping tap by the time you get home.
4 We renovated the kitchen first, and then we painted the corridor. **UP**
Before painting the corridor, we *did up the kitchen / 'd/had done up the kitchen*.
5 I managed to replace the broken tiles before my dad came back home. **ALREADY**
When my dad came back home, I *'d/had already replaced* the broken tiles.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

4 Fragmenty podane w nawiasach przetłumacz na język angielski tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Are utility bills *included in the rent* (*wliczone w czynsz*) or do I have to pay them separately?
2 If there hadn't been a huge traffic jam, the removal van *wouldn't / would not have arrived late* (*nie przybyłaby spóźniona*).
3 How many times *have you moved (house/home)* (*przeprowadzałaś się*) in your life?
4 The instalment doesn't have to *be paid in advance* (*być opłacona z góry*).
5 I *'ve/have been looking for* (*szukam*) the perfect flat for months now, but I can't find anything I like in my price range.
6 We *took out a mortgage* (*zaciągnęliśmy kredyt hipoteczny*) for 30 years to buy the flat we wanted.
7 I'm thinking of *organising/throwing/putting on a house-warming party* (*zorganizowaniu parapetówki*) next weekend – would you come?

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

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

UCZEŃ B

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

ZADANIE 1 *Students' own answers*

UCZEŃ A

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

- Lokalizacja mieszkania
- Wyposażenie i umeblowanie
- Warunki wynajmu
- Posiadanie zwierząt

Rozmowę rozpoczyna uczeń B.

▶ UCZEŃ B STR. 333

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



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

ZADANIE 3 *Students' own answers*

Popatrz na Zdjęcie 1. i Zdjęcie 2.

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

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

1



2



UCZEŃ A

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

UCZEŃ B

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

01-02 POWTÓRZENIE KUMULATYWNE

SŁUCHANIE

WYBÓR WIELOKROTNY

1 02 11 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.**

W zadaniach 1 i 2 zakreśl jedną z liter: A, B albo C.

Tekst 1

1 What can we understand about the couple?

A They both want to move as soon as possible.

B They disagree about how a new flat should be decorated.

C They have a lot of similar opinions about the flat.

Tekst 2

2 What is the girl trying to do?

A Explain why it is important to her to beat the other players.

B Encourage the boy to be more positive about their chances.

C Persuade the boy that they are better players than their opponents.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Tekst 3

3 The reason for mentioning class clowns is to

A compare their motivation to that of social media users.

B show how any kind of interaction can have positive and negative points.

C explain the sort of person who social media attracts.

D demonstrate how our social media use can affect the people around us.

4 What is the purpose of using the quotes from teenagers?

A To give a realistic view of how they are thinking.

B To make fun of their need for likes.

C To contrast the teenagers way of thinking with that of the audience.

D To use examples of people that the speaker has interviewed.

5 Which of these does the speaker NOT talk about?

A How false posts can lead to a feeling of depression in other users.

B How social media users are unaware that others are also being untrue.

C How the need for likes leads to less variety of subject matter.

D How easy it is to recognize when someone is lying online.

6 What is the purpose of the talk?

A To persuade teenagers that social media is damaging their health.

B To criticise social media companies for their effects on young people.

C To encourage parents to take more interest in what their children are posting online.

D To explain how and why social media affects teenagers.

UZUPEŁNIANIE LUK

2 02 12 **Usłyszysz dwukrotnie wypowiedź na temat różnych stylów myślenia. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–5, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

1 One of synthesists' strengths is their ability to *identify/see/perceive links/connections* between various concepts.

2 Idealists aim for perfection, which means that they are difficult to satisfy and might get annoyed when the work *is not perfect/ideal/good enough / does not live up to their expectations*.

3 Pragmatists are focused on short-term results and too many choices may *be/become/feel overwhelming* for them.

4 Even minor mistakes tend to irritate analysts because they can't stand *inaccuracy/inaccuracies*.

5 Realists find it dull to *solve banal/simple tasks/problems* and they enjoy being challenged.

ŚRODKI JĘZYKOWE

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 *It's not / It isn't / It is not worth investing* (*Nie warto inwestować*) in a jacuzzi because we'll hardly ever use it.

2 If you move into a bedsit, *there won't / will not be enough* (*nie będzie wystarczająco*) room for all of your belongings.

3 Mark is frustrated because he *'s/has been trying to assemble* (*próbuje złożyć*) a flat pack chest of drawers all day, but without much success.

4 Our holiday was fantastic, but I have to say I'm glad to be back – there *'s/is no place like home*! (*nie ma jak w domu*)

5 Considering how angry Dan was yesterday, I'm amazed he *didn't / did not lose his temper* (*nie stracił panowania nad sobą*) and start shouting.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 We had to start all over again when we realised that *we had hung the wallpaper* (*położyliśmy tapetę*) the wrong way up.
2 Tom, *will you / are you going to negotiate / are you negotiating* (*będziesz negocjował*) the price before you sign the lease?
3 The estate agent says that *it's / it is hard to rent* (*trudno wynająć*) a flat in this area without leaving a security deposit.
4 While I was in my study, *someone/somebody knocked on the door* (*ktoś zapukał do drzwi*) quite loudly, but when I answered it, they had already gone.
5 For the past two years *there has been more cooperation* (*jest więcej współpracy*) between different ethnic groups in our community.

TEKST Z WYBOREM WIELOKROTNYM

5 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

STIFF UPPER LIP

The phrase 'to have a stiff upper lip' means that you don't show emotion or complain when you are upset or anxious, even in the most difficult situations. Traditionally, the British people [1]____ reserved and unemotional in the face of adversity. The saying is rooted in the idea that the trembling of the upper lip is often [2]____ as a sign of fear, so keeping a 'stiff' upper lip would mean that a person is not afraid. And that's perhaps why the British always respond to the question 'How are you?' with 'I'm fine, thanks' or 'Never better' rather than [3]____ full details of all their problems.

It can perhaps be best observed when some distressing public events happen. When Princess Diana died in 1997, the emotional [4]____ on Britain's streets was felt by many to show a new kind of Britain. On the one hand, there were people who were horrified by the tears cried in public. On the other hand, many were equally appalled because the Royal Family seemed to [5]____ as normal with no reaction to the loss at all. It could be that the biggest differences are found between generations and, [6]____ the older generation slowly die off, the stiff upper lip will die with them.

1	**A** are considering	**B** are considered	**C** have considered	**D** have been considered
2	**A** made	**B** done	**C** seen	**D** given
3	**A** to give	**B** giving	**C** give	**D** to giving
4	**A** outburst	**B** experience	**C** impact	**D** expression
5	**A** go out	**B** take over	**C** carry on	**D** go through
6	**A** while	**B** unless	**C** as	**D** before

TEKST Z WYBOREM WIELOKROTNYM

6 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

SHARING A HOUSE

Sharing a house with a lot of people has its pros and cons. I live with five people and you definitely need to be [1]____ and patient to make sure that everyone gets on with each other. Let me introduce you to them.

Dana is the romantic type: she can spend hours gazing at the stars at night.

John is the oldest in our group. He graduated from the Biology department last year. He's [2]____ gardening, so he looks after the plants and he's in charge of our vegetable garden.

Ian is [3]____ far the most optimistic: if you have a problem, go and talk to him and you'll definitely feel better.

Clara is [4]____ about the environment: she makes sure we recycle and she falls out with us if we don't turn off the lights when we leave the room!

But there's no one like Matt. Usually, he's the life and soul of the house: you never get bored when he's around. Recently, however, he has been a bit down [5]____ because he failed an important exam at uni. He's away at the moment as he [6]____ a week in Spain with his parents. We all miss him!

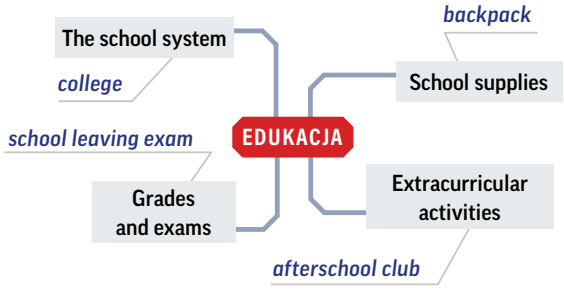
1	**A** argumentative	**B** gullible	**C** nosey	**D** flexible
2	**A** on	**B** in	**C** into	**D** over
3	**A** by	**B** so	**C** very	**D** a lot
4	**A** indifferent	**B** keen	**C** interested	**D** passionate
5	**A** in a cold sweat	**B** over the moon	**C** in the dumps	**D** on cloud nine
6	**A** spends	**B** is spending	**C** will spend	**D** has spent

03 EDUKACJA

SŁOWNICTWO

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?** *Students' own answers*



SCHOOL SUPPLIES | PRZYBORY SZKOLNE

2 03 01 **Listen to a recording about 'slimming down backpacks' and complete the gaps. Then in pairs, say what you have in your backpacks.**

1 The items that Michaela needs to remove from her backpack are a(n) *hole punch*, *set square* and *fountain pen*.
2 Michaela's *PE kit* consists of a T-shirt, tracksuit bottoms and trainers.
3 Other items in her backpack are: three *ring binders*, four *coursebooks*, two *library books* and a few *workbooks*.
4 She doesn't need to carry *whiteboard markers* and chalk in her *pencil case/backpack*.

SCHOOL LIFE AND LEARNING | ŻYCIE SZKOŁY I UCZENIE SIĘ

3 **Complete the sentences with the words from the box. Then in pairs, say if these sentences are true or false for you.**

abilities assess assignment homeschooling set source

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

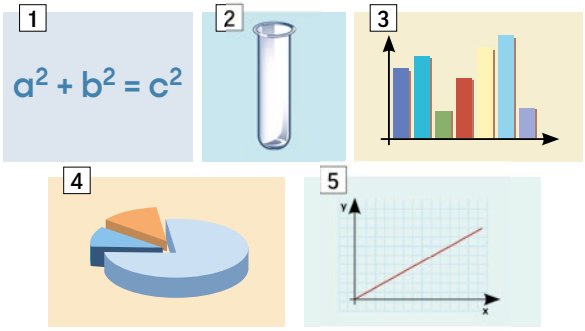
4 **Match the names of people from the box to the definitions. Which of these words are positive and which are negative? Give reasons for your answers.**

bookworm copycat dropout eager beaver know-all teacher's pet

This person ...
1 does what other people do. *copycat (negative)*
2 is very enthusiastic about learning. *eager-beaver (negative)*
3 thinks they are smarter than everyone else. *know-all (negative)*
4 loves reading. *bookworm (positive)*
5 left school before graduating. *dropout (negative)*
6 is the teacher's favourite. *teacher's pet (negative)*

5 **Name the objects in the pictures using the words from the box. In which subjects do you come across these things?**

bar chart *3* graph *5* mathematical formula *1*
pie chart *4* test tube *2*



6 **Choose the correct words to complete the text. Then in pairs, discuss other ways of helping students who experience the problems described below.**

Sunshine Peaks School Board

Services for school staff and families

Our aim is to help school staff and families [1]*cheat* / *overcome* / *misbehave* any educational problems. We help students with [2]*learning* / *working* / *educational* difficulties, like dyslexia (students who have problems reading) or ADHD (Attention Deficit Hyperactivity Disorder), among other things.

If your child has been off school for a longer period of time, we can help them catch up with their schoolwork. We also help students who have been [3]*failed* / *bullying* / *suspended* from school or who have been [4]*dropped* / *thrown* / *expelled* out of school to get back into the school system.

We pride ourselves on having a(n) [5]*individual* / *remedial* / *support* approach and supporting everyone in need of help.

For more info, contact us today!

7 **Choose the correct words to complete the text.**

Rules at my school

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

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

8 **In pairs, discuss the rules that apply to students in your school.** *Students' own answers*

EXAMS, TESTS, GRADES | EGZAMINY, TESTY, OCENY

9 **Match the verbs to the phrases they go with. In pairs, use the phrases to describe exams you take at school.**

an entrance exam exam results a test
a grade/a mark a grade point average
a score

get	have	sit	pass/fail

EXTRACURRICULAR ACTIVITIES | ZAJĘCIA POZALEKCYJNE

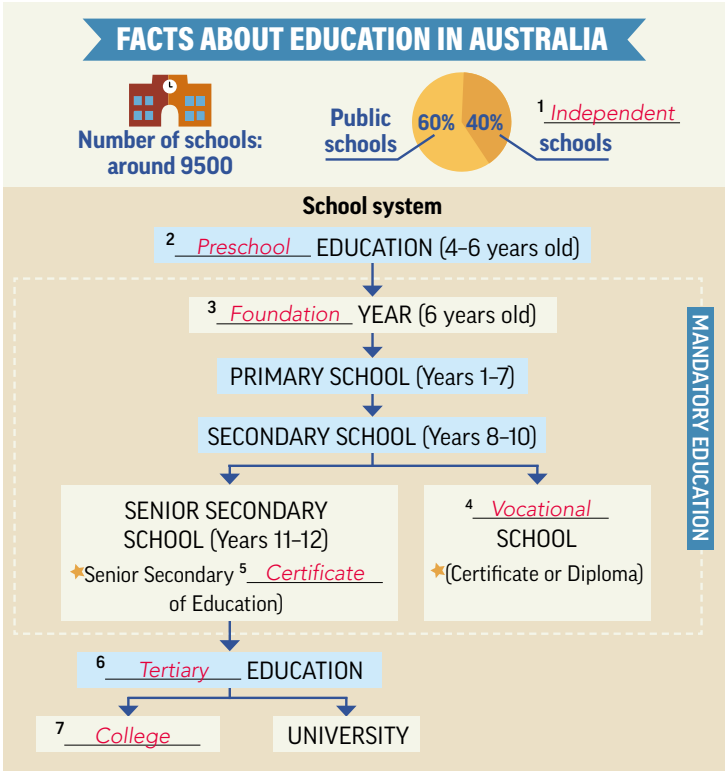
10 03 02 **Listen to four speakers talking about extracurricular activities. Match the activities from the box to the speakers. There are two extra activities. What words or phrases in the recording helped you do the task? Do you attend any afterschool activities?**

Chemistry Olympiad Group Drama Club
First-aid training Literature Club
School Choir School Orchestra

Speaker 1 *Literature Club*
Speaker 2 *Chemistry Olympiad Group*
Speaker 3 *First-aid training*
Speaker 4 *School Orchestra*

THE EDUCATION SYSTEM | SYSTEM OŚWIATY

11 03 03 **Listen to a podcast about the education system in Australia. Complete the missing information in the infographic.**



12 **In pairs, discuss the similarities and differences between the Australian and Polish systems of education.** *Students' own answers*

AT UNIVERSITY | NA UNIWERSYTECIE

13 **Match the words to make collocations.**

1 master's	*c*	a	leave
2 financial	*f*	b	paper
3 access	*e*	c	thesis
4 research	*b*	d	fees
5 sabbatical	*a*	e	course
6 tuition	*d*	f	assistance

14 **Complete the questions with the words from the box. There are two extra words. Then in pairs, ask and answer the questions.**

apply campus faculty get halls scholarship take

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

Exercise 9
get: exam results, a grade/mark, a score
have: an entrance exam, exam results, a test, a grade/mark, a grade point average
sit: an entrance exam, a test
pass/fail: an entrance exam, a test

03 SŁOWNICTWO

▶ LISTA SŁOWNICTWA STR. 52

15 **ŚRODKI JĘZYKOWE** **Complete the text with the words from the box in the correct form. There are two extra words.**

achieve certify cram enrol fee myth obligation sign

A different kind of school

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

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

Students learn things from the places they're at instead of [3] *cramming* for exams and answering multiple-choice questions; they learn through project work, experiencing the local history and culture and interacting with the locals.

After the three [4] *obligatory* years, students receive a(n) [5] *certificate* of completion. They can then go on [6] *to enrol* on a course at university. THINK Global School graduates go on to study at some of the top universities in the world. Sometimes, the most unconventional types of schooling can bring the most success.

16 **In two small groups, prepare a debate between those in favour of a traditional system of education and those in favour of a school like THINK Global School. Prepare your arguments in your groups and then have a debate in front of the class.** *Students' own answers*

17 **Match the faculties from the box to classes 1–6. There are two extra faculties. Which of these would you like to study and why?**

Business Studies Engineering Fine Arts Information Technology Law Linguistics Psychology Sociology

1 Contracts, Legal Research and Writing *Law*
2 Design History, Introduction to Painting, Illustration Methods *Fine Arts*
3 Phonetics, History of English, Translation *Linguistics*
4 Personality Theory, Research Methods, Behavioural Neuroscience *Psychology*
5 Introduction to Computer Science, C++ Programming, Database Management Systems *Information Technology*
6 Accounting, Statistics, Marketing *Business Studies*

IDIOMS | IDIOMY

18 **Match idioms 1–6 to definitions a–f.**

1 burn the midnight oil *e*
2 (can't) teach an old dog new tricks *a*
3 feel out of your depth *c*
4 draw a blank *f*
5 have (a lot of) ground to cover *b*
6 pass with flying colours *d*

a (not) be able to change people's ways of doing things or thinking
b study a lot of material, do a lot of work
c be in a position where you haven't got the knowledge, skill or experience to do something
d achieve a very good result
e work or study well into the night
f not remember anything

19 **Complete the sentences with the idioms from Exercise 18. In pairs, talk to each other about a recent experience at school using the idioms.**

1 OK, class, let's get to work as we still have a lot of *ground* to cover before your final exam.
2 The exam was really challenging, so I don't know how I managed to pass with flying *colours*.
3 I studied for days and burnt the midnight *oil* the night before, but it turned out that the test was a piece of cake – everyone got really high scores.
4 I've only taught secondary school students, so suddenly teaching primary students makes me feel out of my *depth*.
5 I'm not good at taking tests and exams; every time I see the paper in front of me I just draw a *blank*.
6 My grandad is trying really hard to learn how to use social media, but truth be told, you can't teach an old dog new *tricks*.

GO FOR IT

20 **In small groups, do the task. Prepare a presentation about your school for its annual 'Open Days'. Include the following information in your presentation:**
Students' own answers

- subjects taught,
- a typical day at school,
- any extracurricular activities that students attend,
- the amenities and facilities at your school,
- what makes the school unique and why it's worth studying there.

Present your idea to the class.

MÓWIENIE Wypowiedź na podstawie materiału stymulującego

03

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

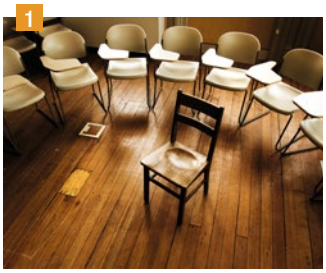
TRENING MATURALNY

2 03 04 **Read the task below. In pairs, discuss which of the three options you would choose and why. Then listen to a model answer and compare your ideas.** *Students' own answers*

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.
Zdjęcia przedstawiają trzy wnętrza przeznaczone na sale lekcyjne. Która z propozycji, twoim zdaniem, stwarza najlepsze warunki do nauki?

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

1



2



3



3 03 04 **Listen to the model answer again. Note down the reasons for and against options 1–3.**

4 **Read the tip below. What is wrong with the way the photos are presented? Using only relevant information, re-write the introduction.**
It is too long because of the descriptions.
The three photos show different classroom layout options to consider. I think option three would be best for my English classroom because…

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

Wybierając materiał wizualny pamiętaj, by nie opisywać zdjęć czy ilustracji, ale skupić się na uzasadnieniu wyboru oraz odrzucenia pozostałych opcji. We wstępie do wypowiedzi należy pokrótce opisać cechy wspólne ilustracji oraz wspomnieć o kontekście wybrania jednej z nich, a następnie określić, którą opcję uważasz za najlepszą. Te kilka zdań wystarczy jako wstęp do dalszej wypowiedzi, w której przedstawisz argumenty za dokonanym wyborem.

▶ ZESTAW ZADAŃ STR. 55

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

USEFUL PHRASES ▶ STR. 298

Presenting the visual input

I can see (three different ...) to consider.
The three photos show/depict (different ways of) ...

Stating which option you think is best

If I had to choose one of these options for ..., I'd go for ... because ...
Of the three options (for ...) my preferred choice would be ... because ...
I think option (three) would be best for ... because ...

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ZADANIE MATURALNE

6 **In pairs, take it in turns to do the task below.**

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

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

1



2



3



Exercise 3
Suggested answers:
Reasons FOR option 3
1) desks easy to move / flexible
2) easy access to books etc.
Reasons AGAINST option 1
1) tablets too small
2) discriminates against left-handers
Reasons AGAINST option 2
1) everyone facing the board / boring
2) people at the back have trouble seeing and hearing

03 04

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer (audio + script) •
Extra exam questions with model answers (audio + script)

03 SŁUCHANIE Dobieranie zdań do wypowiedzi

1 **In pairs, discuss when and why this photo of teenage UK students was taken. Then read the Culture Bit below and check your ideas.** *Students' own answers*



CULTURE BIT | The School Prom

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

TRENING MATURALNY

2 03 05 **Listen to a student talking about her school prom. Write down her positive memories and her negative memories.**
Positive: Proud mum / music
Negative: Prom / Her appearance – dress/hair, fake tan

3 03 05 **Read questions 1–3. In each case, which option is correct? Listen again and check.**

The speaker:

1 **a** remembers her school prom with great fondness.
(b) doesn't remember her school prom being very enjoyable.

2 She
a wore an outfit that was lent to her for free.
(b) wore an outfit that cost a lot of money.

3 She
(a) is ashamed of how her hair looked on the night.
b is proud of how her hair looked on the night.

4 **Match the extracts containing the key information with the correct sentences in Exercise 3.**

a 'I spent a fortune on a dress that looked as if I'd borrowed my mother's wedding dress and dyed it pink.' *2b*

b 'She took some photos as we were leaving, and I honestly can't believe I went out with my hair like that.' *3a*

c 'If I said I had good memories of my school prom, I'd be lying. In fact, I'm not sure that anyone enjoyed it really.' *1b*

5 **Read the tip below and find examples in Exercise 3 and 4 that illustrate the advice.**
synonyms: remember sth being enjoyable = had good memories / outfit = dress / cost a lot of money = spent a fortune / ashamed of the way = can't believe I complicated grammar = looked as if I'd / If I said I had … I'd … / I can't believe I …

Prawidłowo dobrane do wypowiedzi zdania najprawdopodobniej nie będą zawierały identycznego słownictwa co nagrania, więc skup się na wyrazach o podobnym lub przeciwnym znaczeniu. Kluczowe informacje mogą także zostać wyrażone poprzez negację lub złożone struktury gramatyczne. Istotne jest dobieranie znaczeń, a nie – pojedynczych wyrazów czy zwrotów.

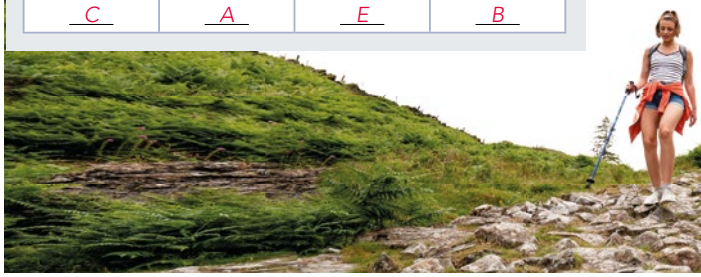
ZADANIE MATURALNE

6 03 06 **Usłyszysz dwukrotnie cztery wypowiedzi na temat szkolnych balów. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

The speaker …

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

1	2	3	4
C	A	E	B



03 05 03 06

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

7 **SŁOWNICTWO** **Complete the verb phrases with the correct preposition.**

1 Have you ever dreaded going to a party but ended _____up_____ enjoying it?
2 If you look _____back_____ on the last year, are there any parties that stand out for you?
3 Do you know anyone who always hangs _____around_____ in the kitchen at parties?
4 If you had a party at home, which rooms would your parents restrict access _____to_____?

8 **In pairs, ask and answer the questions in Exercise 7.** *Students' own answers*

9 **In pairs, list all the extra-curricular events that take place in your school during the school year. Then discuss the questions.** *Students' own answers*

- Which is the biggest school event?
- Which events do you attend?
- Which is your favourite event? Why?







1 **What are the differences between studying at secondary school and studying at university? Which do you think you would prefer? Give reasons for your answers.**

TRENING MATURALNY

2 **Read the paragraph about child prodigy Michael Kearney. Which option a–d is true? Explain why the other sentences are not true.**


Michael Kearney and his parents

Generally, students leave secondary school when they're seventeen or eighteen and graduate from university three or four years later. However, there are exceptions. Michael Kevin Kearney from Hawaii, USA, obtained a degree in Anthropology at the age of ten! A child prodigy, Michael started speaking when he was four months old and learnt to read just before his first birthday. After being diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), he was initially homeschooled. After that, he spent one year at high school, completing his secondary education at the age of six. Once he was twenty-two, he had obtained two master's degrees in Chemistry and Computer Science, as well as a doctorate. Michael, who now works as a college professor, has won over a million dollars in quiz shows on television.

Michael

a learnt to read before he could speak.
b began studying at high school when he was six.
c specialised in several different subjects at university.
d earns a very high salary as a college professor.

Zawsze uważnie czytaj cały tekst i pytania do niego. W powyższym zadaniu pierwsza odpowiedź może wydawać się właściwa, ze względu na fragment *Michael started speaking when he was four months old and learnt to read just before …* Zdanie ma jednak ciąg dalszy: *learnt to read just before his first birthday*, dlatego nie warto wyciągać pochopnie wniosków. Kolejna opcja do wyboru zawiera informacje na temat *rozpoczęcia* nauki w wieku sześciu lat, tymczasem według tekstu w tym wieku *ukończył* szkołę średnią.

▶ ĆWICZENIA 3–6, STR. 46–47

Exercise 1
Sample answers: You have more freedom at university in that it's easier to skip classes, but that also means you need to be more responsible for your own learning. / You don't need to study so many different subjects at university, you specialise more. / You have fewer classes, but probably more tutorials and you need to do more revision and research on your own.
Students' own answers

Exercise 2
Correct option:
c. He specialised in Anthropology, Chemistry and Computer Science.
Option a is incorrect. He started speaking when he was four months old and began to read just before he was one year old.
Option b is incorrect. He graduated from high school when he was six after studying for one year, so he began high school when he was five.
Option d is incorrect. We don't know how well paid Michael is as a college professor. He won over a million dollars in TV quiz shows.

03 CZYTANIE

A The Dilemma

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

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

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



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

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

That was why her parents had agreed to send her to this exclusive boarding school. She'd previously gone to a state comprehensive. She'd liked it there and the teachers were great but, unfortunately, the academic standards were not so great. There were too many kids who skipped lessons and caused disruption.

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

'Hello?' she said.

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

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

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

It was a dilemma.

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

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

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

ZADANIE MATURALNE

3 Przeczytaj tekst A. Z podanych odpowiedzi A–D wybierz właściwą, zgodną z treścią tekstu.

1 Why was Lisa anxious about having to see the Deputy Head Teacher?

A She knew she had done something wrong.
B She hadn't been studying hard enough.
C She was very busy with schoolwork.
D She was on her way to sit a vital exam.

2 Which of the following sentences about Lisa is <u>not</u> true?

A Her schoolwork and behaviour were first class.
B She felt confident she would be able to study any degree.
C Her previous school had good and bad qualities.
D She changed schools in order to improve academically.

3 When Lisa saw the envelope on the desk, she felt

A excited and anxious.
B sure what to do.
C she had missed her opportunity.
D disappointed with her result in the mock exam.

4 What did Lisa do when she was in the Deputy Head Teacher's office?

A She opened the envelope and wrote down the exam questions.
B She decided not to cheat in case she got punished.
C She asked the Deputy Head Teacher for help with Maths.
D She took a photo of the Maths exam paper.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

B

The Toughest Degree in the Country

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

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

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

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

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



TRENING MATURALNY

4 Complete the sentence so it summarises the meaning of the text in Exercise 2 as precisely as possible. Use three words.

The text describes the life of a child prodigy who *achieved educational/academic success / graduated from university* at a very young age and who now works as a college professor.

Uważnie przeczytaj zdania i zdecyduj, jakiej informacji w nich brakuje. W przykładzie powyżej do uzupełnienia luki potrzebny jest zwrot opisujący osiągnięcia Michaela w dzieciństwie.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

ZADANIE MATURALNE

5 Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu B tak, aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Economics and Management at Oxford University is considered to be the most demanding degree in the UK because *only seven percent of candidates* are admitted to the course.
2 The *Thinking Skills Assessment* demonstrates which candidates are talented and competent enough to achieve good results in further education.
3 During 'Finals' you are required to complete eight papers or *seven papers and a thesis*, and sit exams at the end of third year.
4 The purpose of the text is to describe what a particularly challenging degree course is like and explain what *the (admission) requirements* are.

6 SŁOWNICTWO Complete the questions with one word in each gap. The first letter of each word has been given. In pairs, ask and answer the questions.

1 In many countries students can do a **r***esit* when they fail an exam. What are the pros and cons of that?
2 In what situations is the **e***xpulsion* of a student from school justified?
3 How would you change the school-leaving **q***ualifications* in Poland?
4 What academic subjects do you have an **a***ptitude* for?
5 What are the advantages of doing a university **d***egree* course compared to a vocational course at college?

03 P CZYTANIE Dobieranie nagłówków do akapitów



Four schools around the world that are breaking norms

1 _D_ **Ørestad Gymnasium, Denmark**

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

2 _B_ **Steve Jobs School, The Netherlands**

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

3 _E_ **Carpe Diem School, Ohio, USA**

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

4 _F_ **Innova Schools, Peru**

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

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

ZADANIE MATURALNE

1 Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (1–4). Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

A Technological research at school
B A team decides on your learning path with you
C Results aren't the most important thing
D Learning together in the same space
E Autonomous study in a workplace environment
F Hard work pays off without costing a fortune

ŚRODKI JĘZYKOWE Gramatykalizacja

GRAMATYKA

A Choose the correct verb forms to complete the sentences.

1 The teacher told me to avoid *to use* / *using* informal words in my essay.
2 They refused *to refund* / *refunding* my tuition fees, even though I was eligible for it.
3 I wish they would stop *to argue* / *arguing* about money all the time!
4 I remember *to pass* / *passing* this restaurant every day when I was at college.
5 To be honest, I'd rather *stay* / *to stay* at home tonight.
6 Working on my own is not my cup of tea – I miss *to be* / *being* part of a team.
7 Have you managed *to complete* / *completing* your work on time?
8 As far as I know, we are not supposed *to bring* / *bringing* any presents.

B Complete the sentences using the words in brackets in the correct form.

1 She _enjoys meeting_ (*enjoy / meet*) people from all over the world.
2 Last Monday I _decided to drop out_ (*decide / drop out*) of college.
3 Rebecca _(has) admitted / admits_ (*admit / cheat*) in yesterday's exam.
4 We _stopped to see_ (*stop / see*) what was wrong with the car.
5 I _heard Jack slam_ (*hear / Jack / slam*) the door at 11 p.m. last night.

▶ SKŁADNIA CZASOWNIKÓW, STR. 254

TRENING MATURALNY

1 Choose the correct option a–d to complete the sentence. You can use up to five words. Then, in pairs, answer the questions 1–3.

While being questioned by the deputy head, Pete denied ____ (*use / crib sheet*) during the exam.

a not using a crib sheet
b that he had used a crib sheet
c to use a crib sheet
d using a crib sheet

Która odpowiedź jest odpowiedzią niewłaściwą, ponieważ:

1 po jej wstawieniu zdanie nie jest logiczne? *a*
2 przekracza maksymalną liczbę wyrazów, określoną w poleceniu? *b*
3 po jej wstawieniu zdanie jest niepoprawne gramatycznie? *c*

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

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

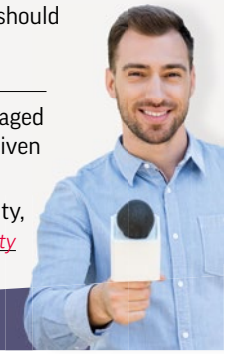
2 Complete the sentences with the correct form of the words in brackets. You can add more words if necessary, but you must not change the order of the words given. Use up to five words in each gap.

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

3 Complete the sentences with the correct form of the words in brackets. You can add more words if necessary, but you must not change the order of the words given. Use up to four words in each gap.

It's about YOU and YOUR EDUCATION
JOIN THE DEBATE!
WHAT'S YOUR OPINION?

1 It *isn't / is not worth paying* (*be / not worth / pay*) tuition fees for a private school as state schools in this country provide a similar standard of education.
2 Any student who *refuses to attend school* (*refuse / attend / school*) regularly should be given extra schoolwork.
3 A child *accused of bullying* (*accuse / bully*) needs to be encouraged to apologise for their actions and given support.
4 If you don't graduate from university, you *risk reducing your employability* (*risk / reduce / employability*).



▶ ZADANIE DODATKOWE STR. 54

4 In pairs, discuss the statements in Exercise 3. Which of them do you agree and disagree with? Why?
Students' own answers

ZADANIE MATURALNE

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

1 I'm sure Mark stayed at school longer yesterday – I *saw him conducting* (*see / he / conduct*) an experiment while I was passing the Science lab.
2 Do you have any idea when we *'re/are supposed to submit* (*suppose / submit*) our assignments?
3 I regret *not paying attention to* (*not pay / attention*) the lecturer. If I had, I would know now what to include in my term paper.
4 I'm afraid Sophie has decided that *dropping out of school* (*drop / school*) in order to start full-time employment is the best option for her.
5 Several undergraduates have objected *to having their/the tutorials* (*have / tutorials*) postponed this term.

ZADANIE MATURALNE P

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

1 We were going on a short school trip to a theme park, so the teacher *allowed us not to wear* (*allow / we / not wear*) a school uniform and come in jeans and a T-shirt instead.
2 Mark made a promise to his teacher and told her last week that *he was going to finish / he would finish* (*he / finish*) his essay about the solar system the following day.
3 One of the boys from year five is a troublemaker and skips classes so often that the head teacher wants *to expel him from school* (*expel / he / school*).
4 I've heard this exam is very hard – how many *times have you taken* (*time / you / take*) it so far?
5 I think it's much *better (for us) to have* (*good / have*) a break now and then study until we get tired again.

03 PISANIE List formalny: list z zażaleniem

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Twoja szkoła wprowadziła nowy plan zajęć, w którym lekcje rozpoczynają się o 7.45 rano zamiast o 8.15. Napisz list z zażaleniem do dyrekcji szkoły, opisując negatywny wpływ zmiany na punktualność i koncentrację uczniów oraz zasugeruj rozwiązanie problemu.

Wypowiedź powinna zawierać od 200 do 250 słów.

1 03 07 **What aspects of school and school life do students normally complain about? Listen to a voice message. What is this student complaining about and why?** *Complaining about the new school timetable with an earlier start. Makes it more difficult for her to get to school on time and makes her tired and is affecting her performance.*

2 03 07 **Listen again and tick the phrases you hear. There is one extra phrase. Which one is it?** *6 isn't used*

1 I'm so fed up about ...
2 The new start time is making us late.
3 I read a report that said ...
4 On top of that ...
5 It's not just me – all our classmates ...
6 Actually, a few classmates haven't made it.
7 Try cutting twenty minutes off the lunch break.
8 Then we could go back to the old starting time.

3 **Read the sample task and the model answer above. Match each phrase in Exercise 2 with its more formal equivalent in the letter of complaint.**

TRENING MATURALNY

4 **Read the tip below and find examples from the model answer that illustrate the advice.**

W oficjalnych listach pamiętaj o stosowaniu pełnych form czasowników zamiast skróconych; korzystaniu z oficjalnego języka (np. *Dear Mr Smith / Dear Sir*) i zwrotów specjalnych (*Yours sincerely / Yours faithfully*); unikaj języka potocznego.

5 **Put the following stages of a letter of complaint into a logical order. Then read the model answer again and check your ideas.**

_3_ Add more details and describe more consequences of the problem.
_1_ State why you are writing and make your complaint.
_5_ Make it clear that you expect a reply.
_2_ Give some background, describe the problem and say why it matters.
_4_ Suggest specific action to resolve the problem.

Dear Mr Smith,

I am writing to complain about the recent changes to the school timetable and the new starting time for lessons, and to explain why I and my classmates would like you to reconsider the change. In addition, we would like to suggest an alternative solution.

Firstly, the new starting time is affecting our punctuality. Those of us who take public transport in the morning now have to get up at 6 a.m. In fact, according to research, there is biological evidence that teenagers have a later 24-hour cycle than other age groups, which explains why an early start is not appropriate. Secondly, by the time we get to classes in the afternoon, we are too tired to concentrate. Furthermore, we are expected to do at least two hours of homework in the evening, and we are finding it hard to do our best work. As a result, our academic performance is beginning to suffer.

For the reasons above, I would urge you to consider the possibility of shortening the lunch break by twenty minutes. If you also cut five minutes off morning and afternoon breaks, it means we could save thirty minutes. Adding this extra time to the timetable would enable us to return to the original starting time of 8.15, which was manageable and convenient for all of us.

I speak on behalf of all my classmates, and we strongly believe this would be the most practical and effective way of resolving this issue.

I look forward to your prompt response.

Yours sincerely,
XYZ



Exercise 3
1 I am writing to complain about ..
2 The new starting time is affecting our punctuality.
3 According to research …
4 Secondly …
5 I speak on behalf of all my classmates …
7 Consider the possibility of shortening the lunch break by twenty minutes.
8 [This] would enable us to return to the original starting time.

Exercise 4
Sample answers:
1 I am writing, I and my classmates would like / there is biological evidence … etc.
2 Dear Mr Smith, Yours sincerely; I look forward to your prompt response.
3 ~~I'm so fed up about~~ → I am writing to complain about; ~~All our classmates~~ → On behalf of all my classmates

6 **Complete the Useful Phrases box with one word in each gap.**

USEFUL PHRASES ▶ STR. 307

Beginnings and endings

Dear Sir or Madam, >>> Yours faithfully,

Dear Mr/Mrs/Ms Smith, >>> Yours [1] *sincerely*,

Stating the purpose of your letter

I am writing to [2] *complain* about ... / express my dissatisfaction with ...

I would like to make a formal complaint about ...

Using appropriate formal language and linkers

Contrast: However, ... Nevertheless, ...

Time and sequence: Firstly, [3] *Secondly*, Previously, By the time ...

Adding information: In [4] *addition*, ... Furthermore, ... In fact, ... According to ...

Explaining cause and effect: For this reason ... As a [5] *result* ..., For the [6] *reasons* above ..., As a consequence, ... Consequently ... Therefore, ...

Requesting a response

I look forward to hearing from you.

I look forward to your (prompt) [7] *response* / reply.

7 **Connect the sentences with an appropriate linker. Do any of these problems exist in your school?**

1 **a** The classroom radiators are permanently on.
b The windows are difficult to open.
2 **a** The corridors in the school are narrow and poorly-lit.
b There is potential for anti-social behaviour and bullying.
3 **a** The classrooms are cramped and overcrowded.
b The classroom technology often breaks down.
4 **a** PE and extra-curricular sports activities are unpopular.
b Students' health and well-being are suffering.

8 **Choose and connect information from boxes A (problems) and B (consequences) in a logical way to write about educational issues showing cause and effect. Use at least two problems for each consequence and a range of appropriate linkers to structure your writing.**

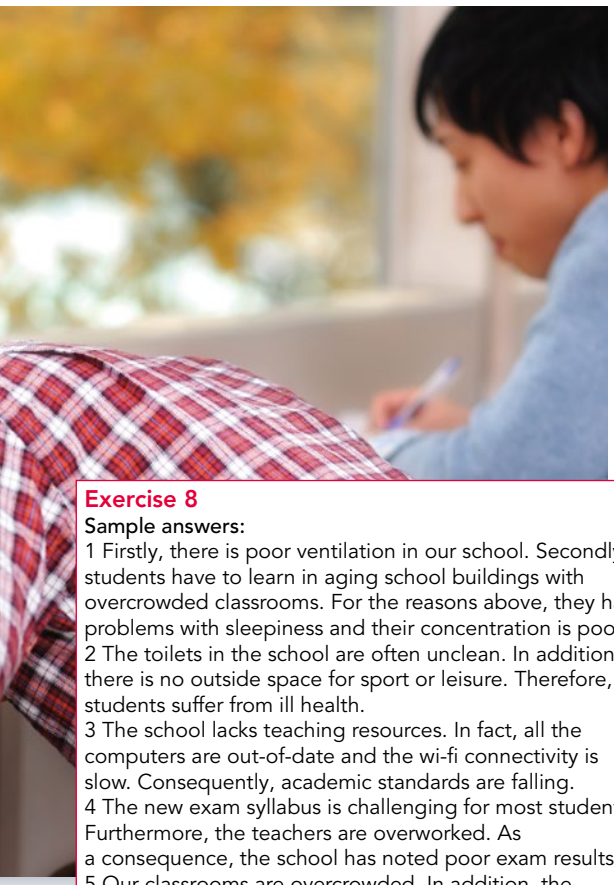
Firstly, there is poor ventilation in our school.
Secondly ...

A
poor ventilation | aging school buildings
new exam syllabus | slow wi-fi connectivity
lack of outside space | unclean toilets
out-of-date computers | overcrowded classrooms
lack of teaching resources | overworked teachers

B
poor exam results | falling academic standards
sleepiness / poor concentration | disciplinary issues
ill health

9 **In pairs, read the task in Exercise 10. Brainstorm reasons why extra-curricular activities are important and make suggestions for overcoming security issues.** *Students' own answers*

Exercise 7
Sample answers:
1 The classroom radiators are permanently on. In addition, the windows are difficult to open.
2 The corridors in the school are narrow and poorly-lit. As a consequence, there is potential for anti-social behaviour and bullying.
3 The classrooms are cramped and overcrowded. Furthermore, the classroom technology often breaks down.
4 PE and extra-curricular sports activities are unpopular. For this reason, students' health and well-being are suffering.



Exercise 8
Sample answers:
1 Firstly, there is poor ventilation in our school. Secondly, students have to learn in aging school buildings with overcrowded classrooms. For the reasons above, they have problems with sleepiness and their concentration is poor.
2 The toilets in the school are often unclean. In addition, there is no outside space for sport or leisure. Therefore, students suffer from ill health.
3 The school lacks teaching resources. In fact, all the computers are out-of-date and the wi-fi connectivity is slow. Consequently, academic standards are falling.
4 The new exam syllabus is challenging for most students. Furthermore, the teachers are overworked. As a consequence, the school has noted poor exam results.
5 Our classrooms are overcrowded. In addition, the teachers are overworked. As a result, there are many disciplinary issues.

CULTURE BIT | US school start time

School start times in the US tend to be much earlier than in Europe. US authorities recommend a start time of 8.30 a.m. or later as this would significantly benefit students' health and well-being. However, in reality, over 85 percent of American high schools actually start much earlier. For example, in the state of Louisiana a third of all high schools open their doors before 7.30 a.m. – some even start earlier than 7 a.m. One of the reasons for these early starts is bus timetables. Many states are reluctant to change established bus schedules. Another reason is that an earlier school start means more time after school for older students to work doing part-time jobs.

ZADANIE MATURALNE

10 **Do the task.**

Twoja szkoła niedawno zrezygnowała z prowadzenia pozalekcyjnych kółek zainteresowań ze względu na zbyt małą liczbę nauczycieli i problem bezpieczeństwa uczniów. Napisz list z zażaleniem do dyrektora/dyrektorki szkoły, opisując znaczenie zajęć pozalekcyjnych dla uczniów i zasugeruj rozwiązanie kwestii bezpieczeństwa.

Wypowiedź powinna zawierać od 200 do 250 słów.

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

03 LISTA SŁOWNICTWA

IN THE SCHOOL BUILDING | SZKOŁA I JEJ POMIESZCZENIA

head teacher's office – gabinet dyrektora/dyrektorki
playing field – boisko sportowe
changing room – szatnia
common room – świetlica
language laboratory – pracownia językowa
Science lab – sala do nauki biologii, chemii, fizyki

SCHOOL SUBJECTS | PRZEDMIOTY NAUCZANIA

Art – plastyka
Civic studies / Civics / Citizenship – wiedza o społeczeństwie
Computer Science – informatyka
foreign languages – języki obce
humanities – przedmioty humanistyczne
Information and Communication Technology (ICT) – informatyka
Physical Education (PE) – wychowanie fizyczne, WF
Religious Education (RE) – religia
Science (subjects) – nauki ścisłe/przyrodnicze

LEARNING | UCZENIE SIĘ

assignment – zadanie (domowe), projekt
  submit an ~ – oddać zadanie (domowe)
bar chart – wykres słupkowy
be off school – być nieobecnym w szkole
brainstorm – przeprowadzać burzę mózgów, dyskutować
catch up on (schoolwork) – nadrobić (materiał z zajęć)
catch up with (the rest of the class) – dogonić (resztę klasy)
child prodigy – cudowne dziecko
conduct experiments – przeprowadzać eksperymenty
copy (answers) from sb – przepisywać (odpowiedzi) od kogoś
cram – wkuwać
distinguished – wybitny, znakomity
essay – wypracowanie
excel at sth – wyróżniać się w czymś
fall behind with schoolwork – mieć zaległości w nauce
get down to work – zabrać się do pracy
gifted – uzdolniony
give feedback on / go over – omawiać
graph – wykres
mathematical formula – wzór matematyczny
note down – zapisać, zanotować
pay attention (to) – uważać, słuchać uważnie
pie chart – wykres kołowy
project work – praca projektowa
read Greek myths – czytać mity greckie
required reading – lektura obowiązkowa
revision – powtórka
  do some ~ – powtarzać
show up late – spóźnić się
solve quadratic equations – rozwiązywać równania kwadratowe
study past papers – studiować arkusze egzaminacyjne z ubiegłych lat
take in (information) – przyswajać (informacje)
take notes – robić notatki
teamwork – praca zespołowa
test tube – probówka
worksheet – arkusz, karta ćwiczeń
write up an experiment – opisać doświadczenie

LIFELONG LEARNING | UCZENIE SIĘ PRZEZ CAŁE ŻYCIE

acquire new knowledge – zdobywać nową wiedzę
develop your potential – rozwijać swój potencjał
distance learning – kształcenie na odległość
effort – wysiłek
employability – szanse na zatrudnienie
postgraduate course/studies – studia podyplomowe
pursue your goals/dreams – dążyć do realizacji celów/marzeń
set (clear) targets – wyznaczać (jasne) cele
sign up for sth – zapisać się na coś

IDIOMS | IDIOMY

a piece of cake – łatwizna, pestka
burn the midnight oil – pracować, uczyć się do późna w nocy
draw a blank – mieć pustkę w głowie
feel out of your depth – nie móc czegoś zrozumieć, nie mieć wystarczającej wiedzy
have a lot of ground to cover – mieć sporo do zrobienia, omówienia
know sth inside out – znać coś na wylot
pass (an exam) with flying colours – zdać (egzamin) śpiewająco
you can't teach an old dog new tricks – nie przesadza się starych drzew

SCHOOL SUPPLIES | PRZYBORY SZKOLNE

compass/compasses – cyrkiel
coursebook – podręcznik
file / ring binder – segregator
highlighter – zakreślacz
hole punch – dziurkacz
set square – ekierka
textbook – podręcznik
  electronic ~ – podręcznik w wersji elektronicznej
  paper ~ – podręcznik w wersji papierowej
whiteboard marker – pisak do tablic

GRADES | OCENY SZKOLNE

academic achievements/performance – wyniki w nauce
academic standards – poziom nauczania
achievement – osiągnięcie
assess – oceniać
assessment – ocena, ocenianie
average (marks) – przeciętne (oceny)
  above ~ – oceny powyżej średniej
entrance exam – egzamin wstępny
exam results – wyniki egzaminu
examination rules – zasady zdawania egzaminu
external exam – egzamin zewnętrzny
evaluate – oceniać
evaluation – ocena, ocenianie
fail an exam / a test – nie zdać egzaminu/testu
flunk an exam – oblać egzamin
get a score – otrzymać wynik, rezultat
grade – stopień, ocena
  get an A*/A ~ – otrzymać szóstkę/piątkę
grade point average (GPA) – średnia ocen
  have a (high) ~ – mieć (wysoką) średnią ocen
mark – sprawdzać, oceniać
mark – ocena, stopień wyrażony w punktach
mock exam – egzamin próbny
multiple-choice test – test wielokrotnego wyboru
pass an exam / a test – zdać test
receive a fail – otrzymać negatywną ocenę
● **resit/retake an exam** – zdawać egzamin ponownie
score 100 points – otrzymać sto punktów
set an exam – przygotować egzamin
sit/take an exam – przystępować do egzaminu
top grades – najlepsze oceny

SCHOOL LIFE | ŻYCIE SZKOŁY

● **abilities/aptitude** – zdolności
announce sth in assembly – ogłosić coś na apelu
attend school – chodzić do szkoły
attendance – frekwencja, obecność
  take ~ – sprawdzać listę obecności
bookworm – mól książkowy
copycat – osoba naśladująca innych
dismiss – zwolnić uczniów do domu
dread sth – obawiać się czegoś
eager beaver – osoba nadgorliwa
(electronic/online) register – dziennik (elektroniczny)
● **end up doing sth** – tu: ostatecznie coś zrobić (wbrew wcześniejszym uczuciom/planom)
fieldwork – prace badawcze w terenie
fire drill – ćwiczenia przeciwpożarowe
graduation ball – bal absolwentów
grant – stypendium
● **hang around** – kręcić się, przebywać w jakimś miejscu
homeschooling – nauczanie domowe
know-all – mądrala
● **look back on sth** – wspomina coś
prom (AmE) – bal na zakończenie roku szkolnego w szkole średniej
● **restrict access to (a room)** – ograniczyć dostęp do (pomieszczenia)
scholarship – stypendium
school fundraiser – szkolna zbiórka charytatywna
school report – karta ocen ucznia / świadectwo szkolne
school run – wożenie dziecka do i ze szkoły
set homework – zadawać pracę domową
source texts – teksty źródłowe
staff meeting – rada pedagogiczna
take the register – sprawdzać listę obecności w dzienniku
teacher's pet – ulubieniec nauczyciela
time off – czas wolny
timetable – plan lekcji
yearbook – kronika szkolna

SCHOOL PROBLEMS | PROBLEMY SZKOLNE

anti-social behaviour – zachowanie antyspołeczne
bully – osoba prześladująca/zastraszająca innych uczniów
bullying – prześladowanie
CCTV camera – kamera monitoringu
cause disruption – zakłócać porządek
cheat – oszukiwać, ściągać
crib / crib sheet – ściąga

do well/badly at school / in exams – mieć dobre/złe wyniki w szkole / na egzaminach
drop out of (school/college) – rzucić (szkołę/studia)
dropout – osoba, która nie ukończyła szkoły/studiów
dysgraphia – dysgrafia
dyslexia – dysleksja
dyslexic – dyslektyczny
educational problems – problemy edukacyjne
expel sb – wydalić kogoś (ze szkoły)
● **expulsion** – wydalenie
fail to achieve sth – nie osiągnąć czegoś
failure – porażka, niepowodzenie
have a hard time – mieć problemy, trudności
hopeless at (Maths) – beznadziejny z (matematyki)
individual approach – indywidualne podejście
learning difficulties – trudności w uczeniu się
misbehave – źle się zachowywać
offence – przewinienie
overcome problems – pokonywać problemy
play truant – wagarować
remedial classes – zajęcia wyrównawcze
skip lessons/classes – opuszczać lekcje
support – wsparcie
suspend sb from school – zawiesić kogoś w prawach ucznia
throw sb out (of school) – wydalić kogoś (ze szkoły)

EXTRACURRICULAR ACTIVITIES | ZAJĘCIA DODATKOWE

afterschool club – świetlica szkolna / kółko zainteresowań
attend a course – chodzić/uczęszczać na kurs
be/become a member – być/zostać członkiem
book club – klub czytelniczy
Chemistry olympiad – olimpiada chemiczna
develop (leadership/interpersonal) skills – rozwijać umiejętności (przywódcze/interpersonalne)
drama club – kółko teatralne
first aid training – kurs pierwszej pomocy
join a club – zapisać się do kółka zainteresowań
literature club – kółko literackie
participate in – brać udział w
school choir – chór szkolny
school orchestra – orkiestra szkolna
society – towarzystwo, stowarzyszenie
voluntary participation – dobrowolne uczestnictwo

THE EDUCATION SYSTEM | SYSTEM OŚWIATY

A-levels – brytyjski odpowiednik matury
boarding school – szkoła z internatem
certificate (of completion) – certyfikat, świadectwo (ukończenia)
college – w Wielkiej Brytanii: szkoła pomaturalna, kolegium; w USA: uniwersytet
comprehensive school – szkoła państwowa dla uczniów powyżej 11. roku życia
compulsory (subject) – (przedmiot) obowiązkowy
curriculum – program nauczania
follow the ~ – realizować program nauczania
deputy head – wicedyrektor, wicedyrektorka
enrol on a course – zapisać się na kurs
form teacher – wychowawca, wychowawczyni
foundation year – zerówka
GCSEs – brytyjski odpowiednik byłego egzaminu gimnazjalnego
high school (AmE) – szkoła średnia
independent school – szkoła niepubliczna
junior high school (AmE) – gimnazjum
mandatory education – szkolnictwo obowiązkowe
middle school (AmE) – gimnazjum
mixed-ability class – klasa złożona z uczniów o różnym poziomie umiejętności
nursery – żłobek
nursery school / kindergarten – przedszkole
obligatory – obowiązkowy
preschool – przedszkole
primary school – szkoła podstawowa
private school – szkoła prywatna
public school – w Wielkiej Brytanii: szkoła prywatna; w USA: szkoła publiczna, szkoła państwowa
schoolchild – uczeń, uczennica
school-leaving exam – egzamin po ukończeniu nauki w szkole
● **school-leaving qualifications** – kwalifikacje absolwenta szkoły
secondary school (BrE) – szkoła średnia
state education – szkolnictwo publiczne
state school (BrE) – szkoła publiczna, szkoła państwowa
syllabus – program studiów / nauczania danego przedmiotu
exam ~ – wymagania egzaminacyjne
teaching staff – grono pedagogiczne
tertiary education – wykształcenie / szkolnictwo wyższe
vocational school – szkoła zawodowa

AT UNIVERSITY | NA UNIWERSYTECIE

academic year – rok akademicki
access course – kurs przygotowujący na studia
admission requirements – warunki przyjęcia
apply to university – ubiegać się o przyjęcie na uniwersytet
attend lectures – uczęszczać na wykłady
BA (Bachelor of Arts) – licencjat (nauki humanistyczne)
bachelor's thesis – praca licencjacka
BEd (Bachelor of Education) – licencjat w dziedzinie pedagogiki
BSc (Bachelor of Science) – licencjat (nauki ścisłe)
campus – kampus uniwersytecki
dean – dziekan
department – wydział/katedra
● **do/get a degree** – uzyskać stopień naukowy
doctoral thesis – praca doktorska
doctorate – doktorat
dormitory (AmE) – akademik, internat, bursa
field – dziedzina
financial assistance – wsparcie finansowe
get a scholarship/grant – dostać stypendium
get into university – dostać się na uniwersytet
graduate (from) – ukończyć studia
graduate – absolwent/absolwentka
hall of residence / halls – akademik, internat, bursa
lecturer – wykładowca, wykładowczyni
MA (Master of Arts) – magister (nauki humanistyczne)
master's thesis – praca magisterska
MEd (Master of Education) – magister w dziedzinie pedagogiki
MSc (Master of Science) – magister (nauki ścisłe)
PhD (Doctor of Philosophy) – doktor (nauki humanistyczne i ścisłe)
reject candidates – odrzucać kandydatów
research paper – publikacja naukowa
sabbatical (leave) – urlop naukowy
seminar – seminarium naukowe
Students' Office – dziekanat
take a gap year – zrobić rok przerwy między szkołą a studiami
term paper – praca semestralna
tuition/school/college/university fees – czesne
tutorial – konsultacje, seminarium
undergraduate – student, studentka pierwszych trzech lat (przed uzyskaniem licencjatu)
University of Technology – politechnika

FACULTIES | WYDZIAŁY

Anthropology – antropologia
Business Studies – zarządzanie/przedsiębiorczość
Economics – ekonomia
Engineering – inżynieria
Fine Arts – sztuki piękne
Information Technology – informatyka
Law – prawo
Linguistics – językoznawstwo
Psychology – psychologia
Social Sciences – nauki społeczne
Sociology – socjologia

PRONOUNCE IT

/iː/ and /ɪ/ sounds

/iː/ and /ɪ/ are similar sounds in English. The spelling of words which include these vowel sounds is not always a clear guide to their pronunciation.

- /iː/ (long) typically appears in words which are spelled with *ee* (e.g. s**ee**n), *ea* (e.g. pl**ea**se), and *ie* (e.g. p**ie**ce).
- /ɪ/ (short) typically appears in words which are spelled with *i* (e.g. b*i*g, H*i*story, s*i*t).

1 03 08 **Look at the underlined letters. Which words contain /iː/ and which /ɪ/? Listen, check and repeat.**

canteen Economics dean dismiss dyslexic office studies teamwork

2 **Find four more words for each category in the word list.**

DOBIERANIE Z PRZEKSZTAŁCANIEM

1 Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

assign drop enrol fall revise study

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

GRAMATYKALIZACJA

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

1 Which set book *are/were you supposed to read* (*you / suppose / read*) next?
2 Some teachers know how to motivate me. They always succeed *in making me do* (*make / I / do*) my best.
3 Because of the pandemic we weren't sure *if/whether we 'd/would sit / be sitting* (*we / sit*) the final exams in June or perhaps much later.
4 Until Caroline volunteered to teach English in her gap year, she *'d/had never considered becoming* (*never / consider / become*) a teacher.
5 I remember *having to catch up with* (*have / catch up*) the rest of the class when I came back to school after a two-week absence – it was really frustrating.
6 I've no idea how he *manages to do well at* (*manage / do / good*) school and go to football practice five times a week!

DOBIERANIE Z PRZEKSZTAŁCANIEM

3 Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

appear attend difficult educate require work

ABSENCE EPIDEMIC

In England, fewer and fewer children go to school every day. Recent data reveals that one-seventh of primary school children are consistently absent. The situation is even worse in state secondary schools, where one quarter of school pupils miss at least one day every two weeks. One government official in England has recently expressed his concern that declining school [1] *attendance* levels are turning into an "absence epidemic". This is a very worrying phenomenon since regularly missing school might affect children's academic performance, social development, and future opportunities. It can lead to [2] *difficulties* in keeping up with coursework, gaps in knowledge, and challenges in building relationships with peers and teachers.

There's an ongoing debate in England now about who is to blame for this situation. Some argue that children skip school because they observe their parents [3] *working* from home – they want to copy this behaviour and study at home as well. Others suggest that various factors contribute to school absences, including the special [4] *educational* needs of some students, their family situations, bullying at school, and transportation issues.

TŁUMACZENIE FRAGMENTÓW ZDAŃ P

4 Fragmenty podane w nawiasach przetłumacz na język angielski tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 My mum says that I *'ll make a good impression* (*zrobię dobre wrażenie*) on my teachers if I always do my homework.
2 Jim did badly in the exam yesterday and he's afraid that he *'ll need/have to retake it* (*będzie musiał ponownie do niego przystąpić*).
3 I *'ve never attended* (*nigdy nie uczęszczałem na*) a language course before, this is my first time.
4 Anna *needs/has to stop skipping classes/playing truant* (*musi przestać chodzić na wagary*) and study harder if she wants to pass the Science exam.
5 He promised his English teacher that *he won't cheat in* (*nie będzie ściągał na*) the tests any more.

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

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

UCZEŃ B

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

ZADANIE 1 *Students' own answers*

UCZEŃ A

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

Budynek i wyposażenie szkoły

Ulubione przedmioty szkolne

Oceny i sprawdziany

Oczekiwane zmiany w życiu szkoły

Rozmowę rozpoczyna uczeń B.

▶ UCZEŃ B STR. 333

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



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

ZADANIE 3 *Students' own answers*

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

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

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

1



2



3



UCZEŃ A

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

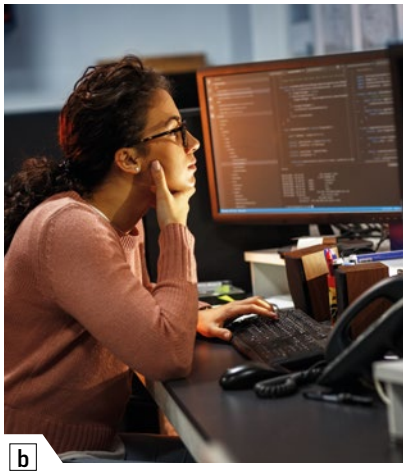
UCZEŃ B

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

04 PRACA

SŁOWNICTWO


a

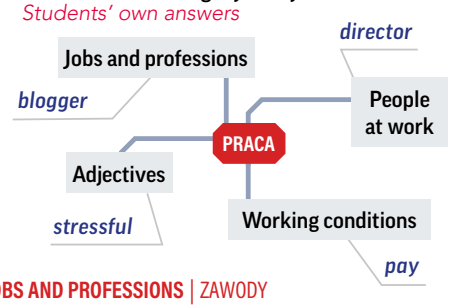

b


c


d

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?** *Students' own answers*



JOBS AND PROFESSIONS | ZAWODY

2 **Complete the compound nouns with the words from the box. What do these people do and where? Which of the jobs can you see in photos a–d?**

adviser assistant designer developer practitioner restorer servant worker

1 construction ____
2 civil ____
3 general ____
4 software ____
5 personal ____
6 art ____
7 careers ____
8 interior ____

3 04 01 **Listen to eight extracts. Who says these things? Match each recording to the occupations from the box. There are three extra occupations. Then in pairs, describe what the people in each job do.**

bouncer childminder interpreter lifeguard midwife nutritionist paramedic PR officer publisher spin doctor traffic warden

1 *publisher* 2 *traffic warden* 3 *paramedic*
4 *interpreter* 5 *nutritionist* 6 *childminder*
7 *lifeguard* 8 *public relations officer*

4 **In pairs, answer the questions about the jobs in Exercises 2 and 3. Give reasons for your answers.** *Sample answers:*

Which of the jobs ...

1 can be done remotely? *interpreter, nutritionist, software developer, careers adviser, publisher*
2 require a degree? *civil servant, general practitioner, interpreter, nutritionist*
3 are purposeful? *Students' own answers*
4 are white-collar jobs? *civil servant, interpreter, careers adviser, PR officer, publisher, personal assistant*
5 are monotonous? *Students' own answers*

ADJECTIVES TO DESCRIBE JOBS | PRZYMIOTNIKI OPISUJĄCE PRACĘ

5 **Have these pairs of words got the same (S) or a different (D) meaning? Which adjectives would you use to describe the jobs in Exercises 2–3?** *Students' own answers*

1 unpaid | voluntary *S*
2 blue-collar | unskilled *S*
3 tedious | dreary *S*
4 lucrative | profitable *S*
5 menial | dead-end *D*



6 04 02 **Listen to a recording about the connection between birth order and career choice. Complete the second column with adjectives describing jobs.**

Birth order	Adjectives describing jobs	Occupations
First born	*demanding, lucrative, scientific*	*astronaut*
Middle child	*high-powered, executive*	*CEO, entrepreneur, senior executive*
Youngest child	*artistic, glamorous*	*conductor, composer*
Only child	*technical, freelance*	*editor, graphic designer*

Exercise 2
1 worker
2 servant
3 practitioner (photo d)
4 developer (photo b)
5 assistant (photo c)
6 restorer (photo a)
7 adviser
8 designer

Suggested answers:
1 builds houses, other buildings and constructions; at a building site
2 works for the state; in an office
3 helps sick people; in a surgery or a health centre
4 writes code to make new applications; in an office or at home
5 works as a secretary for one person; in an office
6 repairs old works of art; in a studio, a museum or an old building
7 gives advice to people about their future careers; in an office or job centre
8 plans what a house or an office will look like, chooses the materials etc.; in an office

7 **Which occupations from the box would be suitable for each person in the table in Exercise 6? Complete the last column in the table.**

> astronaut CEO composer conductor editor entrepreneur graphic designer senior executive

8 **In pairs, answer the questions.**
Students' own answers

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

PLACE OF WORK | MIEJSCE PRACY

9 **Match the departments from the box to the descriptions below. There are two extra options.**

> Accounting Customer Service
> Human Resources IT Public Relations
> Purchasing Quality Control Sales

This department ...

1 ensures all of the company's products meet the required specifications and standards. *Quality Control*
2 sets up and looks after the company's computer systems. *IT*
3 hires staff, organises employee training and deals with redundancies. *Human Resources*
4 is responsible for the cash flow of the company or organisation. *Accounting*
5 ensures the reputation of the company stays intact and creates a positive image for it. *Public Relations*
6 answers questions and fixes problems that the people who buy the company's products or services have. *Customer Service*

10 **Choose the correct words to complete the sentences. More than one option might be correct.**

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

WORKING AND EMPLOYMENT CONDITIONS | WARUNKI PRACY I ZATRUDNIENIA

11 **Complete the text with the words from the box. There are two extra words.**

> balance bonus break company entitled flexible
> fringe insurance interest pay redundancy workload

Employee Handbook

Remuneration and Benefits

Our company values its employees, so we're proud to offer an extensive remuneration and benefits package.

- All of our full-time employees are [1] *entitled* to twenty-eight days' paid holiday each year. For part-time employees, this will be calculated in proportion to their [2] *workload*.
- We also offer 100% sick [3] *pay* for up to three months per year.
- The work-life [4] *balance* is extremely important to us, so all our staff work seven hours per day and a half day on Friday with a one-hour paid lunch [5] *break*. We also recommend [6] *flexible* working hours, so you decide when you want to work.
- All employees receive an annual [7] *bonus* based on the company's profits.
- Other [8] *fringe* benefits include:
  - a(n) [9] *company* car,
  - medical, dental, disability and life [10] *insurance*,
  - social events once a month and a family Christmas party every year.

12 **Rank these depending on how important they are to you when choosing your future career. Then in pairs, compare your lists.**
Students' own answers

____ size of income
____ promotion prospects
____ job satisfaction
____ ability to go on leave whenever you wish
____ job security
____ perks
____ holiday pay

THE JOB MARKET AND PROFESSIONAL CAREER | RYNEK PRACY I KARIERA ZAWODOWA

13 **Complete the sentences with *work* or *job*.**

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

14 Choose the correct words to complete the adverts. Which job would you like to do? Why?

This week's TOP three jobs for students

Animal Shelter Worker

We're looking for an individual who would be [1] *competent / committed* to spending at least ten hours per week working at our animal shelter. The job involves being [2] *on / in* charge of accepting animals as well as dealing [3] *at / with* people picking up pets. No experience is needed as you will learn everything [4] *at / on* the job. The successful candidate will start with a two-week [5] *try / probation* period before being offered a permanent contract.

Online Tutor

Our company is expanding and we're looking to take [6] *up / on* additional online tutors in all subjects. We're looking for candidates who have experience [7] *in / of* tutoring, however, you do not need to be familiar with online education as you will attend a [8] *training / learning* course before you start. So, if you're interested in a career [9] *in / at* online education, go to our website and complete the [10] *application / notice* form.

Web Designer

Have you got a working knowledge [11] *on / of* graphic design software and programming languages like HTML? Have you got [12] *practical / hands*- on experience in designing websites? Can you [13] *do / make / take* the initiative when your clients don't know what they want? Are you able to [14] *work / meet deadlines*? If you've answered 'yes' to all four questions, then it means this job [15] *reference / vacancy* might be filled by you! Apply now.

JOB MOBILITY | MOBILNOŚĆ ZAWODOWA

15 ŚRODKI JĘZYKOWE Complete the text with the words formed from the words in brackets. What are the advantages and disadvantages of this job?

MY CAREER IN PHOTOGRAPHY

When I finished secondary school, I knew I wasn't ready to go to uni, but I couldn't afford to remain [1] *unemployed* (EMPLOY) and live off my parents. The number of [2] *jobless* (JOB) young people in my country was increasing, and I knew I would have a hard time finding employment.

So, I decided to travel around the world and earn money while I was doing that. I became an independent [3] *contractor* (CONTRACT). Travel writing and photography were my principal [4] *economic* (ECONOMY) activities. I could do them from any place in the world – all I needed was a wi-fi connection. When I first started being a digital nomad, I made a large [5] *investment* (INVEST) in top of the range equipment – and that really paid off. I suddenly became one of the top travel photographers in the world. I was feeling a bit [6] *overworked* (WORK), so I hired an employee who took over the travel writing side of my business.

Will I go back to university? No, I don't feel like I need to as I'm running my own business as a famous global [7] *entrepreneur* (ENTERPRISE).

IDIOMS | IDIOMY

16 ŚRODKI JĘZYKOWE Translate the fragments in brackets. Use the words in bold, but do not change their form.

1 I haven't been able to take any time off as I've been completely *snowed under (with work)* (*zawalonym pracą*). **SNOWED**
2 I don't think my boss trusts me. He's always *breathing down my neck* (*stoi mi nad głową*) when I'm working. **NECK**
3 It was getting late and I was feeling unproductive, so I decided to *call it a day* (*zakończyć pracę*). **DAY**
4 I've recently been made redundant and I can barely *make ends meet* (*wiążę koniec z końcem*). **MEET**
5 We're looking for a doctor to join our team. One of the requirements is the ability to *think on your feet* (*podejmowania szybkich decyzji*). **FEET**
6 I've only recently joined my dad's construction business, so I'm currently just *learning the ropes* (*uczę się fachu*). **ROPES**
7 After *a hard day's work* (*ciężkim dniu pracy*), I'm really looking forward to relaxing in front of the TV. **HARD**
8 I haven't been able to find work for months, so maybe you could *pull a few strings* (*uruchomić swoje znajomości*)? **PULL**

GO FOR IT

17 In pairs, compare and contrast the photos and say what the people might enjoy about their work. Then answer the questions. *Students' own answers*

1 What adjectives can describe these jobs?
2 What kind of responsibilities have the people got?
3 What kind of remuneration and benefits do you think they receive?


1


2


3

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

MÓWIENIE Rozmowa z odgrywaniem roli

04

1 **In pairs, read the job advert and discuss whether it is the kind of job you would enjoy doing. Give reasons for your answers. How popular are holiday camps in Poland? Have you ever attended one?** *Students' own answers*



TRENING MATURALNY

2 04 03 **Read the instructions for the task below. Then listen to students doing the task. What is wrong with Student A's responses?** *It's too short.*

Wraz z kolegą/koleżanką chcesz zatrudnić się jako animator na wakacyjnym obozie z językiem niemieckim. Rozmawiasz o tych planach z kolegą/koleżanką. Poniżej podano cztery kwestie, które musicie omówić. Rozmowę rozpoczyna uczeń B.

- Przydatne umiejętności
- Doświadczenie zawodowe
- Zakres obowiązków
- Warunki pracy

3 **Read the tip below. In pairs, discuss how Student A could improve his responses in Exercise 2. What kind of information could he add?** *Students' own answers*

Podczas odgrywania roli unikaj zdawkowych odpowiedzi typu *definitely* lub *not really*. Poprawne wypowiedzi składają się z pełnych zdań, zawierają rozwinięte odpowiedzi i odniesienia do kluczowych kwestii w rozmowie, jak również przykłady z własnego doświadczenia tam, gdzie to możliwe.

4 04 04 **Listen to the same students doing Exercise 2 again. Do Student A's improved responses match any of your ideas in Exercise 3?**

▶ ZESTAW ZADAŃ STR. 71

5 04 04 **Listen to the role-play conversation again and write down the Useful Phrases that Student A uses.**

USEFUL PHRASES ▶ STR. 298

Elaborating on a topic and adding information

For example, ... / For instance, ...

I think the main/important/key/essential thing is (that) ... / I guess that shows that ... ✓

What I mean is ... ✓ / To be honest ... ✓

Linking and sequencing points/arguments

For a start, ✓ / As well as ✓ / Talking of ... ✓

In that case, (I'm sure it's true). ✓

What is more, ...

6 **Read the fragments of a role-play conversation and guess the four topics in the task. Then in pairs, discuss the sort of things you could say about the topics.**

Your friend has applied to be an apprentice in a bakery.

- Do you think you have the right skills for the job?
- Have you ever done anything like this before?
- The very early starts are difficult for young people.
- It gets very hot and busy in the bakery.

Talking about an application to become an apprentice baker.
The skills required / Previous experience / Working hours / Working conditions
Students' own answers

7 **Take it in turns to role-play the situation in Exercise 6. Use the Useful Phrases and your own ideas. When you are ready, perform your role-play in front of the class.** *Students' own answers*

ZADANIE MATURALNE

8 **In pairs, do the task below.**

UCZEŃ A

Wraz z uczniem B chcesz podjąć się pracy wakacyjnej przy obsłudze kelnerskiej dużych imprez i wesel. Rozmawiasz o tych planach z kolegą/koleżanką. Poniżej podano cztery kwestie, które musicie omówić. Rozmowę rozpoczyna uczeń B.

- Zadania w pracy
- Wymagane umiejętności
- Doświadczenie zawodowe
- Obowiązujący strój

▶ UCZEŃ B STR. 333

Exercise 4
Student A's improved responses are longer (e.g. *To be organised → Well, for a start, to be a team leader you need to be organised.*) and include more information (e.g. *I write quizzes. → I'm quite good at writing quizzes and they seem to go down well with children.*), he adds examples from his own experience (e.g. *Don't forget I'm in a band and I organise all the rehearsals and gigs. I guess that shows that I've got leadership skills.*) and expresses a personal opinion (*... when you're away from home, weekends can be very boring*).

04 03 04 04

ALSO AVAILABLE DIGITALLY
For the teacher:
Model answer (audio + script)

04 MÓWIENIE Płynność wypowiedzi

1 04 05 **Listen to five exchanges between the speakers. Put the five prompts in the order in which you hear them. What do you notice about the beginning of each of Student A's responses?** *3 - 4 - 1 - 5 - 2 Student A 'buys time' before answering*

1 Tell me about your previous work experience.
2 Tell me about your hopes and ambitions for your future career.
3 Tell me about your strengths and weaknesses.
4 Tell me about your knowledge of foreign languages.
5 Tell me about your plans for further education.

2 04 05 **Listen again and write down the Useful Phrases Student A uses to 'buy time' while he thinks of an answer.**

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

USEFUL PHRASES ▶ str. 298

'Buying time' or delaying a response

Repeat the key information in the question or prompt:

Let me think/see. ✓ *(Let me see)*
What can I tell you? ✓
To be honest, ... / To tell you the truth, ... ✓
It's hard/difficult to say, really ... ✓ *(It's difficult to say, really)*

3 **Think of your own responses to the five prompts in Exercise 1. Make notes and begin your responses with an appropriate phrase from the Useful Phrases box.** *Students' own answers*

4 **In pairs, take it in turns to be Student A and practise short exchanges using the prompts in Exercise 1 and your ideas in Exercise 3.** *Students' own answers*



SŁUCHANIE Wybór wielokrotny

1 **In pairs, discuss the advantages and disadvantages of working from home for the employer and the employee. What effect do you think it has on work-life balance?** *Students' own answers*

2 04 06 **Listen to a conversation between a couple. Why doesn't the man answer the phone?** *Because he is on his lunch break.*

TRENING MATURALNY

3 04 06 **Read the tip below and answer questions 1–3 in your notebook. Then listen again and check your answers. What information in the recording helped you answer the questions?**

1 The speakers are working
(a) from home.
b in an office.
2 The woman's comments suggest she is
a jealous of the man.
(b) irritated by the man.
3 We can conclude from the man's comments that he
a wouldn't like to work as hard as the woman does.
(b) thinks it's important to maintain a healthy work-life balance.

W niektórych zadaniach mogą pojawić się pytania o kontekst nagrania (np. kim są rozmówcy lub gdzie się znajdują). Inne pytania mogą zawierać czasowniki typu *conclude*, *suggest* lub *understand* i będą wymagały od ciebie wyciągnięcia wniosków z informacji usłyszanych w wypowiedzi.

ZADANIE MATURALNE

4 04 07 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi A–C lub A–D wybierz właściwą, zgodną z treścią nagrania.**

Tekst 1

1 Both speakers
A are personal trainers.
(B) are factory workers.
C are robot developers.

Tekst 2

2 During the conversation, the woman
A praises the work-life balance in the USA.
B criticises working hours in Sweden.
(C) shows the differences in working styles between the USA and Sweden.

Tekst 3

3 Which of the following is stated as <u>a fact</u>, not an opinion?
A Life skills help students to get the jobs they want.
B Life skills are as important as good exam results.
C Life skills make people more effective in the workplace.
(D) Life skills improve physical and mental fitness.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint



5 **SŁOWNICTWO** **Choose the correct words to complete the sentences. Check your answers in the audioscript.**

1 I know what I need to study to follow my chosen career *way* / *path*.
2 I don't find it very easy to bounce *back* / *up* from disappointment.
3 When meeting someone for the first time, I like to *give* / *show* a good impression.
4 I always try to stay *above* / *on top of* things because I hate wasting time.
5 When I have a new project, I *draw* / *sort* up a plan and set myself *achievable* / *possible* goals.

6 **Decide how many of the sentences in Exercise 5 describe you. Then in pairs, compare your lists.**
Students' own answers

4 **You can begin to get organised by making sure you**
A get a job which allows you to work from home.
B don't waste time cleaning and tidying your desk.
C know where to find everything you need for the job.
D carry a pen, a hammer and any important documents.

5 **We can assume that the speaker**
A gets angry with creative people who make a mess.
B thinks creative people have no excuse for being messy.
C is impressed by creative people who are organised.
D believes that creative people are more productive.

6 **The main message of this podcast is that**
A being organised makes you more efficient and more employable.
B good time management enables you to achieve your goals.
C it's important to be reliable as well as a good team player.
D if you are clever or creative you don't need to be so organised.

1 **Read the text below. What is it about?** *A friend writing to another friend about a careers talk they missed*

It's a shame you weren't at school last [1]_____, you missed a really good lecture. [2]_____ came in to talk to us about jobs and gave a load of useful tips. He talked about how to start your own business and said that you need to be good at [3]_____. I don't like dealing with people, so I no longer think running my own business is for me. Anyway, [4]_____ asked how she could become a bus driver, and he gave her some good advice. I didn't realise you could earn over [5]€_____ a year as a bus driver! Not a job for me either – I hate traffic. Let's meet up and I can tell you more about it.

TRENING MATURALNY

2 **Read the tip and decide what type of specific information can complete each gap in Exercise 1. Use the ideas in the box. There are two extra ideas.**

an activity a time a day a job title a name a place a number

Przed wysłuchaniem nagrania uważnie przeczytaj tekst do uzupełnienia. Zazwyczaj można się domyślić, jakiej informacji brakuje w danej luce – nazwy, osoby, miejsca, czasu itd. Skup się na brakujących informacjach podczas słuchania.

3 04 08 **In pairs, choose the best answers in the box to complete the text in Exercise 1. Justify your choices and then listen and check.**

a careers adviser going on strike Janet Brown managing a team 1,000 plumber Sunday 30,000 Tom Davies Wednesday

ZADANIE MATURALNE

4 04 09 **Usłyszysz dwukrotnie rozmowę dwojga przyjaciół na temat pracy. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

I bumped into Joe yesterday and we were talking about what we were going to do for a living. I've always thought that Joe would work in [1] *the/his family business*, but he doesn't want to do that straight away. He fancies working in the tourist industry – possibly abroad in [2] *France or Spain* – so that he can travel, get better at languages and learn other useful skills. To be honest, I'm not sure [3] *his parents* will be happy about that as I think they have other plans, but he seems very determined. In particular, he wants to improve his people skills and learn how to be part of [4] *a team*. He asked about me and I told him that although I really wanted to become [5] *an artist*, I would probably end up as a history teacher.

Exercise 2
1 a day
2 a job title
3 an activity
4 a name
5 a number

Exercise 3
1 Wednesday (Sunday no school)
2 Careers adviser (talking about jobs)
3 managing a team (goes on to talk about 'dealing with people')
4 Janet Brown (Not Tom Davies because 'she' and 'her')
5 30,000 (€1000 not realistic)

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

04 CZYTANIE Dobieranie pytań do akapitów



Jobs that are safe from the threat of AI

A In recent decades, computers have been carrying out many of the jobs that humans used to need to do. And they've been doing those jobs more quickly and efficiently than we can. Computers don't need sick leave, miss deadlines or take time off. They just get on with their work. So it's no surprise that workplace automation is an ongoing process. In the next fifteen years, it is estimated that up to fifty percent of jobs will be automated. But however diligent and industrious computers are, they can't do everything. So which careers are safe from AI?

B Humans understand humans in a way computers can't. So jobs that require interpersonal skills are probably safe from automation. Physical therapists, for example, need to be extremely sensitive with their hands to detect responses from their client's body, but they also need to be aware of their feelings. They must know how to adapt each treatment to the particular personalities and problems of the people they deal with. Psychologists also require empathy to perform their duties, so psychotherapy and other humanistic jobs such as counsellors seem to be beyond the abilities of computers.

C Can computers thrill us, scare us, engage our emotions or make us laugh or cry? Well, they definitely make us cry, but only when they crash. Algorithms can't conceive of original plots or create credible characters. So creative writers, film directors and game designers should all feel safe. The same goes for artists, composers and fashion designers. It's hard to imagine a computer creating a truly original painting, song or dress. AI may be able to create some things, e.g. undemanding social media posts but, surely, real works of art will always need the human touch.

D AI has already moved into business management and law. However, computers don't possess the entrepreneurial spirit required to set up companies. Nor can they replace highly skilled experts. Managing directors, for example, have to delegate, supervise, lead a team and think on their feet. Top barristers must be able to both reason logically and win the trust of their clients and apply years of experience to argue a case. Computers can do unskilled, repetitive legal and administrative work, but they're not resourceful problem-solvers that can master complex strategies. They'll never replace the high-fliers.

1 **In pairs, ask and answer the questions. Then read the text to check.**

1 What are the advantages for an employer of using a computer instead of employing a person?
2 What jobs do you think will be safe from AI in the future?

TRENING MATURALNY

2 **Choose sentences a–c that paraphrase this sentence correctly. Then in pairs, give reasons for your answers.**

A computer can perform this task just as well as a human being.

(a) People are incapable of doing this job any better than machines can.
b A human being is unable to perform this task as well as a computer.
(c) This work can be done equally by AI as by a person.

3 **Read the two texts. What are the people's jobs? Match sentences 1–4 to texts a–b.**

a *This person is an accountant.*

I couldn't do my job without computer technology. Well, maybe I could, but it would take me a lot longer and I'd need a lot of paper and several secretaries. Accounting software these days does almost all of the boring chores that filled the working day of the average accountant and their numerous employees in the past. And that leaves us with more time to analyse the financial situation of the company and how to improve it.

b *This person is a teacher.*

I use computers every day, but I don't really need them. The electronic whiteboard is a fun teaching aid, but I could live without it. A traditional blackboard works almost as well, although your hands get dirty. Obviously, computers make administration easier, but most of us in the staff room agree that we do a lot more administrative work today than we used to. Sometimes I wonder if computers haven't created extra work for us poor teachers to do.

In which text does the writer ...

1 argue that computers are not essential? *b*
2 mention they used to work with a bigger staff? *a*
3 consider both the pros and cons of computers? *b*
4 assert that computers allow them to be more productive? *a*

Exercise 1

1 They are efficient, diligent and reliable. They don't need sick leave, miss deadlines or take time off.
2 Caring, humanistic jobs that require empathy such as physical therapists, psychologists and counsellors. Jobs that require creativity: writers, film directors and game designers. Highly skilled experts like managing directors and top barristers.

Exercise 2

Sentence a is correct because: *people = a human being; machines = a computer; doing this job = perform this task; are incapable (of doing this job) any better = can (perform this task) just as well as.* Sentence c is correct because: *this work can be done = can perform this task; AI = computer; person = human being; equally as = just as well as.* Sentence b is incorrect because although *computer, human being* and *perform this task* are repeated, *is unable to* does not mean the same as *can*.

Zdania, które należy dobrać, zazwyczaj zawierają parafrazę informacji z tekstu. Pamiętaj, aby uważnie przeczytać cały tekst i znaleźć kluczowe słowa w pytaniach.

Uwaga! Pytania zawierające słowa z tekstu mogą stanowić mylny trop, natomiast zdania z przeczeniem mogą mieć inny sens, niż wynika to z pobieżnej lektury.

ZADANIE MATURALNE

4 Przeczytaj podzielony na cztery części tekst oraz pytania do niego. Do każdego pytania 1–5 dopasuj właściwą część tekstu A–D. W jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author ...

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

5 SŁOWNICTWO Check you understand the underlined words. Match questions 1–6 to answers a–f.

1 Are you a <u>diligent</u> student? _d_
2 Are you a <u>resourceful</u> person? _a_
3 Are you <u>industrious</u> in your free time? _b_
4 Have you got good <u>interpersonal skills</u>? _c_
5 Have you got an <u>entrepreneurial spirit</u>? _e_
6 Would you like to work in a <u>highly skilled</u> profession? _f_

a I think so. I'm good at finding ways to solve problems and overcome difficulties.
b Not at all, my weekends are for relaxing.
c Yes, I get on well with everyone.
d Yes, I work hard and always do my homework on time.
e Yes, I'm full of bright ideas.
f Yes, my dream is to go to university and become the best at whatever I do.

6 SŁOWNICTWO Choose the correct words to complete the sentences. Then in pairs, ask and answer the questions.

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

7 Think of three jobs that you would like to do. How safe do you think they are from AI? Grade them from the least likely to be done by AI in the near future to the most likely. Then tell a partner about your choices. *Students' own answers*

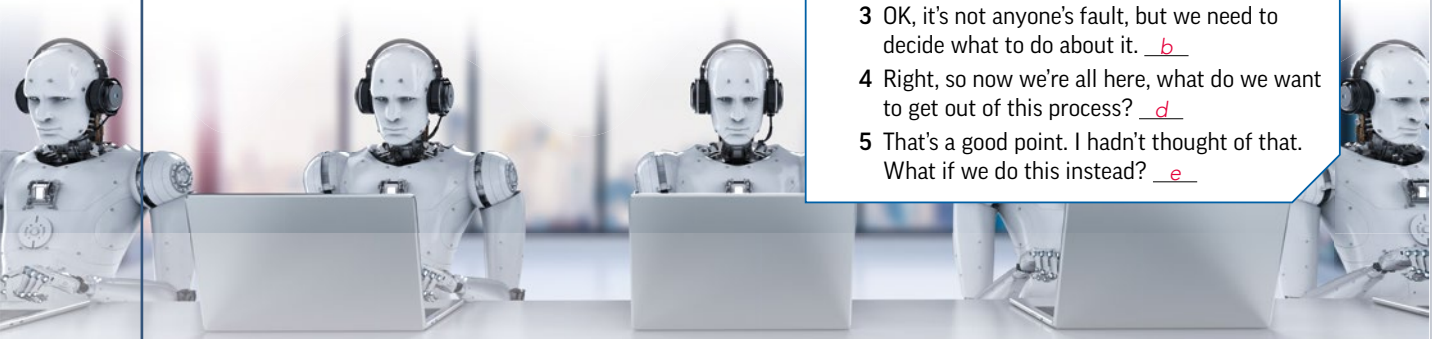
LIFE SKILLS | Teamwork

8 In groups, put these collaboration skills in the order in which you need them when working as a team.

a Draw up a plan and agree on the role of each person in the team. _2_
b If something goes wrong once you've started, don't blame anyone, but look for solutions. _5_
c Invite everyone to give feedback on the plan and on their roles. _3_
d Sit down together and decide what your team's goals are. _1_
e Suggest compromises to solve any problems with the plan. _4_

9 Match phrases 1–5 to the skills in Exercise 8. Then in pairs, try to add more phrases for each skill. *Students' own answers*

1 How about if you do this job and I do that one? _a_
2 How did you all feel it went in the end? _c_
3 OK, it's not anyone's fault, but we need to decide what to do about it. _b_
4 Right, so now we're all here, what do we want to get out of this process? _d_
5 That's a good point. I hadn't thought of that. What if we do this instead? _e_



ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

04 ŚRODKI JĘZYKOWE Słowotwórstwo

GRAMATYKA

A Complete the text with the correct forms of the adjectives in brackets.

The great glass vs. plastic debate

Which is [1]*more environmentally-friendly* (environmentally-friendly): glass or plastic? With plastic packaging having had really bad press for some time, many people have come to believe that anything is [2]*better* (good) than plastic. The anti-plastic drive has recently seen more glass bottles sold and they are slowly becoming [3]*more popular* (popular) as an alternative to plastic bottles. But is glass really [4]*the most sustainable* (sustainable) option of all those available? Recently, one of the world's [5]*biggest* (big) drinks manufacturers has warned that glass bottles could be [6]*worse* (bad) for the environment than plastic bottles. This is because glass is much [7]*heavier* (heavy) than plastic, and therefore has a much [8]*larger* (large) carbon footprint. In other words, glass may not be [9]*less damaging* (damaging) to the environment than plastic after all. [10]*The best* (good) thing we can do as consumers is to be a bit [11]*more reflective* (reflective) about what we purchase and reduce our dependence on any single-use packaging.

B Choose the correct forms to complete the sentences.

1 We stayed *near* / *nearly* the famous beach in Bali.
2 This exercise is *slight* / *slightly* more difficult than the previous one.
3 It's the third time he's arrived *late* / *lately* for work.
4 It's *hard* / *hardly* surprising that they've broken up. They were not a good match.
5 The lecture was *incredible* / *incredibly* boring.

▶ PRZYMIOTNIKI, STR. 256
▶ PRZYSŁÓWKI, STR. 258

TRENING MATURALNY

1 Read the sentences and decide which part of speech you need in each gap. Then complete the gaps with words formed from the words in brackets and match the sentences to explanations a–e.

1 The job market is very (*c przymiotnik*) ***competitive*** (COMPETE) at the moment and jobs are hard to get.
2 The manager was very kind and (*b*) *eagerly* (EAGER) answered all our questions.
3 Ian has set up his own company this year and has very (*a*) *ambitious* (AMBITION) plans for his business.
4 You should familiarise yourself with the company's rules and regulations and never (*d*) *disobey* (OBEY) them.
5 The manager said that our cost estimate was (*e*) *inaccurate* (ACCURATE) and that the final sum would be much higher.

a przymiotnik utworzony od rzeczownika
b przysłówek utworzony od przymiotnika
c przymiotnik utworzony od czasownika
d czasownik utworzony od innego czasownika
e przymiotnik utworzony od innego przymiotnika

Przed wypełnieniem luki zastanów się, jaka część mowy powinna się w niej znaleźć. Przeczytaj całe zdanie, a następnie przeanalizuj fragment znajdujący się bezpośrednio przed luką i po niej. Pamiętaj, że musisz przekształcić wyraz w nawiasie, ponieważ nigdy nie pozostaje on w tej samej formie.

2 Use prefixes *un-*, *in-*, *im-*, *il-*, *ir-* or *dis-* to form negative adjectives.

1 *un*approachable
2 *in*decisive
3 *un*punctual
4 *dis*respectful
5 *in*sincere
6 *im*polite
7 *il*logical
8 *in*considerate
9 *un*fair
10 *ir*responsible

3 Which three qualities from Exercise 2 would make the worst boss? Why?
Students' own answers

4 Match prefixes 1–10 to their meanings a–j.

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

5 Complete the sentences with the prefixes from Exercise 4.

1 Some companies are trying to remove the barriers to employment experienced by *ex*-convicts.
2 Chris was later embarrassed and apologised to his colleagues for his *over*reaction to the whole situation.
3 They are looking for *bi*lingual customer advisers fluent in English and Spanish.
4 Our university offers several *post*graduate courses for people employed in education.
5 New employees had a training session about how to manage *anti*social behaviour at work.

6 **Add one suffix to the group of nouns and another one to the group of verbs to form adjectives. Then form adverbs from the adjectives. Make all the necessary spelling changes.**

Noun		Suffix		Adjective	Adverb
caution				*cautious*	*cautiously*
ambition	+	*-ous*	→	*ambitious*	*ambitiously*
courage				*courageous*	*courageously*

Verb		Suffix		Adjective	Adverb
appreciate				*appreciative*	*appreciatively*
compete	+	*-ive*	→	*competitive*	*competitively*
support				*supportive*	*supportively*

7 **Complete the table with nouns which refer to people, formed from the verbs from the box. Make all the necessary spelling changes.**

~~act~~ build counsel direct edit employ interview invent manage paint train translate

-er	-or
builder, employer, interviewer, manager, painter, trainer	*actor, counsellor, director, editor, inventor, translator*

8 **Which three verbs from Exercise 7 can also be used to form nouns ending in *-ee*? What is the meaning of this suffix?** *Interviewee, employee, trainee; people who undergo/take part in something (e.g. an interview)*

9 **Complete sentences 1–7 with words formed from the words in brackets. Then, in pairs, discuss the sentences.**

Do you agree?

1 A person who can't act *decisively* (DECISIVE) will never make a good manager.

2 It is *advisable* (ADVICE) to choose a career with good financial rewards.

3 No employee is *irreplaceable* (REPLACE) in the workplace, somebody can always take over their duties.

4 An *encouraging* (ENCOURAGE) manager and friendly colleagues can compensate for a low salary.

5 Most young people are *incapable* (CAPABLE) of leadership roles due to their inexperience and lack of life skills.

6 A ban on mobile phones in the workplace would *dramatically* (DRAMATIC) increase productivity.

7 Starting your own business and working for yourself is more *rewarding* (REWARD) than working for a big, multinational company.

▶ ZADANIE DODATKOWE STR. 70

ZADANIE MATURALNE

10 **Przeczytaj tekst. Wyrazy podane w nawiasach przekształć tak, aby otrzymać logiczny i poprawny gramatycznie tekst.**

Late start on the job market

In the UK, having a part-time Saturday or holiday job while still at school is considered extremely [1] *beneficial* (BENEFIT). However, the number of British teenagers with temporary jobs is going down, mostly because fewer people choose to work and study at the same time. This regrettable trend of delaying work experience is also stretching into higher education. Experts are warning that waiting longer to start work could have [2] *damaging* (DAMAGE) consequences on young people's career prospects. By [3] *underestimating* (ESTIMATE) the importance of work experience, they risk missing out on valuable opportunities. The key thing here is that no job, even the most unskilled, is seen as [4] *irrelevant* (RELEVANT) by a potential employer. Therefore, those who are thinking of a future career should make sure they have any work experience they can so that they can refer to it when applying for a job with their prospective employer. This will help them [5] *unlock* (LOCK) their potential by showing what they are capable of and what they can bring to the job market.

ZADANIE MATURALNE P

11 **Przeczytaj tekst. Wyrazy podane w nawiasach przekształć tak, aby otrzymać logiczny i poprawny gramatycznie tekst.**

We'll help you sail through your job interview!

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

04 PISANIE List formalny: list motywacyjny

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Po przeczytaniu ogłoszenia o pracy wakacyjnej w centrum ogrodniczym, napisz list motywacyjny, w którym wyjaśnisz, dlaczego interesuje cię tego rodzaju praca, oraz przedstawisz umiejętności i doświadczenie, które sprawiają, że jesteś właściwą osobą na to stanowisko.

Wypowiedź powinna zawierać od 200 do 250 słów.

1 In pairs, read the job advert and discuss what experience, skills and personal qualities you think they are looking for. Would you be interested in this job? Why? / Why not?
Students' own answers

Garden centre workers



Blossom and Co. Garden Centres are looking for summer staff. Duties include planting and watering, serving customers and working on the tills.

2 Read the sample task and the model answer above. Why do you think the student decided to delete sentences 1 and 2 from the final version of the letter?
Because they were irrelevant, not supportive of the application, informal and silly.

TRENING MATURALNY

3 Read the tip and find examples in the model letter that illustrate each point.

Listy motywacyjne powinny być napisane formalnym językiem. Zakończ list uprzejmą prośbą o odpowiedź i nie zapomnij o właściwych zwrotach powitalnych i pożegnalnych.

4 In each of these pairs, decide which word or phrase is more formal. Then complete the gaps.

for you to have a look at / for your consideration
get a job / pursue a career have / possess
provide / give you want / would like

More formal: for your consideration, pursue a career, possess, provide, would like.

Exercise 3
Use a variety of positive, formal language:
I am passionate about … I am very keen to … etc.
End the letter by politely requesting a response:
I look forward to hearing from you.
Don't forget to use correct beginnings and endings:
Dear Sir or Madam, Yours faithfully.

Dear Sir or Madam,

I saw your advert on social media yesterday and would like to apply for the position of garden centre worker. I am eighteen years old and I am currently in my final year at school.

I am passionate about plants and gardening, and in future I am very keen to pursue a career in this field. With this aim in mind, I am highly motivated to gain hands-on experience of working with plants whenever I can. For the last few months, I have been running a vegetable growing project in my school and can provide excellent references from my teachers.

I believe that I possess the relevant experience and skills for the job. At the weekends, I volunteer at a retirement home near my house, and I am responsible for taking care of indoor and outdoor plants. I work alongside a professional gardener, and she has taught me a great deal about plant care. (1) ~~For example, I now know how I killed a resident's expensive bonsai tree by watering it too much.~~ I am also a reliable and trustworthy person who is capable of taking on the responsibility of working on the tills.

I feel confident that I am a suitable candidate for the position. I would be delighted to attend an interview at your convenience, and I have attached a copy of my CV for your consideration. (2) ~~I don't have any holidays arranged because I've just split up from my girlfriend and we were going to go to Greece together.~~

I look forward to hearing from you.

Yours faithfully,

XYZ

USEFUL PHRASES ▶ str. 307

Stating how you found out about the job and why you are writing

I saw your advert (on social media) and [1] *would like* to apply for the position of …

I am writing to apply for the position of … currently advertised (on your website).

Describing your current situation and availability

I am currently in my final year at school.

I am available for work from (1st June).

Explaining your interest in the job

I am passionate about (plants and gardening).

With this aim in mind …

I am very keen to [2] *pursue a career* (in this field).

I'm highly motivated to (gain hands-on experience).

Describing relevant experience, skills and qualifications

I believe that I [3] *possess* the relevant experience and skills for (the job).

I feel confident that I am a suitable candidate for (the position).

I can [4] *provide* excellent references from (my teachers).

Mentioning your availability for an interview and any attachments you are sending

I would be delighted to attend an interview [5] *at your convenience*.

I have attached a copy of my CV [6] *for your consideration*.

ALSO AVAILABLE DIGITALLY
For the student: Flashcards



5 **Rewrite sentences 1–4 in more formal language. Which of these people would be good candidates for a job in a garden centre?**

1 I really want to be a landscape gardener, and because of this, I am very interested in seeing how much discount I can get on products from your garden centre.

2 I love nature, and I am highly motivated to get some practical experience with plants during my summer holidays. Here's my CV for you to have a look at.

3 I reckon I've got the right know-how for this job: I have experience of working in garden centres and I can give you names of people who know how good I am.

4 I am a self-employed blogger, and I really want to know more about plants. I'm pretty sure that I'm the right person for the job.

6 **In pairs, discuss what you would write in a letter of application for the jobs in the box.**
Student's own answers.

food delivery driver primary school teacher
waiter in a summer resort

ZADANIE MATURALNE

7 **Do the task.**

Kończysz w tym roku studia i chcesz odbyć staż wakacyjny. Po przeczytaniu w internecie ogłoszenia o stażu w interesującej cię firmie napisz list motywacyjny, w którym opiszesz swoje zainteresowanie stażem oraz wyjaśnisz, dlaczego tę funkcję warto powierzyć właśnie tobie.

Wypowiedź powinna zawierać od 200 do 250 słów.

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Po rozpoczęciu praktyk inżynierskich w firmie budowlanej dowiadujesz się, ku twojemu zaskoczeniu, jak niewiele kobiet stara się o pracę w tym zawodzie. Podziel się swoimi przemyśleniami na ten temat na blogu. W poście:

- wyjaśnij powody wyboru praktyk,
- opisz swoją reakcję na liczbę kobiet na praktykach,
- przedstaw swoją opinię na temat powodów tego zjawiska,
- zachęć czytelników do podzielenia się opinią.

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

I've survived my first day as an apprentice!

I've wanted to be an engineer ever since I was a four-year-old who loved to build cities with building blocks. So, when I got a place as an apprentice engineer, I was over the moon.

All the new apprentices are extremely friendly, but there is something I find shocking. I'm the only woman. Apparently, the number of females applying for engineering courses has doubled recently, but the gender gap is still enormous.

Personally, I find this hard to understand, but if you ask me, I'd say it's got a lot to do with the lack of female role models in engineering. Traditionally, people assume it's a man's job.

Engineering is a fascinating career for creative people who enjoy solving problems. So why don't women want to be engineers? I'd love to hear your opinion.

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

ZADANIE MATURALNE

1 **Read the sample task and the model answer above, then do the task below.**

Po wysłuchaniu audycji na temat problemów młodych ludzi szukających pierwszej pracy podziel się swoimi przemyśleniami na blogu. W poście:

- opisz, na czym polega główny problem,
- wyraź swoją opinię na temat przyczyn tego problemu,
- zasugeruj możliwy sposób jego rozwiązania,
- zachęć czytelników do podzielenia się opiniami.

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

MY BLOG

I've just listened to a podcast about getting your first job.

Exercise 5

1 I am very keen to pursue a career as a landscape gardener, and with this aim in mind, I am very interested in seeing how much discount I can get on products from your garden centre.

2 I am passionate about nature, and I am highly motivated to gain some hands-on experience with plants during my summer holidays. I attach my CV for your consideration.

3 I believe that I possess the relevant experience and skills for this job: I have experience of working in garden centres and I can provide excellent references.

4 I am a self-employed blogger, and I am very keen to know more about plants. I feel confident that I am a suitable candidate for the position.

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

04 LISTA SŁOWNICTWA

JOBS AND PROFESSIONS | ZAWODY

art restorer – konserwator, konserwatorka dzieł sztuki
astronaut – astronauta, astronautka
barrister – adwokat, adwokatka
bouncer – bramkarz (np. w dyskotece)
careers adviser – doradca zawodowy
cashier – kasjer, kasjerka
chief executive officer (CEO) – dyrektor generalny, dyrektorka generalna
childminder – opiekun, opiekunka do dziecka, niania
civil servant – urzędnik państwowy, urzędniczka państwowa
clerk – urzędnik, urzędniczka
composer – kompozytor, kompozytorka
conductor – dyrygent, dyrygentka
construction worker – robotnik budowlany
customer (service) adviser – pracownik, pracownica działu obsługi klienta
editor – redaktor, redaktorka
executive – pracownik na kierowniczym stanowisku
factory worker – pracownik, pracownica fabryki
general practitioner (GP) – lekarz rodzinny, lekarka rodzinna
graphic designer – grafik, graficzka
interior designer – projektant, projektantka wnętrz
interpreter – tłumacz (ustny), tłumaczka (ustna)
lifeguard – ratownik, ratowniczka (nad wodą)
midwife – położnik, położna
nutritionist – dietetyk, dietetyczka
paramedic – ratownik medyczny, ratowniczka medyczna
personal assistant (PA) – asystent, asystentka
personal trainer – trener osobisty, trenerka osobista
public relations officer – rzecznik prasowy, rzeczniczka prasowa
publisher – wydawca
software developer – programista, programistka
solicitor – radca prawny, radczyni prawna
spin doctor – specjalista, specjalistka ds. kreowania wizerunku osoby publicznej
stockbroker – makler giełdowy, maklerka giełdowa
traffic warden – strażnik miejski, strażniczka miejska
web/website designer – projektant, projektantka stron internetowych

JOB-RELATED DUTIES AND ACTIVITIES | CZYNNOŚCI I OBOWIĄZKI ZWIĄZANE Z ZAWODAMI

administer – zarządzać
audit – kontrolować
construct – budować
counsel – doradzać
diagnose – diagnozować
edit – redagować
head – kierować, stać na czele
interpret – tłumaczyć (ustnie)
process (data) – przetwarzać (dane)
restore – odnawiać
treat – leczyć
tutor – udzielać lekcji, nauczać

ACTIVITIES AND RESPONSIBILITIES IN THE WORKPLACE | CZYNNOŚCI I OBOWIĄZKI W MIEJSCU PRACY

administrative work – praca administracyjna, kierowanie, zarządzanie
be in charge of – być szefem, być odpowiedzialnym (za)
cover for – zastępować
deal with sth – zajmować się czymś
● **delegate** – rozdzielać obowiązki
facilitate – ułatwiać
● **get on (with sth) straight away** – zająć się czymś od razu
go on strike – rozpocząć strajk
management – zarządzanie
● **master a strategy** – opanować strategię
meet deadlines – dotrzymywać terminów
● **miss deadlines** – nie dotrzymywać terminów
network – nawiązywać kontakty
oversee – nadzorować
perform job duties – wykonywać obowiązki służbowe
pitch (an idea) – przedstawiać (pomysł)
stand in for – zastępować
supervise – nadzorować
take on (a job) – podjąć się (pracy)
work in a team / on your own – pracować w zespole /samodzielnie

ADJECTIVES TO DESCRIBE JOBS | PRZYMIOTNIKI OPISUJĄCE PRACĘ

artistic – artystyczny
badly-paid – słabo płatny
blue-collar – fizyczny
dead-end – bez perspektyw
demanding – wymagający
dreary – nudny/nużący
monotonous – monotonny
executive – kierowniczy
freelance – na własny rachunek
full-time – na pełny etat
glamorous – o wysokim prestiżu
high-powered – odpowiedzialny, ważny
lucrative – lukratywny, dobrze płatny
menial – niewymagający kwalifikacji, rutynowy
mundane – nieciekawy, nudny
part-time – w niepełnym wymiarze godzin
profitable – przynoszący wysokie dochody
purposeful – sensowny
repetitive – monotonny, powtarzalny
rewarding – satysfakcjonujący
scientific – naukowy
skilled – wykwalifikowany
tedious – monotonny, żmudny
undemanding – łatwy, niewymagający
unpaid – niepłatny
unskilled – niewykwalifikowany
voluntary – charytatywny, w wolontariacie
white-collar – umysłowy, urzędniczy

IDIOMS | IDIOMY

be snowed under with work – być zawalonym pracą
breathe down sb's neck – stać komuś nad głową
call it a day – zakończyć pracę (na dany dzień)
climb the corporate ladder – wspinać się po szczeblach kariery
do a hard day's work – pracować ciężko cały dzień
learn the ropes – nauczyć się fachu
make ends meet – wiązać koniec z końcem
pull a few strings – wykorzystać nieformalne kontakty (żeby coś załatwić)
pull your weight – przyłożyć się
red tape – biurokracja
think on your feet – podejmować szybkie decyzje
unlock your potential – uwolnić swój potencjał

PLACE OF WORK | MIEJSCE PRACY

Accounting/Accounts – dział księgowości
back office – zaplecze techniczne/ operacyjne
(beauty) parlour – salon (urody)
branch – oddział
building site – plac budowy
Customer Service – dział obsługi klienta
health centre – ośrodek zdrowia
Human Resources – dział kadr
industrial estate – strefa przemysłowa
IT – dział IT
Legal Department – dział prawny
Operations Department – dział operacyjny/administracyjny
Public Relations – dział public relations (zajmujący się kreowaniem wizerunku firmy)
Purchasing – dział zakupów
Quality Control – dział kontroli jakości
Research & Development – dział badań i rozwoju
Sales – dział sprzedaży

PEOPLE AT WORK | OSOBY W PRACY

apprentice – praktykant, praktykantka / uczeń, uczennica
colleague/co-worker – kolega, koleżanka z pracy, współpracownik, współpracowniczka
deputy – zastępca, zastępczyni
Finance Director – dyrektor finansowy, dyrektorka finansowa
freelancer – osoba pracująca na własny rachunek
hiring manager – kierownik, kierowniczka ds. zatrudnienia
human capital – kapitał ludzki
intern – stażysta, stażystka
interviewee – kandydat, kandydatka (podczas rozmowy o pracę)
junior – pracownik, pracownica niższego szczebla
line manager – bezpośredni przełożony, bezpośrednia przełożona
Managing Director – dyrektor zarządzający, dyrektorka zarządzająca
pensioner – emeryt, emerytka
recruiter – osoba rekrutująca pracowników
shareholder – akcjonariusz, akcjonariuszka
shift worker – pracownik zmianowy, pracownica zmianowa
staff – personel
support ~ – pracownicy obsługi technicznej
subordinate – podwładny, podwładna
superior – przełożony, przełożona
team leader – opiekun grupy/zespołu
trainee – uczestnik, uczestniczka szkolenia / praktykant, praktykantka
volunteer – wolontariusz, wolontariuszka
workaholic – pracoholik, pracoholiczka

TEMPORARY JOBS | PRACA DORYWCZA

dog walker – osoba wyprowadzająca psy
food/package delivery – dostawa jedzenia/paczek
garden centre worker – pracownik, pracownica centrum ogrodniczego
kitchen help – pomoc kuchenna
seasonal work – praca sezonowa
summer camp supervisor – kierownik/kierowniczka obozu wakacyjnego
temp – pracownik tymczasowy, pracownica tymczasowa
work permit – pozwolenie na pracę

PROFESSIONAL CAREER | KARIERA ZAWODOWA

be (next) in line for sth – być (następnym) w kolejce
career advancement/development – rozwój kariery zawodowej
career in – kariera zawodowa (w jakiejś dziedzinie)
● **career path** – ścieżka kariery
● **draw up (a plan)** – przygotować (plan)
hierarchy – hierarchia
job satisfaction – zadowolenie z pracy
● **lead a team** – stać na czele zespołu
leadership role – stanowisko przywódcze, rola przywódcza
learn on the job – uczyć się zawodu w praktyce

LISTA 04 SŁOWNICTWA
● SŁOWNICTWO – SŁUCHANIE ● SŁOWNICTWO – CZYTANIE

managerial – kierowniczy
match qualifications – pasować do kwalifikacji
● **perform (job) duties** – wykonywać obowiązki (służbowe)
professional development – rozwój zawodowy
promotion prospects – perspektywy awansu
pursue a career – rozwijać karierę
● **set (achievable) goals** – wyznaczać cele (możliwe do osiągnięcia)
take initiative – przejąć inicjatywę

SKILLS AND QUALITIES VALUED BY EMPLOYERS | UMIEJĘTNOŚCI I CECHY CENIONE PRZEZ PRACODAWCÓW

administrative skills – umiejętności administracyjne
approachable – przystępny
be fluent in (English) – posługiwać się biegle (językiem angielskim)
committed – zaangażowany, oddany
communication skills – zdolności komunikacyjne
competent – kompetentny
conscientious – skrupulatny, sumienny
determined – zdeterminowany
● **diligent** – sumienny
eager – gorliwy
efficient – wydajny, skuteczny
encouraging – zachęcający, motywujący
● **entrepreneurial** – przedsiębiorczy
experience in a field – doświadczenie w jakiejś dziedzinie
experienced – doświadczony
goal-oriented – zorientowany na cele
hands-on experience – praktyczne doświadczenie
have an excellent command of (English) – biegle władać (językiem angielskim)
have a good rapport with sb – być z kimś w dobrych relacjach
high-flier – człowiek sukcesu
● **highly skilled/qualified** – o wysokich umiejętnościach/kwalifikacjach
● **industrious** – pracowity, pilny
irreplaceable – nie do zastąpienia
knowledgeable – obeznany, znający się na rzeczy
life skills – umiejętności życiowe
(previous) professional/work experience – (dotychczasowe) doświadczenie zawodowe
problem-solver – osoba dobrze radząca sobie z problemami
qualifications – kwalifikacje
● **resourceful** – zaradny, obrotny, przedsiębiorczy
● **soft/interpersonal skills** – umiejętności miękkie/interpersonalne
thorough – dokładny
working knowledge of sth – praktyczna znajomość czegoś

THE JOB MARKET | RYNEK PRACY

enter the job/labour market – wejść na rynek pracy
● **give a good impression** – zrobić dobre wrażenie
job advertisement/ad – ogłoszenie o pracy
(job) application – wniosek, aplikacja, podanie (o pracę)
~ form – formularz podania (o pracę)
job offer – oferta pracy
position/post – stanowisko, posada
probation period – okres próbny
recruitment process – proces rekrutacji
reference – referencje
requirements – wymagania
take sb on / hire sb – zatrudnić kogoś
temp agency – agencja pośrednictwa pracy tymczasowej
the job/work involves – praca polega na, wiąże się z
work placement – staż, praktyka zawodowa
vacancy – wakat, wolne stanowisko

PROBLEMS ON THE LABOUR MARKET | PROBLEMY NA RYNKU PRACY

feel overworked – być przepracowanym
labour costs – koszty pracy
lay-offs – zwolnienia
offshoring – przeniesienie produkcji/usług do innego kraju
outsource – przekazywać pracę/produkcję innym firmom
unemployed – bezrobotny
unemployment benefit – zasiłek dla bezrobotnych
workplace automation – automatyzacja pracy

WORKING AND EMPLOYMENT CONDITIONS | WARUNKI PRACY I ZATRUDNIENIA

(annual) bonus – premia (roczna)
(annual) income – (roczny) dochód
(go on) leave – (pójść na) zwolnienie/urlop
back pay – zaległa wypłata
be entitled to – mieć prawo do
benefit – dodatek (do pensji), dodatkowe świadczenie; zasiłek
child ~ – zasiłek na dziecko
commission – prowizja
company car – samochód służbowy
earn a living – utrzymywać się, zarabiać na życie
earnings – zarobki, dochody
flexible working hours / flexi-time – elastyczne godziny pracy
interest – odsetki
job security – pewność stałego zatrudnienia
life insurance – ubezpieczenie na życie
maternity/paternity leave – urlop macierzyński/ojcowski
night shift – nocna zmiana
pay – płaca
holiday ~ – płatny urlop
reasonable ~ – rozsądna płaca
sick ~ – wynagrodzenie za czas choroby
pension – emerytura; renta
~ plan – plan emerytalny

perks / fringe benefits – dodatki do wynagrodzenia (np. służbowy samochód)
remuneration – wynagrodzenie
salary – pensja (miesięczna)
gross/net ~ – pensja brutto/netto
starting ~ – pensja początkowa
shift work – praca w systemie zmianowym
take time / a day off – brać wolne / wolny dzień
(weekly) wages – zarobki (tygodniowe)
work/do overtime – pracować w nadgodzinach
work-life balance – równowaga między życiem prywatnym a zawodowym
workload – zakres zadań, obłożenie pracą
work to tight deadlines – pracować, dotrzymując napiętych terminów
work under pressure – pracować pod presją

JOB MOBILITY | MOBILNOŚĆ ZAWODOWA

● **bounce back (from disappointment)** – otrząsnąć się (z rozczarowania)
compensate for sth – zrekompensować coś
do a job remotely – pracować zdalnie
retrain – przekwalifikować się
● **stay on top of things** – być na bieżąco
training course – szkolenie
work from home – pracować zdalnie (z domu)
work remotely – pracować zdalnie

LEAVING A JOB | ODEJŚCIE Z PRACY

fire sb – wyrzucić kogoś z pracy
give sb notice – wręczyć komuś wymówienie, zwolnić kogoś
hand in your resignation/notice – złożyć wymówienie
job loss – utrata pracy

quit/resign – zwolnić się, zrezygnować z pracy
redundancy – redukcja etatów
retire – przejść na emeryturę
sack sb / give sb the sack – wyrzucić kogoś z pracy

SELF-EMPLOYMENT | SAMOZATRUDNIENIE

be self-employed – być samozatrudnionym / pracować na własny rachunek
build up your own business – tworzyć/budować/rozwijać własną firmę
enterprise – działalność gospodarcza, przedsiębiorstwo
entrepreneur – przedsiębiorca, przedsiębiorczyni
expand/grow (a business) – rozwijać (firmę), poszerzać działalność
go bankrupt / go belly up – zbankrutować, splajtować
investment – inwestycja
launch (a company / a start-up) – wprowadzić (firmę) na rynek
run your own business – prowadzić własną firmę
● **set up a company** – założyć firmę
subcontractor – podwykonawca, podwykonawczyni
take over – przejąć (np. inną firmę)
win the trust – zdobyć zaufanie

PRONOUNCE IT

The /ɜː/ sounds

The /ɜː/ sound can be heard in many different words in English, but the words in which it appears are not all spelled the same.

1 04 10 **Look at these groups of words. Which word in each group does NOT contain the /ɜː/ sound? Listen and check.**

1 perks delegate earn nurse
2 workaholic entrepreneur paramedic journalist
3 oversee determined Purchasing surgeon

2 04 11 **Look at the collocations below and find the /ɜː/ sound. Then listen and check.**

customer service maternity leave learn on the job
working hours

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 She *(had) set up her company* (*założyła swoją firmę*) even before she graduated from high-school.
2 I *like/enjoy working to tight deadlines* (*lubię pracować, dotrzymując napiętych terminów*), I find it rewarding and motivating.
3 My previous line manager *was in charge of organising* (*był odpowiedzialny za organizację*) social events at the company.
4 For some employers nowadays, formal qualifications are *less important than hands-on/practical experience* (*mniej istotne niż doświadczenie praktyczne*).
5 The HR manager asked the candidates to *fill in/out the form carefully* (*dokładnie wypełnić formularz*) and hand it back to her.

TEKST Z LUKAMI

2 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

FOUR-DAY WORKING WEEK: IS IT THE WAY TO GO?

The concept of a four-day working week brings up so many different opinions. Have you thought about how such a change might affect you and the overall workplace culture, the economy, and society as a whole?

Look at our readers' opinions below and join our discussion today!

John: I work in an office, and I've found that our company's trial period with a four-day working week has greatly improved my work-life [1] *balance* and reduced stress. It's made me much more productive and has enhanced team collaboration. But one downside of a shorter week is that coordinating schedules could be quite challenging. However, I'm well-aware that I'm lucky to be in a privileged position – I'm paid quite [2] *well* and my salary doesn't depend on the exact number of hours I work, so I still get the same amount of money whether I work four or five days a week.

Anna: To be honest, I have mixed feelings about the idea of a four-day working week. I get paid for each hour I work, so while the extra day [3] *off* sounds nice, I'm worried about getting fewer hours and lower wages. It's hard to enjoy more free time while not [4] *being* able to make enough money to pay my bills. I have to consider the financial impact and make sure that I can cover my expenses.

Jess: As a manager of a medium-sized company, the prospect of a four-day working week presents both challenges and opportunities. While it could boost employee morale and productivity, I'd need to [5] *take* on more staff to ensure that our quality of service stays the same. This could increase our operational costs and strain our financial resources.

SŁOWOTWÓRSTWO

3 Przeczytaj tekst. Przekształć wyrazy podane w nawiasach tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

EVERYONE CAN DO GIGS

People have worked freelance for years but, with the emergence of new technologies, the number of those working independently on short-term contracts has increased a lot. This section of the job market is now referred to as the gig economy. The word gig, which [1] *originally* (ORIGINAL) meant a concert or performance, is now a synonym for a short-term job. People make a living from doing gigs not only as highly [2] *skilled* (SKILL) freelance designers or writers, but also by delivering food and driving others to work. The gig economy gives them flexibility in deciding how long they want to work. For those who've suffered a job [3] *loss* (LOSE), it may be a quick way to find a temporary source of income while looking for a new position. On the other hand, people working in the gig economy often feel [4] *insecure* (SECURE) about their future. They don't have the protection guaranteed by permanent work contracts. Many economists say that we need to improve the rights of gig workers; otherwise the rapid growth of the gig economy may even [5] *threaten* (THREAT) social stability.

SŁOWOTWÓRSTWO

P

4 Przeczytaj tekst. Przekształć wyrazy podane w nawiasach tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

THE IMPORTANCE OF A PORTFOLIO

A portfolio is a collection of work samples that show what someone has achieved in terms of their professional development. Although mostly used in artistic professions, portfolios are now popular with all kinds of jobs, from journalists and computer [1] *programmers* (PROGRAM) to chefs and teachers. The importance of portfolios is growing as employers are more and more interested in the actual work someone has done rather than formal qualifications or [2] *references* (REFER) from previous jobs or schools.

A good portfolio, whether it's a physical or digital one, should only include your best projects that show how [3] *creative* (CREATE) and professional you are. Building a portfolio is a continuous process because it has to be updated [4] *regularly* (REGULAR). Adding samples of your current work and deleting those that are no longer interesting is especially important when you have your own website. This may [5] *encourage* (COURAGE) your potential employers to visit it every now and again and could even bring new job offers as a result.

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

1 Would you like to work from home? Why? / Why not?
2 When you were a child, what did you want to do for a living?

UCZEŃ B

1 If you could run your own business, what would it be?
2 Would you like to have a job in which you have to travel a lot? Why? / Why not?

ZADANIE 1 *Students' own answers*

UCZEŃ A

Wraz z kolegą/koleżanką rozważasz podjęcie pracy wakacyjnej w księgarni internetowej obsługującej klientów w języku angielskim. Rozmawiasz o tych planach z kolegą/koleżanką. Poniżej podano cztery kwestie, które musicie omówić.

- Wymagane umiejętności
- Zakres obowiązków
- Czas pracy i wynagrodzenie
- Twoje mocne strony

Rozmowę rozpoczyna uczeń B.

▶ UCZEŃ B STR. 333

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



1 Why do you think the woman looks pleased?
2 Would you consider working as a freelancer? Why? / Why not?
3 Tell me about a situation when you or someone you know was late for work.

ZADANIE 3 *Students ' own answers*

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

W ramach zajęć z doradztwa zawodowego możesz wziąć udział w webinarze dla osób starających się o pierwszą pracę. Masz do wyboru trzy propozycje.

- Wybierz webinar, który uważasz za najbardziej przydatny, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



How to stand out at a job interview

2



Jobs that will shape the future

3



The secrets of successful teamwork

UCZEŃ A

1 What are the advantages of working in a nine-to-five job?
2 What do you think best motivates people at work?

UCZEŃ B

1 What jobs are the most prestigious? Why do you think so?
2 What can schools do to prepare students for a career?

01-04 POWTÓRZENIE KUMULATYWNE

SŁUCHANIE

WYBÓR WIELOKROTNY

1 04 12 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.**

W zadaniach 1 i 2 zakreśl jedną z liter: A, B albo C.

Tekst 1

1 What is Daisy concerned about?

A losing her confidence
B failing at school
C being misunderstood

Tekst 2

2 Which of the following is stated in the dialogue as a fact, not an opinion?

A Clouds are grouped into a set number of different kinds.
B Most people are familiar with the idiom 'on cloud nine'.
C The idiom 'on cloud nine' was coined following a new classification.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Tekst 3

3 At the beginning of the talk, we are informed the main purpose of astrology is to

A explain the position of planets.
B help us improve our relationships with other people.
C tell us how to live our lives in the best way.
D provide answers for human behaviour.

4 According to the speaker, both astrology and reviews

A inform us about what we expect to hear.
B tell us something about the potential future.
C should influence people's decisions.
D are enjoyable experiences.

5 Which is NOT stated in the text as a reason why people are attracted to astrology?

A It provides a welcome break from their daily lives.
B It gives detailed and specific answers.
C It brings order into people's lives.
D It can help during hard times.

6 What is the general message of this talk?

A Astrology can make the future brighter.
B There is nothing of value in astrology.
C Astrology is unscientific and should be banned.
D Astrology can be treated as harmless fun.

DOBIERANIE ZDAŃ DO WYPOWIEDZI

2 04 13 **Usłyszysz dwukrotnie cztery wypowiedzi na temat planów po ukończeniu szkoły średniej. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions

A following in the footsteps of successful people.
B avoiding burnout while studying for A-levels.
C the long-term prospects in their chosen line of work.
D how long it takes a student to get to university.
E a talent that has determined their foreseeable future.

1	2	3	4
C	E	A	D

ŚRODKI JĘZYKOWE

SŁOWOTWÓRSTWO

3 Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

Boarding schools

Boarding schools have a long tradition in British education. The King's School in Canterbury, England, is the oldest, dating back to 579 CE. In those days, the main focus of study was Latin grammar. Students had to be proficient in Latin because it was the language of the church, which established and ran the schools.

Eton – now one of the most [1] *prestigious* (PRESTIGE) and expensive schools in Britain – was established in the 15th century to provide free education. While King's produced religious leaders, Eton wanted to produce well-educated young men for the universities, men who would eventually become distinguished [2] *academics* (ACADEMY) and leaders in business and the military. William Shakespeare most likely attended King's New School (now known as King Edward VI School), in his home town of Stratford.

There were no tuition fees and the sole prerequisite for [3] *admission* (ADMIT) was the ability to read and write. The length of the school day was a long and tiring 12 hours, with students waking at the crack of dawn and classes [4] *typically* (TYPICAL) starting at six in the morning. Thankfully, modern boarding schools have very little in common with their predecessors.

SŁOWOTWÓRSTWO

4 Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

CAREERS ADVICE

All secondary schools in the UK have to offer careers advice to their students to prepare them for life after their education has finished. This can take different forms. Students can be shown some [1] *presentations* (PRESENT) about different kinds of careers including useful information about the opportunities available. These will also examine things such as how many [2] *vacancies* (VACANT) there are at the present time, as well as noticing long term trends and predictions about the future of different industries. Apart from this, students get personalised information depending on their interests, abilities and ambitions. For example, someone with an imaginative or artistic personality would be encouraged to avoid [3] *repetitive* (REPEAT), tedious jobs, whereas another student might prefer this sort of work to one where they have to be able to make decisions quickly. All students also take advantage of at least one work placement scheme, preferably two, during their final few years at school. These are relatively [4] *undemanding* (DEMAND) as they aren't designed to provide professional development or test the students' abilities but just to give them an insight into what life in the workplace looks like and to guide them towards a career path that will suit them in the future.



GRAMATYKALIZACJA

5 Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

1 I regret *telling you to stop studying* (*tell / you / stop / study*) humanities and focus on science – it wasn't good advice.
2 The latest test *was only slightly harder than* (*be / only / slight / hard*) the previous one and I passed easily.
3 Jerry's sister is graduating from high-school this year, she's really smart and I think she *will do well at university* (*do / good / university*).
4 After a few years of working freelance, I *miss/missed being able to work* (*miss / able / work*) in a team and see my colleagues in the office every day.
5 Last month, we moved out of our old flat and we *decided to let it out* (*decide / let out*) to students.

TEKST Z WYBOREM WIELOKROTNYM

6 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

The ideal job

A government research agency recently [1]___ a survey in which 15,000 people in the UK were asked a fairly simple question: 'What would be your ideal job?' If you thought that most of the respondents dream of being CEOs of some successful start-ups, you would be completely wrong. Quite incredibly, around 60% of those who filled in the questionnaire gave the same answer, which is likely [2]___ as a surprise to anyone who actually works in the business – they all said they would like to be writers.

Although no data is available to explain their reasons for choosing this particular occupation, it seems that what [3]___ to the respondents is the lifestyle that they imagine writers lead. It is true that writing work is mostly done from home, with no fixed timetable and so it can [4]___ be combined with family commitments and other activities. However, any aspiring writer will tell you that it's a huge simplification because, in reality, the lifestyle is far from glamorous. Most writers are essentially [5]___, so while they have no boss to speak of, they also have no regular salary to rely on. Moreover, challenging deadlines are the norm and only a handful of the most successful writers can expect to [6]___ a living from it. That said, literature is the stuff that dreams are made of and becoming a writer seems to be, at the very least, a noble goal.

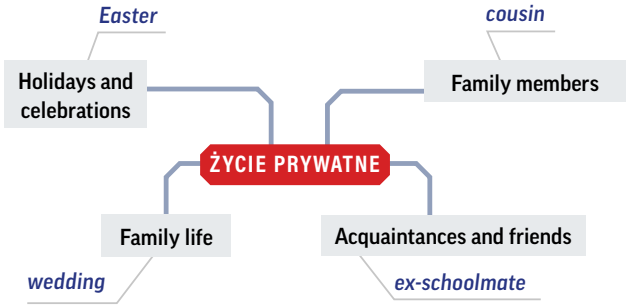
1	**A** handed over	**B** gave in	**C** took over	**D** carried out
2	**A** come	**B** to come	**C** coming	**D** came
3	**A** acquires	**B** attracts	**C** accounts	**D** appeals
4	**A** completely	**B** possibly	**C** decisively	**D** formally
5	**A** freelancers	**B** apprentices	**C** workaholics	**D** interns
6	**A** take	**B** do	**C** have	**D** make

05 ŻYCIE PRYWATNE

SŁOWNICTWO

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?** *Students' own answers*



FAMILY AND FAMILY LIFE | RODZINA I ŻYCIE RODZINNE

2 **Have these words got the same (S) or a different (D) meaning? Explain the differences in meaning.**

1 ancestors | descendants ____
2 brother and sister | siblings ____
3 oldest child | firstborn ____
4 adoptive parents | foster parents ____
5 spouse | offspring ____

3 **Complete the forum posts with the words from the boxes. There are two extra words in each box.**

adoptive custody divorce foster orphan raised relative up



ColtXX

I never knew my dad, and my mum died when I was seven years old, so I became a(n) [1] *orphan* at a young age. My grandma got [2] *custody* of me and brought me [3] *up* until she passed away when I was sixteen. Being too young to live on my own, I was put into [4] *foster* care. A really lovely couple [5] *raised* me and later officially became my [6] *adoptive* parents.

extended generations great-grandmother immediate in-laws



JaxStar74

I'm part of a(n) [7] *extended* family – some people call it a multigenerational family. It's me, my brother, my parents, grandparents and [8] *great-grandmother* all living in one house. One in four families in the US have three or more [9] *generations* living together under one roof, so it's not that uncommon. I really enjoy our set-up as there's always someone around to chat with when I have a problem.

Exercise 2
1 D (an ancestor is your relative who lived in the past; a descendant is someone related to a person who lived in the past)
2 S
3 S
4 D (foster parents look after a child but they are not their adoptive parents)
5 D (a spouse is a husband or a wife; offspring is another word for child or children)

4 **Complete the questions with the words from the box. There are two extra words. In pairs, ask and answer the questions.**

distant godparents kin stepson triplets

1 How often do you see your *distant* relatives?
2 Who is your next of *kin*?
3 Have you got *godparents*? If so, who are they?

5 **In pairs, talk about your families using as many words from Exercises 2–4 as you can.** *Students' own answers*

6 **Complete the text with the words from the box.**

cot expectant maternity midwife nappy newborn

Wilton Community Centre

Group meetings for new and [1] *expectant* mothers

Once you give birth to your child, there's a lot to cope with. Our experienced [2] *midwife* is here to answer all of your questions. Whether it's caring for a [3] *newborn* or how to change a [4] *nappy* – there are no right or wrong questions. We can also show you how to prepare your baby's [5] *cot* to ensure they have a safe sleeping environment. We realise that once you leave the [6] *maternity* ward, you're left on your own.

7 **Complete the questions with the words from the box. There are two extra words. In pairs, ask and answer the questions.**

age bouquet church civil house housewarming name prom registry wake wreath

In Poland, ...

1 do people often go to a(n) *wake* after a funeral?
2 do eighteen-year-olds have a large coming of *age* party? Is it a(n) *house* party or at a club or bar?
3 is it the custom to celebrate a birthday or *name* day, or both?
4 do people get married in a(n) *registry* office or are *church* weddings more popular?
5 is it common to have a(n) *housewarming* party when you move into a new place?
6 does the bride throw her *bouquet* at the wedding reception?
7 do people ask someone to go to their school *prom* with them? Is it a formal event?

HOLIDAYS AND CELEBRATIONS | ŚWIĘTA I UROCZYSTOŚCI

8 05 01 **In pairs, do the quiz. Then listen and check.**

Holidays and celebrations around the world



Take this quiz to see how much you know about different holidays around the world.



1 What does Mardi Gras mark the start of?
(a) Lent b Holy Week c Ramadan

2 When is Mardi Gras celebrated?
a on the Thursday before Ash Wednesday
b on the Tuesday after Ash Wednesday
(c) on the Tuesday before Ash Wednesday

3 What holiday do people in Poland have before the start of Lent?
a Passover b Palm Sunday (c) Fat Thursday

4 What did people use to do for forty days after Fat Thursday?
a feast (b) fast c celebrate

5 What do Americans celebrate on the fourth Thursday in November?
a Labour Day (b) Thanksgiving c Independence Day

6 When do Canadians celebrate Thanksgiving?
(a) on the second Monday in October
b on the fourth Thursday in October
c on the second Tuesday in November

9 05 01 **Complete the sentences with the words from the box. There are three extra words. Then listen again and check. What do you eat on Fat Thursday? What kind of doughnuts do you like?**

back commemorate fast festive
observed originates season secular
throw

1 Mardi Gras dates ___back___ to the ancient times.
2 During Mardi Gras, there are ___festive___ carnivals in many cities around the world.
3 Fat Thursday is ___observed___ six days before Ash Wednesday.
4 After Fat Thursday, many people used to ___fast___ for forty days.
5 American Thanksgiving ___originates___ with the Pilgrims and their celebration of the first harvest.
6 These days Thanksgiving is a ___secular___ holiday.

EVERYDAY ACTIVITIES | CZYNNOŚCI DNIA CODZIENNEGO

10 Choose the correct words to complete the text. Do you do any of these household chores at home?

House Manager needed!

We're looking for a House Manager to ensure the smooth running of our household and help with day-to-day activities.

Core responsibilities include:

- walking the children to school and [1]*taking / (picking) / keeping* them back up from school,
- running some [2]*chores / (errands) / tasks* in the town centre (you will get a car),
- [3]*(arranging) / writing / preparing* personal and professional appointments,
- [4]*requesting / (shopping) / asking* for groceries,
- event [5]*making / doing / (planning)* when needed.

Sometimes you might be asked to perform the following duties:

- [6]*making / preparing / (doing)* the laundry for the family,
- staying [7]*out / off / (in)* in the evening when the parents want to go out.

If this sounds like a good job for you, then please contact us on the number below.

FREE-TIME ACTIVITIES | FORMY SPĘDZANIA WOLNEGO CZASU

11 Complete the text with the words from the box.

binge-watch browsing going hit
practising scan socialise

How do teenagers in Poland spend their free time?

Do you sometimes feel that most people think that all you do all day is [1] ___binge-watch___ the latest TV series or [2] ___scan___ social media sites? Well, a recent study among students in their final year in Polish secondary schools has revealed that only a quarter of the respondents enjoy [3] ___browsing___ content on the web. More than half of the students spend their free time hanging out with friends and 40% like to [4] ___hit___ the town with their boyfriend or girlfriend. And 54% of students said that they prefer to [5] ___socialise___ in real life than online. Almost 20% of the respondents said that they enjoy [6] ___going___ clubbing and about a third of those surveyed spend their free time [7] ___practising___ sport.

05 SŁOWNICTWO

▶ LISTA SŁOWNICTWA STR. 86

12 **Complete the phrases with *out*, *about* and *in*. Then in pairs, compare how you like to spend your free time. Use the phrases from Exercise 11 and the phrases below.**

1 check _out_ the news
2 chill _out_
3 be out and _about_
4 have a quiet night _in_
5 lie _in_
6 laze _about_

EXPRESSING TIME | OKREŚLANIE CZASU

13 **ŚRODKI JĘZYKOWE Translate the fragments in brackets in Polish. Use the words in bold. Do not change the form of the words in bold.**

1 There was a lot of yelling and music coming from outside last night. I couldn't believe that teens were still out _at that unearthly hour_ (*o nieludzkiej porze*). (UNEARTHLY)
2 I don't do well with deadlines, so I'm usually up _at the crack of dawn_ (*o świcie*) finishing my essays or studying for a test. (CRACK)
3 My grandpa loves to tell us stories about how he and his friends used to play on the carpet hanger in the village _back in the day_ (*za starych dobrych czasów*). (DAY)
4 Our engagement party was a blast. People were eating, singing and dancing _into the small hours_ (*do wczesnych godzin porannych*). (SMALL)
5 When I was younger I used to argue with my sister _until/till the cows came home_ (*w nieskończoność*), but nothing ever came out of it, just tears. (COWS)
6 The groom and his best man were nervously waiting at the altar when finally, the bride arrived _at the eleventh hour_ (*na ostatnią chwilę*). (ELEVENTH)

LIFESTYLE | STYL ŻYCIA

14 05 02 **Listen to three people's descriptions of their lifestyles. Choose the correct answers for each speaker. How would you describe your lifestyle?**

1 Speaker 1 is *peaceful* / *frugal* / *lavish*.
2 Speaker 2 is *glamorous* / *eccentric* / *hectic*.
3 Speaker 3 is *sedentary* / *active* / *reckless*.

CONFLICTS AND PROBLEMS | KONFLIKTY I PROBLEMY

15 05 03 **Listen to an interview with two people who attended the launch of a book called *The Art of Relationships*. Decide if the answers are true (T), false (F) or not given (NG).**

Helen

1 has arguments with her parents. _T_
2 gives her parents the silent treatment. _NG_
3 behaves childishly sometimes. _NG_
4 is going to talk things out with her parents. _T_

Martin

5 dumped his girlfriend. _F_
6 stood up to his girlfriend. _NG_
7 realised he had a love-hate relationship. _T_

IDIOMS | IDIOMY

16 **Match the phrases to make idioms. Then use them in the correct form to complete the sentences.**

1 be at _f_
2 be on _c_
3 get off on _a_
4 have a crush _b_
5 have a soft _e_
6 sweep somebody off _d_

a the wrong foot
b on somebody
c the same wavelength
d their feet
e spot for somebody
f each other's throats

1 There's a guy in my class that I really like and can't stop thinking about – I think I _have a crush on him_.
2 My best friend and I _are on the same wavelength_ – we understand each other really well and share the same interests.
3 The first time I met my now husband, twenty years ago at a fair, he completely _swept me off my feet_ – it was love at first sight!
4 My brother and I are constantly _at each other's throats_ – we seem to be arguing all the time!
5 On the first day of my job at a café, I told another girl I didn't want to start at 5 a.m. Turned out she was my manager. We really _got off on the wrong foot_.
6 My niece is not always kind to everyone, but I always _have a soft spot for her_.

GO FOR IT

17 **In pairs, do the task.** *Students' own answers*

Compare and contrast the families in the photos. Then choose one family each and answer the questions.

1 What does their average day look like?
2 How do they spend their free time?
3 How do you think they spend family holidays?
4 What kind of problems and challenges may the family encounter?

1



2



MÓWIENIE Opis ilustracji

05

1 **When you were around six years old, who was the best behaved of the children you knew, and who was the naughtiest? Tell your partner.** *Students' own answers*

TRENING MATURALNY

2 **Read the tip below. Then in pairs, describe the photo and discuss the questions. Make notes about your answers.** *Students' own answers*



1 How do you think the people are related to one another?
2 Why do you think the children decided to paint the man's face?
3 What do you think the man is going to do when he wakes up?
4 How do you think the children are feeling?

Gdy usłyszysz pytanie zachęcające do wyrażenia opinii lub przypuszczenia na temat zdjęcia, by udzielić odpowiedzi, użyj swojej wyobraźni, a także zwrotów wyrażających przypuszczenia.

3 05 04 **Listen to a student describe the photo and answer the questions in Exercise 2. Does she mention any of your ideas?** *Students' own answers*

4 **Read the Useful Phrases. Rewrite sentences 1–5 replacing the underlined words with an expression from the Useful Phrases box. Use the words in brackets.**

USEFUL PHRASES ▶ STR. 298

Showing uncertainty

I'm not / I can't be sure, but ...
He/She/It/They look(s) ... / look(s) as if/though ...
It's difficult/impossible to say (exactly) if/what/who/etc. ... / whether ... or whether ...

Speculating

I (don't) think ... / I imagine ... / I'd say ... / I'm pretty sure ...
It's probably ... / Maybe it's ... / The (way) ... suggests that ...
He/She/It/They must/may/might/could/can't (well) be ...

1 I don't know, but I think they're six or seven years old. (say exactly / imagine)
2 I'm almost certain the man is someone the children know. (sure)
3 There's a possibility the children were bored. (may well)
4 I can't really say whether the pen is a permanent marker. (difficult)
5 Judging by the expression on their faces, I'd say they're having a fun time. (suggest)

▶ ZESTAW ZADAŃ STR. 89

5 05 04 **Listen again and check your answers in Exercise 4.** *Students' own answers*

6 **Read the descriptions and imagine the pictures. Speculate about the people, the places and the activities. Use a different phrase for each sentence. In pairs, compare your ideas.** *Students' own answers*

1 There's a teenage boy and a teenage girl and they're carrying suitcases. They're running.
2 There's a group of people consisting of two women and four children gathered around a computer, looking at the screen.
3 There are two women standing on yoga mats in the living room facing a computer screen.
4 A woman is sitting behind a desk and is speaking to two teenage boys who are standing in front of the desk and smiling.
5 A man and a woman are getting out of a taxi. They're wearing evening clothes and someone is taking a photograph of them.

ZADANIE MATURALNE

7 **In pairs, take it in turns to describe the photos and then answer the questions.**

UCZEŃ A



1 Why do you think the children are behaving this way?
2 What do you think is going to happen next?

UCZEŃ B



1 How do you think they are related to one another?
2 How do you think each person is feeling?

Exercise 4

1 It's impossible to say exactly, but I imagine they're six or seven years old.
2 I'm pretty sure the man is someone the children know.
3 The children may well have been bored.
4 It's difficult to say whether the pen is a permanent marker.
5 The expressions on their faces suggest that they're having a fun time.

05 04

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer (audio + script) •
Extra exam questions with model answers (audio + script)

05 SŁUCHANIE Uzupełnianie luk



1 **In pairs, brainstorm ideas to add to the table. Think about different types of relationships between family members, friends and couples.** *Students' own answers*

Reasons why relationships work
_____
Reasons why relationships don't work
_____

2 05 05 **Listen to four people talking about four different relationships. Which ones are successful? Which ones are unsuccessful?**
1 and 4 successful 2 and 3 unsuccessful

TRENING MATURALNY

3 05 05 **Listen again and complete each pair of sentences. Notice how a specific piece of information can be presented in slightly different ways.**

1 a Bill and Emma got married *25 years ago*.
b Bill and Emma have been married *for 25 years*.
2 a It's unlikely that Tim and Tina broke up because they *fell out* over football.
b I don't think the reason Tim and Tina split up is their *falling out* over football.
3 a She doesn't think that Sally *looks up to/values* her anymore.
b She thinks that Sally doesn't *look up to/value* her like she used to.
4 a My grandmother is very old and *depends on / is dependent on* my mother for everything.
b My elderly grandmother is totally *dependent* on my mother.

4 **Read the tip below and the task in Exercise 5. Think about the topic in general and the specific information you need to listen out for to complete gaps 1–4.**
Students' own answers

Luki w tekście często należy uzupełnić określonymi informacjami. W nagraniu mogą się one pojawić w innej formie niż w tekście – wyrażone synonimami, parafrazą lub inną częścią mowy (np. rzeczownikiem zamiast czasownikiem).

ZADANIE MATURALNE

5 05 06 **Usłyszysz dwukrotnie wywiad na temat związków. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 tak, aby najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

10.30 Saturday Q&A Live

Presenter: **Maggie White**
Guest: **Dr Mary Pitt** – Relationship expert

Dr Pitt, whose latest book has been number one among the non-fiction best-sellers [1]*for twelve/12* months, answers questions from the public about how to end a relationship respectfully. She explains that break-ups are rarely by mutual agreement. Usually one person initiates the break-up, but there are things that the person can do to reduce their partner's [2]*hurt and anger / suffering / pain (and heartache) / distress*. Reasons why couples separate include personality differences, cheating or exam stress. There is [3]*never a good/right / no good/right* moment to split up. However, Dr Pitt recommends honesty and kindness and says that clear boundaries are essential at first even if you develop [4]*a friendship / friendly relations* in years to come.

05 05 05 06

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

6 **SŁOWNICTWO** **Complete the verb phrases from the recordings in the lesson with the verbs in the box, then match them to their synonyms a–f.**

drift fall go make set take

1 *take* sb for granted
2 *go* through a rough patch
3 *fall* out over sth
4 *drift* apart
5 *set* boundaries
6 *make* up with sb

a lose touch *4*
b have problems *2*
c disrespect sb *1*
d argue *3*
e be friends again *6*
f define limits/limitations *5*

7 **In pairs, choose three different phrases each from Exercise 6.** *Students' own answers*

- Write an example sentence in Polish for each of your three phrases.
- Swap sentences and translate your partner's sentences into English.
- Read and check your partner's translations.

8 **SŁOWNICTWO** **Complete the text with the words from the box. In pairs, discuss how useful this advice is.**

agreement blow break-up distress relationship split

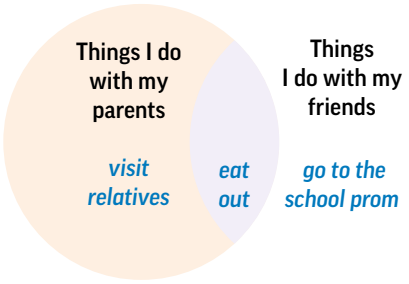
How to deal with social media after a break-up

Whether it was you who instigated the [1] *break-up* or the other party who drove the [2] *split* or even if you both came to a mutual [3] *agreement*, most break-ups are traumatic for both partners and likely to cause you emotional [4] *distress*. After a break-up, supportive comments from friends may soften the [5] *blow* a little, but social media is not the place to go into hurtful details about your ex. You need to take the time to heal. After crashing out of a(n) [6] *relationship*, the last thing you need is to see photos and memories of better times. Stay away from social media until you feel stronger.

9 **In pairs, discuss some of the messages from the interview with Dr Mary Pitt. Do you agree or disagree?** *Students' own answers*

- Only time will mend a broken heart.
- There is no right or wrong time to break up.
- Make a clean break and don't keep in touch.

1 **Add more things to the diagram. Then in groups, compare how many things you do both with your parents and your friends.** *Students' own answers*



TRENING MATURALNY

2 **Put sentences 1–9 into four pairs. There is one extra sentence.** *3+9, 4+8, 5+2, 6+1 Extra sentence: 7*

1 But we love them all the same.
2 In many ways, she's my best friend.
3 It's normal for teens to go out with their friends.
4 My dad promised to take me fishing.
5 My sister and I get on really well.
6 Our parents are not always perfect.
7 She loves him like a brother.
8 So I was disappointed when he said he was busy.
9 They don't want to be stuck at home with their parents all the time.

Podczas dobierania zdań do luk w tekście zwróć uwagę na zaimki osobowe i formy dzierżawcze, a następnie znajdź w tekście rzeczowniki, do których tamte wyrazy się odnoszą. Pamiętaj, że nie tylko zdania zawierające synonimy wyrazów użytych w tekście mogą poprawnie go uzupełniać, dlatego warto zwrócić uwagę także na wyrazy o znaczeniu przeciwnym.

3 **Match sentences 1–4 to their logical continuations a–d. Which words and phrases helped you do the matching?**

1 Some adolescents often appear depressed and miserable. *d*
2 Teenagers are not always the most communicative of people. *b*
3 Parents who tell their kids what to do sometimes get their way. *a*
4 Reasonable people tend to command more respect from others. *c*

a But in the long run, persuasion works better.
b Many of them tend to hide their true feelings.
c Those who act illogically, on the other hand, do not.
d They only seem to enjoy themselves when they're out with friends.

▶ ĆWICZENIA 4–7, STR. 80

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

05 CZYTANIE



Can our parents be our pals?

It's my eighteenth birthday tomorrow and I'm going out to celebrate with my parents, not my mates. Why shouldn't I? Can't our parents be our friends, too?

In the not-so-distant past, parents provided for their offspring and expected respect and obedience in return. [1] __C__ There was affection, of course, but it was often said that children were better seen and not heard. As the twentieth century progressed, family relationships began to change. [2] __E__ Happy families would play board games or go fishing.

Today we're more likely to binge-watch series or play video games together, and the idea of parents and kids being pals is seen as something normal. Some parents even try to be too matey and intrude on your private life. I must admit I find it hard to put up with my parents when they go on social media and try to 'friend' me.

Obviously, it's great if your parents are easy to get on with and you have a good relationship, but we shouldn't confuse that with friendship. Parent–child relationships are not based on equality. [3] __D__ When we don't stick to them, when we do something wrong, they may have to punish us, tell us off or tell us we're grounded.

I'm lucky. My parents are neither too strict nor too lenient. They don't spoil me or let me get my way all the time. But they don't lay down the law and say, 'My way or the highway'. They explain why rules and boundaries are necessary and why my behaviour is sometimes wrong.

We need our parents, we need to trust them, to rely on them when times are tough. Friends may let us down, but parents always have to be there for us. [4] __A__ It's their responsibility to help us become happy mature adults. To do that, they need to be more than just friends.

By the way, I'm going out with my parents tomorrow because it's Wednesday. I'm celebrating with my friends on Friday.

ZADANIE MATURALNE

4 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

A They should be caring and supportive, ready to listen and to help us sort out our problems.

B It might not be as easy for friendly parents to give their kids the kind of discipline they need as they grow up.

C Children were supposed to look up to their parents. They wouldn't dream of offending, insulting or disrespecting them.

D Parents have power over us. Along with pocket money, they give us orders, lay down ground rules and set boundaries.

E More democratic parenting meant it became more acceptable for parents to share their children's interests and to take up the same hobbies.

5 In pairs, answer the questions.

1 Why does the writer think they are lucky?
Because they have a good relationship with their parents / their parents are reasonable.
2 How is going out with friends different from going out with your parents? *Students' own answers*

6 SŁOWNICTWO Complete the sentences with the words from the box. Then in pairs, say if you agree or disagree with the sentences. Give reasons for your answers.

affection lenient obedience parenting spoil supportive

1 We should get taught __parenting__ skills at school.
2 Grandparents love to __spoil__ their grandchildren.
3 You can't compare the __affection__ you feel for your friends with the love you have for your family.
4 Parents should always be __supportive__ no matter what their children do or say.
5 Children respect parents more if they're strict than if they're __lenient__.
6 Children should always show respect and __obedience__ towards their elders.

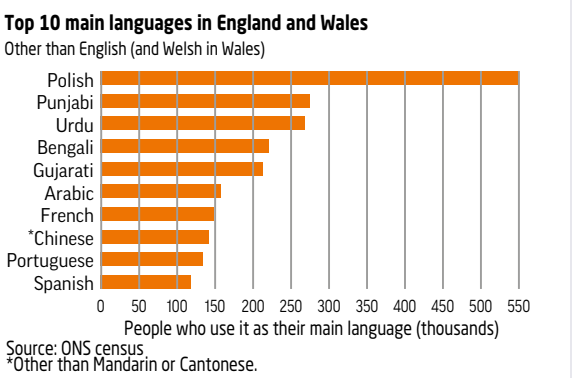
7 SŁOWNICTWO Translate the fragments in brackets in Polish into phrasal verbs from the text.

William's parents were always [1] __telling him off__ (*upominali go*) for going on social media too often. They suggested that he [2] __take up__ (*zajął się*) a hobby instead. William had always [3] __looked up to__ (*podziwiał*) his grandfather, so he asked him for advice. He suggested growing cherry tomatoes. 'It's fun,' he said. 'And I'll be there for you whenever you need help to [4] __sort out__ (*rozwiązać*) any problems. I'll never [5] __let you down__ (*cię nie zawiodę*).'

William's parents were delighted, but they [6] __laid down__ (*ustalili*) a few ground rules, such as no dirt on the carpets. William [7] __stuck to__ (*przestrzegał*) the rules but, unfortunately, his hobby became too successful. Next year, he had twenty pots on the terrace. His parents couldn't [8] __put up with__ (*znieść*) it any more. But what could they say?

A Multilingual England

A recent university study has shown which foreign languages are the most widely spoken in England and Wales. Do you know which ones they are? Our reporter Anna Jovic talked to people in the streets of London to see if they know what languages their fellow citizens speak. The results were surprising.



B

One or both parents of thirty-four percent of British-born children come from abroad. Almost twenty percent of primary school children speak a language other than English at home. This study examines the experiences of teenagers in bilingual and multilingual homes. It looks at their relationships with friends, schoolmates and relatives and analyses how they choose which language to use and how language choice can cause social problems.

C *Tina Jones*

I was born in England, but my dad's Spanish and my mum's French. They speak French together. Mum speaks to me in French, but Dad uses Spanish. When I was growing up, he used to read aloud to me every night and he always spoke Spanish when he picked me up from school. For a while, I rebelled and answered in English. I didn't want to seem different from my friends. But I've grown out of that now. My parents never told me off for speaking English. I never felt I was letting them down if I spoke to them in the 'wrong' language. We get on really well and we spend a lot of time together. I always have a good time when I'm with them and I'm so grateful to them for bringing me up with three languages.

D

Tim

Tina, I'm sorry for getting upset with you yesterday. I was fed up because you were speaking French with your cousin and I couldn't understand.

Tina

Why did you get so angry? Eloise was so looking forward to meeting you and then you just walked away. It was rude.

I know. But it really hurt me when I tried to speak French and you both laughed.

I'm sorry. What can I do to make it up to you?

How about giving me some French lessons?

Good idea. The sooner you learn to speak French, the better.

ZADANIE MATURALNE

1 Przeczytaj teksty A–D dotyczące języków. Do każdego zdania 1–3 dopasuj właściwy tekst A–D. Jeden tekst nie pasuje do żadnego zdania.

1	This text summarises some scientific research into communication.	B
2	This text explains the cause of an argument.	D
3	This text is the beginning of a newspaper article.	A

ZADANIE MATURALNE

2 Przeczytaj e-mail. Uzupełnij luki zgodnie z treścią tekstów A–D tak, aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim. W każdą lukę można wpisać maksymalnie trzy wyrazy.

To: Tina
From: Tim

Hi Tina,

I love it here in Paris, but sometimes I think my head is going to explode. It's hard speaking a different language all day. You're lucky you learnt to speak both [1] *French and Spanish / Spanish and French* as well as English when you were growing up. Do you remember that time [2] *I met* your cousin Eloise for the first time and I got annoyed because you were speaking in French together? How embarrassing! Fortunately, I understand French much better now.

My best friend on the course is Marek from Warsaw. He told me that [3] *Polish* is the most commonly used foreign language in England. I didn't know that. He speaks perfect English, but he'll only speak in French. He's not like your parents. He tells me off if I speak the wrong language.

I discovered an interesting fact, today. Did you know that either the mother or the father, or sometimes both, of the [4] *thirty-four/34 percent / about a/one third* of kids from the UK are immigrants like your parents?

Anyway, got to run. Call me later.

Love,
Tim

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

05 ŚRODKI JĘZYKOWE Transformacje zdań

GRAMATYKA

A Choose the correct options to complete the dialogues.

1 **A:** I could really use your help with the cooking.
B: **a** I'll help you later, we mustn't eat until 7 p.m.
b I'll help you later, we don't have to eat until 7 p.m.

2 **A:** These parcels are much too heavy for me.
B: **a** Would you like to carry them?
b Shall I carry them for you?

3 **A:** Do you know why Robert didn't show up at the party yesterday?
B: **a** He had to stay at home and look after his sister.
b He must stay at home to look after his sister.

4 **A:** You're home very early today, Hannah.
B: **a** Yes, I didn't have to do the shopping after work.
b Yes, I needn't have done the shopping after work.

B Complete the sentences using modal verbs and the verbs in brackets in the correct form.

1 They *can't have charged* (charge) you if you didn't give them your credit card details.
2 The door is locked. Everybody *must have left* (leave) already.
3 I'm not quite sure where Mr Smith is. But I think he *may/might/could be correcting* (correct) tests in the staff room.
4 Bethany and Olivia *must be* (be) twins. They look almost identical.
5 The builders *can't have finished* (finish) their work yet – there's still lots to do on the building site.
6 You *must be joking* (joke), Paul! What you're saying is just ridiculous!
7 That *can't be* (be) Francesca at the door – she's still at school at this time of the day.

C Complete the second sentence using modal verbs so the meaning stays the same.

1 I am sure they were following us in the car.
They _____ in the car.
2 Perhaps your mother didn't mean what she said.
Your mother _____ what she said.
3 I'm sure that Tom hasn't been introduced to Mr Brown before.
Tom _____ to Mr Brown before.
4 Perhaps Christine and John decided to break up after their last fight.
Christine and John _____ after their last fight.
5 Surely the tickets for their concert are not sold out yet!
The tickets for their concert _____ yet!
6 I'm certain she's still waiting for the visa to come through.
She _____ for the visa to come through.

Exercise C
1 must have been following us
2 might/may not have meant
3 can't have been introduced
4 might/may/could have decided to break up
5 can't be/have sold out
6 must be still waiting

▶ CZASOWNIKI MODALNE, STR. 259

TRENING MATURALNY

1 Read the tip below. Complete the second sentence so that it means the same as the original sentence. Use the word in capitals, but do not change its form. You can use up to four words, including the word given.

1 It was a mistake that you didn't stick to the rules. HAVE
You *should have stuck* to the rules.
2 It's possible that Jessica was grounded by her parents. MAY
Jessica *may have been grounded* by her parents.
3 I'm sure Paul is going through a difficult patch now. BE
Paul *must be going through* a difficult patch now.

Przeczytaj uzupełnione zdanie jeszcze raz i sprawdź, czy spełnia ono następujące trzy warunki:
- zachowuje sens zdania wyjściowego,
- jest poprawne pod względem ortograficznym i gramatycznym,
- nie przekracza liczby wyrazów określonej w poleceniu.

2 Complete the sentences so that they mean the same as the original sentences. Use the words in capitals, but do not change their form. You can use up to five words in each gap, including the word given.

1 Surely, your brother was not playing board games while you were tidying up the house! BEEN
Your brother *can't/cannot/couldn't / could not have been playing* board games while you were tidying up the house!
2 When I was at university, I had a habit of lying in on Saturday mornings. LIE
When I was at university, I *would / used to (always/often) lie in* on Saturday mornings.
3 I'm sure she's joking – she would never miss her sister's hen party! BE
She *must be joking* – she would never miss her sister's hen party!
4 I regret telling him off after all, as his parents did it as well. HAVE
I *needn't/need not have told him* off after all; his parents did it.
5 I'm sure Olivia took Peter's side in the argument. TAKEN
Olivia *must have taken Peter's side* in the argument.
6 Perhaps Beth didn't mean to offend you. MEANT
Beth *might/may not have meant* to offend you.

3 Complete the sentences so that they mean the same as the original sentences. Use three words in each gap.

1 My parents were unnecessarily anxious for me when I was a child.
My parents *should/could have been* less anxious for me when I was a child.

2 When I was younger, I would argue with my brothers and sisters over everything.
When I was younger, I *used to/would argue* with my brothers and sisters over everything.

3 I was such an active child that I'm sure my parents had a hard time looking after me.
My parents *must have had* a hard time looking after me as I was such an active child.

4 In pairs, discuss the sentences from Exercise 3. Are they true about you? *Students' own answers*



ZADANIE MATURALNE

5 Uzupełnij drugie zdanie każdego punktu z wykorzystaniem podanego wyrazu tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów ani formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Perhaps you haven't heard about Mardi Gras, but it's a spectacular celebration. MAY
You *may not have heard* about Mardi Gras, but it's a spectacular celebration.

2 'Why did you binge-watch the whole series yesterday?' asked my girlfriend. ME
My girlfriend asked *me why I had binge-watched* the whole series the day before.

3 My stepsister doesn't want to take up another hobby. FANCY
My stepsister *doesn't / does not fancy taking up* another hobby.

4 The last time I dated somebody was last summer. SINCE
I *haven't / have not dated anybody/anyone since* last summer.

5 There is no doubt Hannah and Dave have fallen out again – they have been avoiding each other for over a week. MUST
Hannah and Dave *must have fallen out* again – they have been avoiding each other for over a week.

TRENING MATURALNY

1 Which option a–c matches the meaning of the words in bold? Read the tip below. Then answer questions 1–2.

You **don't have to dress up** for his birthday party.

a mustn't dress up
b allowed not to dress up
c needn't dress up

1 Która odpowiedź jest odpowiedzią właściwą, ponieważ po jej wstawieniu zdanie jest poprawne gramatycznie i oddaje sens wyróżnionego fragmentu? *c*

2 Która odpowiedź jest odpowiedzią niewłaściwą, ponieważ po jej wstawieniu:
a zdanie jest gramatycznie niepoprawne? *b*
b zdanie jest gramatycznie poprawne, ale oznacza coś innego niż wyróżniony fragment? *a*

Zastanów się:
- czy wybrana przez ciebie odpowiedź oznacza dokładnie to samo, co wyróżniony fragment,
- czy po jej wstawieniu w miejsce wyróżnionego fragmentu zdanie pozostaje poprawne gramatycznie.

Niewłaściwe odpowiedzi są same w sobie poprawne gramatycznie i mogłyby poprawnie uzupełniać inne zdania.

ZADANIE MATURALNE

2 Spośród podanych opcji A–C wybierz tę, która najlepiej oddaje sens wyróżnionego zdania lub jego fragmentu.

1 **I didn't need to make my bed today.**
A I was not allowed to make my bed today.
B It was impossible for me to make my bed today.
C It was not necessary for me to make my bed today.

2 My aunt has three little children at home. **It must be tiring.**
A I'm sure she often feels tired.
B Her children are always tired.
C She is sometimes tiring.

3 **Why don't we decorate the Christmas tree together?**
A Perhaps we could decorate the Christmas tree together.
B Do we really need to decorate the Christmas tree together?
C I think we shouldn't decorate the Christmas tree together.

4 My baby sister is **so active** that I have to keep an eye on her all the time.
A extremely active
B such an active child
C active enough

▶ ZADANIA DODATKOWE STR. 88

05 PISANIE Artykuł

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Zgodnie z ostatnimi badaniami, w im więcej relacji społecznych się angażujemy, tym dłużej żyjemy. Napisz artykuł do czasopisma młodzieżowego, w którym wyjaśnisz możliwe powody tej zależności i opiszesz znany ci przykład tego zjawiska.

Wypowiedź powinna zawierać od 200 do 250 słów.

1 **In pairs, think about the oldest person in your extended family and discuss the questions.**
Students' own answers
- How old are they, where do they live and what relation are they to you?
- How different do you think their life was when they were your age?
- In what ways was their teenage life more or less healthy than yours?

TRENING MATURALNY

2 **Read the task above and the model text. In pairs, discuss which title(s) you prefer and why.**
Students' own answers
- Why do some people live longer than others?
- How to live to be 100
- With strong social networks you are 45 percent less likely to die
- Keep in touch – it can add years to your life
- Love life, live longer

3 **Read the advice on five ways to write a good title for an article. In your notebook, match the techniques with the titles in Exercise 2.**
1 Ask a question *Why do some people live longer than others?*
2 Give advice and the consequences of (not) following the advice *Keep in touch - it can add years to your life*
3 Summarise the topic *How to live to be 100*
4 Use rhyme or wordplay, e.g. alliteration *Love life, live longer*
5 Include an eye-catching statistic *With strong social networks you are 45% less likely to die*

4 **Read the tip and then identify elements in the model text in Exercise 2 that are good examples of the advice.**

Właściwie napisany artykuł zawiera: przyciągający uwagę tytuł; wstęp zachęcający czytelnika do dalszej lektury; akapity rozwijające temat zadania oraz zakończenie podsumowujące treść tekstu i dające czytelnikowi materiał do przemyśleń.

112-year-old Richard Overton was the oldest man in America when he was asked for his secret to living a long life. His reply? 'Don't die!' No matter how sensible this piece of advice is, there is of course more to living a long and healthy life than avoiding death. Here I consider the dual importance of having a healthy lifestyle and an active social life as you get older.

We're constantly reminded that a healthy lifestyle involves a good diet and plenty of exercise, but a recent study highlights the importance of regular human contact. The study concludes that keeping in close contact with people who are important to you is as important to your health as having a balanced diet and a regular exercise routine.

This got me thinking about my 98-year-old great-grandfather. How had he reached such a good age? Then I looked more closely at his daily routine. In fact, he has a wide network of local friends who he visits regularly and plays cards with. Every day, he walks to the coffee shop and catches up on local gossip with the woman who makes his coffee. Then he buys his daily newspaper and discusses the football results with the newsagent.

There is no doubt that my great-grandfather's longevity is down to his lifestyle: his regular walks clearly help to keep him physically fit, but his numerous social interactions with friends and shop-keepers also contribute significantly to his well-being. Keep in touch – you'll live longer!



Exercise 4
1 an engaging title
2 the introduction – Humorous quote to start: *112 year old Richard Overton was the oldest man in America when he was asked for his secret to living a long life. His reply? "Don't die!"*
3 paragraphs developing both points:
a reasons for the phenomenon – *the importance of regular human contact / keeping in close contact with people who are important to you is as important to your health as having a balanced diet and a regular exercise routine*
b example you know – *my 98-year-old great-grandfather / he has a wide network of local friends who he visits regularly / his numerous social interactions with friends and shop-keepers also contribute significantly*
4 the ending – summary and *Keep in touch – you'll live longer!*

5 **Match the alternative opening lines a–f below with techniques 1–4. One alternative opening line is not useful. Which one?**

1 Ask a rhetorical question __d__
2 Include a surprising fact or statistic __a__
3 Tell a short story or anecdote __c__
4 Use humour (if appropriate) or a quote __b__

Not useful: alternative e

a In Villagrande on the island of Sardinia, there are six times as many 100-year-olds as on the Italian mainland only 300 kilometers away.

b As Mark Twain once said: 'Age is an issue of mind over matter. If you don't mind, it doesn't matter.'

c My great-grandfather was well known at his local café. He would go there every day, order his pot of tea, and beat anybody who was brave enough to challenge him to a game of dominoes.

d Have you ever wondered why some people live longer than others?

e I recently went to my great-grandfather's birthday celebration. There were a lot of people there and we celebrated his life. It was a nice occasion.

f As my great-grandfather used to say: 'Age only matters if you are a cheese.'

Do środków stylistycznych, które mogą urozmaicić treść artykułu i sprawić, że będzie bardziej atrakcyjny dla czytelnika, zaliczamy pytania retoryczne, anegdoty, elementy humorystyczne i cytaty. Możesz również przytoczyć interesujące fakty lub statystyki.



6 **Choose one of the alternatives from Exercise 5 as your opening line and then write your own introduction to the task in Exercise 2.** *Students' own answers*

7 **Read the tip below and decide which of the four options in sentences 1–5 does not collocate with the words in bold. Then check your ideas in your dictionary.**

Kolokacje i inne związki frazeologiczne to środki językowe, z których warto skorzystać, by zwiększyć atrakcyjność artykułu. W tekście w ćwiczeniu 2 występuje np. *the study concludes that*; *a wide network* oraz *contribute significantly to*. Poznając nowe słowa warto od razu nauczyć się związków frazeologicznych, jakie tworzą.

1 **Evidence** *shows / proves / suggests /* [verifies] that the more friends you have, the ...
2 The *fundamental /* [primary] */ basic / burning* **question** is this – how ... ?
3 I'd like to tell you the [attractive] */ remarkable / fascinating / heart-warming* **story** of ...
4 The *key / crucial / deciding /* [clear] **factor** in determining how long we live is ...
5 All governments need to *deal with /* [break] */ overcome/ solve* the **problem** of ...

8 **In pairs, discuss how you might complete the sentences in Exercise 7 to talk about aging.** *Students' own answers*

9 **Imagine you have to write an article on one of the following topics. Choose a topic, think of a title and then plan and write a possible introduction.**
Students' own answers
Write an article in which you ...

- discuss the meaning of true friendship and consider the influence of social media.
- explore the possible tensions in multi-generational families and suggest solutions.
- consider the contribution of fitter, more active grandparents and their redefined role in the family.

ZADANIE MATURALNE

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

10 **Do the task.**

Choć styl życia osób starszych często różni się od tego, który cechował wcześniejsze pokolenia, są oni także zainteresowani kontaktem z wnukami. Napisz artykuł do czasopisma o tematyce społecznej, w którym opiszesz, jak rola najstarszych osób w rodzinie zmieniła się z czasem, i jakie jest ich miejsce w nowoczesnym modelu rodziny.

Wypowiedź powinna zawierać od 200 do 250 słów.

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

05 LISTA SŁOWNICTWA

FAMILY | RODZINA

adoptive parents – rodzice adopcyjni
ancestor – przodek
biological parents – rodzice biologiczni
cousin once/twice removed – daleki krewny
descendant – potomek
(distant) relative – (daleki) krewny
extended family – rodzina wielopokoleniowa
first cousin – brat cioteczny/stryjeczny, siostra cioteczna/stryjeczna
firstborn – pierworodny
foster parents – rodzice zastępczy
godparents – rodzice chrzestni
great-aunt – babcia cioteczna/stryjeczna
great-uncle – dziadek cioteczny/stryjeczny
great-grandfather – pradziadek
great-grandmother – prababcia
immediate family – najbliższa rodzina
in-laws – teściowie
multi-generational family – rodzina wielopokoleniowa
nephew – bratanek/siostrzeniec
next of kin – najbliższy krewny
niece – bratanica/siostrzenica
nuclear family – rodzina dwupokoleniowa (rodzice i dzieci)
offspring – potomstwo
orphan – sierota
related – spokrewnieni
siblings – rodzeństwo
single/lone parent – samotny rodzic
same-sex couple – para jednopłciowa
spouse – małżonek/małżonka
stepfather – ojczym
stepmother – macocha
stepson – pasierb
stepsister – przybrana siostra
triplets – trojaczki
wife-/husband-to-be – przyszła żona / przyszły mąż

FAMILY LIFE | ŻYCIE RODZINNE

adopt – adoptować
alimony – alimenty
● **be a lenient parent** – być łagodnym rodzicem
breadwinner – żywiciel rodziny
bring up / raise a child – wychowywać dziecko
custody of a child – prawo do opieki nad dzieckiem
divorce – rozwód
family values – wartości rodzinne
foster care – opieka zastępcza
be put into ~ – trafić do opieki zastępczej
● **parenting skills** – umiejętności rodzicielskie
provide for / support your family – utrzymywać rodzinę
remarry – ponownie wyjść za mąż / ożenić się
● **show obedience** – okazywać posłuszeństwo
● **spoil sb** – rozpieszczać
stay single – pozostać w stanie wolnym

BIRTH | NARODZINY

cot – łóżeczko dziecięce
expectant mother – kobieta spodziewająca się dziecka
give birth to a child – urodzić dziecko
labour – poród
maternity ward – oddział położniczy
midwife – położna, położnik
nappy – pieluszka
newborn (baby) – noworodek
pregnancy – ciąża
pregnant – w ciąży
be (five) months ~ – być w (piątym) miesiącu ciąży
get/become ~ – zajść w ciążę

WEDDING | ŚLUB

best man – drużba, świadek
bouquet – bukiet
bride – panna młoda
bridesmaid / maid of honour – druhna, świadek
church wedding – ślub kościelny
civil wedding – ślub cywilny
engagement – zaręczyny
engagement ring – pierścionek zaręczynowy
fiancé – narzeczony
fiancée – narzeczona
groom/bridegroom – pan młody
hen party – wieczór panieński
newlyweds – nowożeńcy
registry office – urząd stanu cywilnego
stag party/night – wieczór kawalerski
wedding reception – przyjęcie weselne
veil – welon
wedding ring/band – obrączka ślubna

FUNERAL | POGRZEB

bury – pochować
cemetery/graveyard – cmentarz
coffin – trumna
cremated – skremowany
funeral home/parlour – dom pogrzebowy
grave – grób
gravestone – nagrobek
mourn – opłakiwać
mourning – żałoba
urn – urna
wake – stypa
wreath – wieniec

OTHER CELEBRATIONS AND SOCIAL EVENTS | INNE UROCZYSTOŚCI I WYDARZENIA TOWARZYSKIE

anniversary – rocznica
baptism/christening – chrzest
coming of age party – „osiemnastka"
family reunion – zjazd rodzinny
First Communion – pierwsza komunia
house party – domówka
housewarming party – parapetówka
name day – imieniny
reunion – zlot absolwentów

ACQUAINTANCES AND FRIENDS | ZNAJOMI I PRZYJACIELE

acquaintance – znajomy/znajoma
● **affection** – sympatia, uczucie
ask sb out – zaprosić kogoś na randkę
be fond of sb – lubić kogoś
● **be supportive** – wspierać
confide in sb – zwierzać się komuś
date sb – chodzić z kimś
easy to get on with – sympatyczny, taki, z którym można się dogadać
(ex-)schoolmate – (były) kolega / (była) koleżanka ze szkoły
fall for sb – zakochać się w kimś
fall in with sb – spotykać/zadawać się z kimś
friend of the family – przyjaciel/przyjaciółka rodziny
get on with sb – dobrze się z kimś rozumieć
have sth in common – mieć coś wspólnego
hit it off – świetnie się rozumieć
keep/stay in touch with sb – utrzymywać z kimś kontakt
know sb by sight – znać kogoś z widzenia
love affair – romans
love at first sight – miłość od pierwszego wejrzenia
mate/buddy/pal – kumpel
mutual friend – wspólny znajomy / wspólna znajoma
share interests – mieć podobne zainteresowania
take care of sb – zajmować się kimś, troszczyć się o kogoś

IDIOMS | IDIOMY

be at each other's throats – skakać sobie do gardeł
be on the same wavelength – nadawać na tej samej fali
fair-weather friend – fałszywy przyjaciel, przyjaciel tylko na dobre czasy
get off on the wrong foot – źle zacząć z kimś znajomość
hate the sight of sb – nie cierpieć kogoś
have a crush on sb – podkochiwać się w kimś
have a soft spot for sb – mieć do kogoś słabość
mend fences – poprawiać relacje, dochodzić do porozumienia
Mr Right / Ms Right – idealny kandydat na męża / idealna kandydatka na żonę
not have the heart to do sth – nie mieć serca czegoś zrobić
other half – druga połówka
sweep sb off their feet – zawrócić komuś w głowie

EVERYDAY ACTIVITIES | CZYNNOŚCI DNIA CODZIENNEGO

arrange appointments – ustalać spotkania
daily routine – ustalony porządek dnia
day-to-day activities – codzienne czynności
do the washing/laundry – robić pranie
pick up (the children from school) – odebrać (dzieci ze szkoły)
plan events – planować wydarzenia
run a household – prowadzić dom
run errands – załatwiać sprawy
shop for sth – kupować coś
stay in – zostać w domu
take (it in) turns to do sth – wykonywać coś na zmianę

EXPRESSING TIME | OKREŚLANIE CZASU

ahead of time – z wyprzedzeniem, przed czasem
anytime soon – w najbliższym czasie
at an unearthly hour – o nieludzkiej godzinie
at dawn/dusk – o świcie/zmierzchu
at the crack of dawn – o brzasku, o świcie
at the eleventh hour – na ostatnią chwilę
back in the day – za starych dobrych czasów
back then – wtedy, kiedyś (dawno temu)
barely ever – prawie nigdy
better late than never – lepiej późno niż wcale
ever since / ever after – od tamtej pory, odkąd
every now and again – co jakiś czas
in/into the small hours – do wczesnych godzin porannych
in the course of time – z biegiem czasu
me time – czas dla siebie
never ever – nigdy w życiu, przenigdy
nowadays – w dzisiejszych czasach
once in a blue moon – od wielkiego święta, bardzo rzadko
once-in-a-lifetime opportunity – jedyna w życiu okazja
pretty soon – niedługo, wkrótce
the sooner the better – im wcześniej tym lepiej
to the minute – co do minuty
until/till the cows come home – w nieskończoność
with time – z czasem

LISTA 05 SŁOWNICTWA
● SŁOWNICTWO – SŁUCHANIE ● SŁOWNICTWO – CZYTANIE

FREE-TIME ACTIVITIES | FORMY SPĘDZANIA CZASU WOLNEGO

be out and about – wyjść z domu
binge-watch – oglądać kolejne odcinki serialu/programu jeden po drugim
check out the news – sprawdzać wiadomości
chill out – relaksować się
eat out – jeść w restauracji
enjoy yourself – dobrze się bawić
go clubbing – iść do klubu
hang out with friends – spotykać się ze znajomymi
have a quiet night in – spędzić spokojny wieczór w domu
hit the town – wyskoczyć na miasto
laze about/around – lenić się
lie in – wylegiwać się
put your feet up – odpoczywać, relaksować się
recharge your batteries – naładować baterie, zregenerować się
scan social media sites – przeglądać media społecznościowe
socialise – prowadzić życie towarzyskie
stay up late – późno chodzić spać
take a nap – zrobić sobie drzemkę
● **take up a hobby / a sport** – zająć się nowym hobby / zacząć uprawiać sport
unwind – odprężyć się, zrelaksować się

HOLIDAYS AND CELEBRATIONS | ŚWIĘTA I UROCZYSTOŚCI

All Saints' Day – Wszystkich Świętych
All Souls' Day – Dzień Zaduszny
Ash Wednesday – środa popielcowa
bank holiday – dzień ustawowo wolny od pracy
blow out candles – zdmuchiwać świeczki
Boxing Day – drugi dzień Świąt Bożego Narodzenia
carnival season – okres karnawału
carve pumpkins – wydrążać dynie (na Halloween)
Children's Day – Dzień Dziecka
Christmas carol – kolęda, pastorałka
Christmas Eve – Wigilia
commemorate an event – upamiętnić wydarzenie
date back to (ancient times) – pochodzić z (czasów starożytnych)
family gathering – spotkanie rodzinne
fast – pościć
Fat Thursday – tłusty czwartek
feast – świętować, ucztować
festive – świąteczny, odświętny; radosny
festive season – okres świąteczny (w czasie Bożego Narodzenia)
go on an egg hunt – szukać prezentów od „zajączka"
go trick-or-treating – chodzić z „cukierkiem lub psikusem" (na Halloween)
Holy Week – Wielki Tydzień
Independence Day – Święto Niepodległości
Labour Day – Święto Pracy
Lent – Wielki Post
Mardi Gras – ostatki, ostatni dzień karnawału
observe a holiday – obchodzić święto
originate with (sb) – pochodzić od (kogoś)
Palm Sunday – Niedziela Palmowa
Passover – Pascha, Pesach
public holiday – dzień ustawowo wolny od pracy
Ramadan – Ramadan
religious holiday – święto religijne
secular holiday – święto świeckie
Shrove Tuesday / Pancake Day – ostatki
take part in a parade – uczestniczyć w paradzie, pochodzie
Thanksgiving (Day) – Święto Dziękczynienia
throw a party – urządzać imprezę
Valentine's Day – walentynki
Women's Day – Dzień Kobiet

LIFESTYLE | STYL ŻYCIA

active – aktywny
adopt a (healthy/green) lifestyle – przejść na zdrowy/ekologiczny tryb życia
carefree/relaxed – beztroski
drive yourself too hard – przepracowywać się
eccentric – ekscentryczny
extravagant – rozrzutny
frugal – oszczędny
glamorous – wytworny
hectic – zabiegany
lavish – pełen przepychu
lifestyle change – zmiana stylu życia
minimalist – minimalistyczny
peaceful – spokojny
quality time – czas przeznaczony wyłącznie dla rodziny, osoby bliskiej
reduce stress – ograniczyć stres
sedentary – siedzący

CONFLICTS AND PROBLEMS | KONFLIKTY I PROBLEMY

abuse sb – znęcać się nad kimś, wykorzystywać kogoś, maltretować kogoś
be grounded – mieć szlaban na wyjścia
be strict with sb – być surowym wobec kogoś
behave childishly – zachowywać się dziecinnie
break sb's heart – złamać komuś serce
● **cause emotional distress** – wywołać cierpienie emocjonalne
cheat on sb – zdradzić kogoś
● **come to a mutual agreement** – dojść do obopólnej zgody
● **crash out of a relationship** – zakończyć związek
disrespect – brak szacunku; nie szanować kogoś
domestic violence – przemoc domowa
● **drift apart** – oddalić się od siebie
● **drive the split** – doprowadzić do rozstania
dump sb – rzucić kogoś
● **fall out (with sb / over sth)** – pokłócić się (z kimś/o coś)
generation gap – konflikt pokoleń
get away with sth – uniknąć kary za coś
get back together – wrócić do siebie
get your way – postawić na swoim
get the shock of your life – doznać ogromnego szoku
give sb the silent treatment – nie odzywać się do kogoś, mieć z kimś ciche dni
go back on your promise/word – nie dotrzymać obietnicy/słowa
● **go through a rough patch** – przechodzić trudny okres
have an argument / a row – pokłócić się
● **instigate a break-up** – zainicjować rozstanie
● **lay down ground rules for sth** – wyznaczyć podstawowe zasady czegoś
● **let sb down** – zawieść kogoś
look down on sb – gardzić kimś
lose your temper – stracić panowanie nad sobą
love-hate relationship – trudny, burzliwy związek
● **make up with sb** – pogodzić się z kimś
midlife crisis – kryzys wieku średniego
offend/insult sb – obrażać kogoś
overprotective – nadopiekuńczy
● **put up with sb** – znosić kogoś, tolerować kogoś
rebellion – bunt
run away from home – uciec z domu
separate – rozstać się
● **set boundaries** – wyznaczyć granice
● **soften the blow** – złagodzić cios
● **sort out (a problem)** – rozwiązać (problem)
split up – rozstać się, rozejść się
split-up – rozstanie
stand sb up – wystawić kogoś do wiatru
stand up to sb – sprzeciwić się komuś
● **stick to the rules** – trzymać się zasad
stormy relationship – burzliwy związek
● **take sb for granted** – nie doceniać kogoś
take sb's side – wziąć czyjąś stronę
talk things out – przedyskutować sprawę
● **tell sb off** – ganić kogoś, udzielać komuś reprymendy
treat sb like a baby – traktować kogoś jak małe dziecko

PRONOUNCE IT

The letter *a*

The letter *a* can be pronounced in many ways and the spelling of a word is not always a clear guide to its pronunciation. Two common ways of pronouncing *a* are:

- /æ/ ike in c*a*t, j*a*m (with a very open mouth)
- /ɑ:/ like in st*a*rt, f*a*ther (at the back of the throat; this sound is also slightly longer)

1 05 07 **Look at the underlined words below. Which ones contain /ɑ:/ and which /æ/? Listen, check and repeat.**

back then Palm Sunday bank holiday take a nap
immediate family hen party wedding band

2 **Find as many words in the wordlist as you can for both categories of sounds /ɑ:/ and /æ/. Then listen to the wordlist and check.**

05 07

05 MATURA BOOSTER

ŚRODKI JĘZYKOWE | ZADANIA DODATKOWE

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 Even though we *were on the same wavelength* (*nadawaliśmy na tej samej fali*), our friendship went through some rough patches.

2 If I didn't have a soft spot for my sister, we might constantly *be at each other's throats* (*skakalibyśmy sobie do gardeł*).

3 When we were teenagers, we used to complain that we *were too busy to hang out* (*jesteśmy zbyt zajęci, aby spędzać czas*) with our mates.

4 My best friend and I *have stayed/kept in touch with* (*utrzymujemy kontakt*) each other since we were in primary school.

5 Jake and Anna *can't have adopted* (*niemożliwe, żeby przeszli na*) a healthy lifestyle because they eat junk food every day.

TEKST Z WYBOREM WIELOKROTNYM

2 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

SANTA CLAUS AND THE PARENTS' DILEMMA

It's funny how one small revelation can mark the end of an era of childhood wonder, like the year I discovered Santa Claus wasn't real. I [1]____ seven then, bursting with excitement as Christmas approached. It wasn't my parents who revealed the truth but an older cousin who casually mentioned that the jolly man in red was just a fantasy. I remember [2]____ sad, deeply hurt and confused. Was it possible that my parents had lied to me? However, in the [3]____ of time, I realised their intention wasn't to deceive me but to create magic in my childhood.

Reflecting on it now, I wonder if parents should encourage belief in the Santa myth. Some argue it's a form of 'parenting by lying' that risks letting children [4]____ and damaging their trust. Parents might [5]____ this trust for granted, assuming it won't be shaken by the revelation, but revealing the truth could potentially lead to feelings of anger, or betrayal.

On the other hand, many people believe that the magic of Santa Claus creates cherished memories. The key, perhaps, is balance. When I have my own children in the future, I will focus on the spirit of giving and family traditions, with Santa as a charming fictional character [6]____ a real person.

1	**A** could be		(**B**) must have been	
	C should have been		**D** had to be	
2	**A** to feel	**B** feel	(**C**) feeling	**D** have felt
3	**A** period	**B** crack	(**C**) course	**D** age
4	(**A**) down	**B** off	**C** apart	**D** out
5	**A** give	**B** bring	**C** show	(**D**) take
6	**A** in contrast	(**B**) rather than	**C** apart from	**D** despite of

TRANSFORMACJE ZDAŃ

3 Uzupełnij drugie zdanie każdego punktu z wykorzystaniem podanego wyrazu tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów ani formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 It's a pity we didn't talk it through. If we had, we might have avoided the argument. OUGHT
We *ought to have talked* it through – we might have avoided the argument.

2 I'm sure that Jo didn't answer your call because she was binge-watching another series. MUST
Jo *must have been binge-watching* another series, and that's why she didn't answer your call.

3 My parents will celebrate their thirtieth wedding anniversary next summer. MARRIED
Next summer my parents *will have been married for* thirty years.

4 A few years ago, my sister would spend all her free time practising sport. TO
A few years ago, my sister *used to practise/do/play* sport whenever she had some free time.

5 Joe's so self-centred. It's possible his parents spoiled him when he was a child. MAY
Joe's so self-centred. He *may have been spoiled/spoilt by* his parents when he was a child.

TRANSFORMACJE ZDAŃ

P

4 Uzupełnij drugie zdanie każdego punktu z wykorzystaniem podanego wyrazu tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów ani formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 It's not possible that Sue is dating Paul. She's just asked my best friend out. CAN'T
Sue *can't be dating* Paul. She's just asked my best friend out.

2 Perhaps Frank is an only child. MIGHT
Frank *might not have* any brothers or sisters.

3 They can't wait to spend Boxing Day with their aunt. LOOKING
They *'re/are looking forward to* spending Boxing Day with their aunt.

4 Where can you walk your dog without a lead in the city? ALLOWED
Where *are you allowed to* walk your dog without a lead in the city?

5 I was so sleepy that I couldn't watch the film to the end. ABLE
I *wasn't / was not able to* watch the film to the end because I was very sleepy.

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

1 What kind of presents do you like getting? Why?
2 What are the advantages of having a big family?

UCZEŃ B

1 How do you celebrate your birthday?
2 What are the advantages of having a twin brother or sister?

ZADANIE 1 *Students' own answers*

UCZEŃ A

Poznałeś/Poznałaś niedawno interesującą osobę i byłeś/byłaś z nią na pierwszej randce. Rozmawiasz z kolegą/koleżanką na ten temat. Poniżej podano cztery kwestie, które musicie omówić.

- **Okoliczności poznania tej osoby**
- **Styl życia i charakter poznanej osoby**
- **Miejsce pierwszej randki**
- **Plany na kolejne spotkanie**

Rozmowę rozpoczyna uczeń A.

▶ **UCZEŃ B** STR. 334

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



1 Do you think the dog enjoys going on family trips? What makes you think so?
2 How do you usually spend time with your family?
3 Tell me about a family celebration that you particularly enjoyed.

ZADANIE 3 *Students' own answers*

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

Gościsz u siebie kolegę/koleżankę z USA. Zastanawiasz się, jak wspólnie spędzić sylwestra. Masz do wyboru trzy propozycje.

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

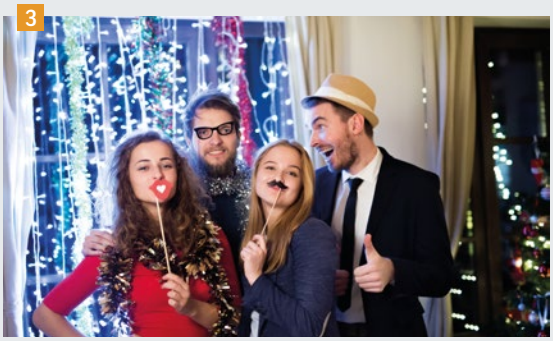
1



2



3



UCZEŃ A

1 Some people decide to get away for Christmas or New Year. Do you think it is a good idea? Why? / Why not?
2 Is it possible to have a good time on your own? Why? / Why not?

UCZEŃ B

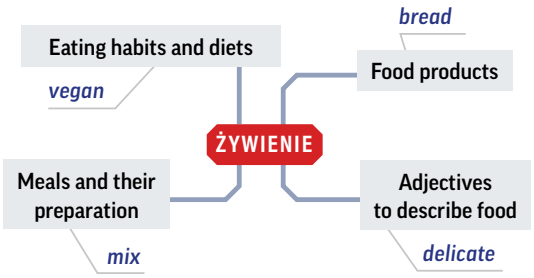
1 Some people say that celebrations like Christmas have become too commercialised. Do you agree? Why? / Why not?
2 Is it possible to keep long-distance friendship? Why? / Why not?

06 ŻYWIENIE

SŁOWNICTWO

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?** *Students' own answers*



FOOD PRODUCTS | ARTYKUŁY SPOŻYWCZE

2 **Complete the table with the words from the box. In pairs, add more food items that you know.**

anchovy apricot aubergine blackcurrant buttermilk chamomile cheddar chives courgette cranberry crayfish liver poultry trout turnip venison

Dairy	Meat	Fish and seafood	Fruit	Vegetables	Herbs and spices
_____	_____	_____	_____	_____	_____

Exercise 2
Dairy: buttermilk, cheddar
Meat: liver, poultry, venison
Fish and seafood: anchovy, crayfish, trout
Fruit: apricot, blackcurrant, cranberry
Vegetables: aubergine, courgette, turnip
Herbs and spices: chamomile, chives

3 **What do these words describe?**

1 blue / cottage / hard / ___*cheese*___
2 French / sliced / rye / wholemeal ___*bread*___
3 skimmed / soy / condensed / pasteurised ___*milk*___
4 coconut / sesame / avocado ___*oil*___
5 filter / freshly-ground / instant ___*coffee*___
6 soft-boiled / hard-boiled / beaten ___*egg*___

4 **In pairs, discuss what food items and dishes you can see in the photos. Then ask and answer the questions.**

1 Have you eaten the food in the photos? Did you like them? Why? / Why not?
2 What's your favourite dish?
3 What food would you never eat and why?
4 Do you make ethical decisions about food (e.g. considering animal welfare, damage to the planet, fair trade, etc.)?

Exercise 4
Suggested answers:
1 black pudding, (rye/brown) bread, red pepper, chilli pepper, parsley
2 (Christmas/ traditional) fruitcake, star anise
3 stuffed cabbage rolls (gołąbki), cabbage, tomatoes/tomato sauce, dill
4 lobster, oysters, prawns, crab legs, raw shellfish, lemons, various sauces


1


2


3


4

ADJECTIVES TO DESCRIBE FOOD | PRZYMIOTNIKI OPISUJĄCE JEDZENIE

5 **Choose the correct words to complete the text.**

Wagyu Beef



One of the most expensive food items in the world is Wagyu beef, which comes from Japanese cows. If you just look at a Wagyu steak, you might think that it's very [1]*crusty* / *chewy* / *lean* because of the white marble-effect. But once cooked, the meat becomes [2]*tough* / *stale* / *tender* with a buttery texture that just melts in your mouth. A kilogram of Wagyu beef costs around 3,500 PLN.

Moose cheese



Moose cheese, which is produced by three moose on a Swedish farm, comes with the hefty price of around 3,900 PLN per kilo. The family who own the farm milk the moose between May and September and make the [3]*organic* / *free-range* / *off-putting* cheese themselves. As moose milk has a higher fat content than cow milk, the cheese is extremely [4]*skimmed* / *creamy* / *savoury*.

6 **Match the words to make collocations. Can you add more nouns?**

1	whisk	e	*eggs, sauce*	a meat
2	sieve	f	*cocoa powder, icing sugar*	b pasta
3	roll out	c	*pastry, marzipan*	c dough
4	grind	d	*pepper, poppyseed*	d coffee
5	drain	b	*vegetables, rice*	e cream
6	mince	a	*garlic, ginger*	f flour

MEALS AND THEIR PREPARATION | POSIŁKI I ICH PRZYGOTOWYWANIE

7 **Name the kitchen equipment in the photos. Then match them to the verbs in Exercise 6. Have you got any of these things at home?**







a *mincer (6)* b *coffee grinder (4)* c *sieve (2)*







d *colander (5)* e *rolling pin (3)* f *whisk (1)*

8 **Complete the recipe with the words from the box.**

casserole dice fry mash preheat quarters saucepan simmer spread stir strain the grill

Cottage Pie

Ingredients:

- 1 kg minced beef
- 1 medium onion
- 1 kg potatoes
- 400 g mixed vegetables (carrots, peas, corn)
- 250 ml beef broth
- 60 g butter
- 45 ml cream
- 30 ml olive oil
- salt, pepper



9 **Complete the sentences with the words from the boxes. In each box, there is one extra word. Do you have any kitchen tips?**

Share your kitchen tips!

container crate cutters paper tray

BakingPro

I always use biscuit [1] *cutters* to create different shapes for my biscuits. Before I put the dough on the baking [2] *tray*, I make sure I line it with some baking [3] *paper* so that it doesn't stick. I know some people use butter, but I find that it burns easily. Once baked, I store the biscuits in an airtight [4] *container* for up to two weeks.

batches cutlery defrost freezer reheat tub

KitchenHelper

I usually make big [5] *batches* of soup that I freeze for future meals. I store them in large [6] *freezer* bags. I first put the bag in a plastic food [7] *tub* and pour the soup from the pot into the bag. Then I store it in the freezer for up to one month. To [8] *defrost*, just place it in the fridge for twelve hours, and then [9] *reheat* on a low heat.

Method:

1. Peel the potatoes and cut into [1] *quarters*. Fill a medium-sized [2] *saucepan* with water and add some salt. Add the potatoes and boil until soft. Then [3] *strain* them, making sure you remove all the water. Add butter and cream and [4] *mash* the potatoes until they're fluffy. Set aside to cool.
2. Finely [5] *dice* the onion and [6] *fry* it in olive oil. When the onion becomes clear, add the vegetables and fry until they become soft. Then add the beef and broth and [7] *simmer* until the beef is cooked and there's no liquid in the pan. Make sure you [8] *stir* everything regularly so it doesn't burn.
3. [9] *Preheat* the oven to 200°C. Place the meat mixture on the bottom of a [10] *casserole* dish and then [11] *spread* the potatoes on top. Bake in the oven for around thirty minutes. You can put it under [12] *the grill* for the last couple of minutes so that the potatoes brown.

10 **In pairs, answer the questions. Then tell each other how to make one of the dishes that you mentioned in your answers.** *Students' own answers*

1 What's your favourite dish?
2 What's the easiest dish to make?
3 What dish did you hate the most when you were young?
4 Which dish is passed on from generation to generation in your family?

EATING HABITS AND DIETS | NAWYKI ŻYWIENIOWE I DIETY

11 06 01 **Listen to the recording. Complete the notes with up to three words in each gap.**

Understanding nutrition labels

Obligatory information
- Number of [1] *calories*
- Fat content (incl. [2] *saturated* fat)
- Carbohydrates
- Protein
- Sugar and salt

Optional information
- Fibre
- Starch
- And other [3] *nutrients*



Colour-coded label
Red: shows that a nutrient has a [4] *high* presence in a product
Amber: medium amount of a nutrient
Green: low amount

A healthy diet means eating food with [5] *green and amber* labels.
Reading labels is important for people who have food [6] *intolerances* so that they know what ingredients a product contains.

CAFÉS AND RESTAURANTS | LOKALE GASTRONOMICZNE

12 06 02 **Listen to four recordings. Which words complete the sentences correctly? Then in pairs, make sentences with the words in italics.**

1 The speakers agree that the food is (*overpriced*) / *reasonably priced*.
2 The speaker won't (*leave a gratuity*) / *order any food here*.
3 The speaker orders *a main course* / (*a rare delicacy*).
4 The restaurant (*has a set menu*) / *has no vegetarian dishes*.

13 06 02 **Listen again. Match the speakers to where they are. There are three extra places. Then in pairs, discuss if you have ever eaten in these places.**

all-you-can-eat restaurant bistro
buffet car coffee shop drive-through
ice cream parlour vegetarian restaurant

1 *buffet car* 2 *all-you-can-eat restaurant*
3 *ice cream parlour* 4 *vegetarian restaurant*

IDIOMS | IDIOMY

14 ŚRODKI JĘZYKOWE **Choose the correct translations of the words in brackets.**

1 Yesterday I made pizza for the first time. It wasn't even difficult – it was actually ____ (*bułka z masłem*).
a a slice of bread
b a piece of cake
c bread and butter

2 While we were on holiday in Thailand, we didn't spend much on food as everything was ____ (*tanie jak barszcz*).
a as cheap as soup
b cheap like a chip
c as cheap as chips

3 We're always out of food as my little brother ____ (*je za dwóch*).
a eats like a horse
b eats like a cow
c eats like a bull

4 My mum has been quite forgetful recently – I think she just has ____ (*za dużo na głowie*).
a too much on her plate
b too much on her table
c too much in her cup

5 Someone from the cinema called me saying that I had won a free ticket. When I got there, it turned out that I had to pay for two tickets to get one for free. ____ (*Nie ma nic za darmo*).
a There's no such thing as a free breakfast.
b There's no such thing as a free lunch.
c There's no such thing as a free dinner.

6 My sister invited me to a cooking lesson, but ____ (*nie przepadam za tym*).
a it's not my glass of water
b it's not my mug of coffee
c it's not my cup of tea

GO FOR IT

15 **In pairs, look at the list of different factors which contribute to having a healthy diet. Discuss:**

- how we cook food,
- how long it takes to prepare food,
- eating habits from childhood,
- eating out,
- the nutritional value of food.

Students' own answers

MÓWIENIE Wypowiedź na podstawie materiału stymulującego

1 **Around thirty-three percent of all food produced globally is lost or wasted every year. In pairs, discuss why you think this happens and what the consequences are. What can individual citizens do to reduce food waste?** *Students' own answers*

TRENING MATURALNY

2 06 03 **In pairs, read the task below and discuss which of the three options you would choose and why. Then listen to a model answer and compare your ideas.** *Students' own answers*

Popatrz na Plakat 1., Plakat 2. i Plakat 3. Zdjęcia przedstawiają trzy plakaty reklamujące kampanię pt. *Stop Food Waste* w szkole. Która z propozycji, twoim zdaniem, najbardziej przemówi do młodych ludzi?

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

1



2



3



3 06 03 **Read the tip below. Then listen to the model answer again and write down the reasons given for the chosen poster and against the two rejected ones.**

Oprócz uzasadnienia wyboru jednej z ilustracji, przedstaw także powody odrzucenia pozostałych opcji.

▶ ZESTAW ZADAŃ STR. 105

4 **In pairs, use the Useful Phrases and your notes from Exercise 3 to reconstruct the model answer. Then take it in turns to practise it.** *Students' own answers*

USEFUL PHRASES

▶ STR. 298

Making and justifying a choice

Of these three options, I think (the third poster) is most likely to attract people's attention.

I think (poster 3) best expresses ... . I say this because (the image of ...) is (eye-catching and thought-provoking).

The first/main reason I say this is that ... Secondly, ...

Rejecting other options and giving reasons

In my view, (poster 2, which shows ...) is less (effective). Not only that, but ...

I (definitely) wouldn't choose (picture 1) because ... Not to mention the fact that ...

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

5 **Make up a different model answer in which you choose either poster 1 or poster 2 as the best option instead of poster 3. Practise your new answer with a partner.** *Students' own answers*

ZADANIE MATURALNE

6 **In pairs, take it in turns to do the task below.**

Popatrz na Plakat 1., Plakat 2. i Plakat 3. Zdjęcia przedstawiają trzy plakaty reklamujące szkolny wykład na temat zdrowego odżywania. Która z propozycji, twoim zdaniem, najbardziej przemówi do młodych ludzi?

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

1



2



3



Exercise 3
Reasons FOR poster 3: eye-catching / thought-provoking, shows a person throwing perfectly good donuts away, a reminder, kitchen can easily be related to
Reasons AGAINST poster 2: Message not clear, doesn't show food waste clearly, remote from everyday life
Reasons AGAINST poster 1: Only see containers and not much food, suggest plastic rather than food waste

06 03

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer (audio + script) •
Extra exam questions with model answers (audio + script)

06 MÓWIENIE Płynność wypowiedzi

1 06 04 **Read, listen and complete these opinions about food. How many reasons does each student give to support their point of view? Do you agree with the arguments? Why? / Why not?** *Each one gives 3 reasons*

STUDENT 1

I think fast food is fantastic. The reason I say that is because I'm a student so I can't afford to eat out in restaurants, and fast food is cheap. [1]*What's more*, if you're in a hurry and short of time, it's a great way to buy a meal. [2]*Not to mention the fact that* a lot of fast food is actually really delicious.

STUDENT 2

I think being a vegetarian is really challenging. For a start, you have to be careful that you get enough protein in your diet. [3]*Plus the fact that* you have to work harder at making vegetarian meals taste good. [4]*What's more*, not many restaurants have an extensive vegetarian menu.

STUDENT 3

I really hate food shopping online. What I mean is that it's hard to buy fruit and vegetables online because you can't pick anything up. [5]*Another thing is that* you don't always see the special offers online. [6]*And besides*, online shopping is usually in big supermarket chains, whereas it's good to go out and support local shops.

2 **Look at the Useful Phrases below and your answers in Exercise 1. Which phrase is <u>not</u> used in the recording?** *Not only that but*

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

USEFUL PHRASES ▶ str. 298

Adding reasons to support a point of view
And besides ...
What's more ...
Another thing is that ...
Not only that but ...
Plus the fact that ...
Not to mention the fact that ...

Exercise 4
b uses synonyms: well known personalities, open up about, emotions
a and **c** use the exact words used in the text.
a: famous person, grandmother, as a little boy
c: celebrities, reveal, link, present
a is incorrect, because we don't know who gave treats to the man as a boy/the grandmother is mentioned in different context.
c is incorrect, because the food habits mentioned are not all childhood ones.

3 **Write paragraphs similar to the ones in Exercise 1 to give three reasons for each point of view. Practise saying your paragraphs to a partner.** *Students' own answers*

1 I think fast food is terrible. The reason ...
2 I think being a vegetarian is really easy. For a start ...
3 I really love food shopping online. What I ...

4 **In pairs, take it in turns to choose an opinion – or make up your own – and support your view with at least three reasons.** *Students' own answers*

1 Eating together as a family every day is really important.
2 I think plastic food packaging should be completely banned.
3 Everybody should learn how to cook healthy food.

 06 04

SŁUCHANIE Dobieranie zdań do wypowiedzi



1 **In pairs, look at the photo and discuss what you understand by 'comfort food'. Write a definition and give your own examples.** *Students' own answers*

TRENING MATURALNY

2 06 05 **Listen to information about a new podcast. Would you be interested in listening to it? Why? / Why not?** *Students' own answers*

3 06 05 **Read the tip below and then listen again. Find two synonyms in the recording for words and phrases 1–5.**

W poprawnych odpowiedziach zazwyczaj zawarto inne słowa lub zwroty niż w nagraniu. Przykładowo: usłyszysz *famous person* lub *celebrity*, podczas gdy w odpowiedzi przeczytasz bliskoznaczne *well-known personality*. Dlatego podczas nauki nowych słów lub zwrotów warto notować wyrazy o podobnym lub przeciwnym znaczeniu.

1 open up about = *uncover* and *reveal*
2 goodies = *snacks* and *treats*
3 irresistible = *tempting* and *hard to resist*
4 help to survive life's ups and downs = *get them through tough times* and *help her cope with mood swings*
5 is reminiscent of = *remind him of* and *takes her back to*

4 **Choose the sentence that best summarises the recording in Exercise 2. Compare with your partner and explain why you rejected the other two sentences.**

In this new podcast,
a a famous person talks about the food his grandmother gave him as a little boy.
b well-known personalities open up about the link between food and their emotions.
c celebrities reveal their childhood eating habits and link them to their present lives.

06 05

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

CZYTANIE Wybór wielokrotny • Uzupełnianie luk 06

ZADANIE MATURALNE

5 06 06 **Usłyszysz dwukrotnie cztery wypowiedzi na temat emocji i jedzenia. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

The speaker mentions ...

A one type of food that triggers positive emotions in people.
B the reason why skipping certain food is recommended.
C a type of food that contains natural ingredients that calm you down.
D food that can be used to convey a special message to someone else.
E certain food that can trigger a memory of meals from their homeland.

1	2	3	4
D	E	B	A

6 **SŁOWNICTWO** **Complete the sentences with the words from the box by replacing the underlined words and phrases. Then in pairs, compare your answers.**

communicate heritage skip stay hydrated trigger willpower

1 If I want to bake something and <u>convey</u> positive emotions, I make ... *communicate*
2 The meal that takes me back to my <u>roots</u> is ... *heritage*
3 When I want to <u>set off</u> a burst of energy, my favourite sugary snack is ... *trigger*
4 The meal I'm least likely to <u>leave out</u> is ... *skip*
5 I have no <u>self-control</u> when it comes to ... *willpower*
6 My favourite way to <u>drink enough fluid</u> is to drink ... *stay hydrated*

CULTURE BIT | UK's favourite comfort food



According to a recent survey, UK's favourite comfort foods are curry and cottage pie. Other favourites include sausages and mashed potatoes (bangers and mash), lasagne and spaghetti bolognaise. The poll also suggests that the average Brit enjoys feel-good food seven times a month!

1 **In pairs, answer the questions.** *Students' own answers*

1 Are you good at cooking?
2 Have you got a speciality?
3 Would you like to work as a chef?

TRENING MATURALNY

2 **Read the paragraph and choose the correct option a–d.**

I'd been hard at work in the kitchen all afternoon following a really complicated French recipe for a fish stew and time was running out. I tasted the stew and made a face. There wasn't enough salt in it, so I added some more. Unfortunately, my hand slipped and I added too much. It was inedible, so I watered it down. It worked. While I was setting the table, my phone pinged. It was a message from my friend Aileen telling me her boyfriend Asif was vegan. I bit my lip and put the lid back on the pot of stew. 'Oh well,' I thought, 'At least, that's tomorrow's lunch sorted.' Then I took out two frozen pizzas from the freezer. After making sure there was no meat, fish or dairy in the ingredients, I switched on the oven.



The author took two pizzas out of the freezer because

a there wasn't enough fish stew.
b the fish stew wasn't good enough to eat.
c one of the guests wouldn't eat the stew.
d he wanted to defrost them for the next day.

Niektóre pytania wymagają wyciągnięcia wniosków w oparciu o tekst i mogą one dotyczyć np. uczuć danej osoby lub powodów jej zachowania. Uważnie przeczytaj tekst, szukając informacji takich jak ta, że narrator tekstu w ćwiczeniu 2 sprawdzał składniki pizzy, by upewnić się, że jest odpowiednia dla wegan.

06 06

A Seven Ingredients



Patrick took another sip of his freshly-squeezed grape juice and told his friends he had a game for them. He described it in a nutshell. 'Imagine you had to live the rest of your life with only seven ingredients. What would you choose?'

Sophie, who was extremely busy peeling vegetables on the kitchen worktop, laughed. 'Not much of a game, really, is it?'

Patrick smiled. 'OK, it's a thought experiment, but answer the question.'

Sophie frowned as she thought about it.

Sam, who was putting the place mats on the table, said, 'Well, water, obviously.'

'You're allowed basic ingredients like water, salt and cooking oil.'

'And pepper?' asked Sam putting the pepper mill and salt cellar on the table.

Patrick nodded.

'Sugar?' said Sophie, who had a sweet tooth.

'Yes, sugar, too.'

While she was thinking, Sophie picked up the kettle and poured some boiling water into a pot. Then she greased an oven dish.

Sam sat down opposite Patrick and started grating some cheese. 'Sophie, has this cheese gone off?'

'No, it's meant to smell like that.'

'Well?' asked Patrick.

Sam replied. 'The first thing is to choose a staple food, so either potatoes or rice. I vote for potatoes.'

'You would,' said Sophie. 'You could live on chips alone! No, I'd go for flour so we can make bread and pasta and ...'

'OK,' said Patrick. 'Flour it is.'

'Sausage rolls or shish kebabs?' suggested Sam, licking his lips. 'They're my favourites.'

Sophie shook her head.

'What about instant noodles?' asked Sam. 'They're quick and easy.'

'And they taste awful,' protested Sophie. 'No way!'

'Anyway,' said Patrick, 'we shouldn't have processed foods like that on our list.'

'OK,' agreed Sam, 'but we need meat, right?'

'I love lamb,' said Patrick, 'but I think I'd choose chicken. You can do more with it.'

We don't need any meat,' said Sophie. 'Let's have some healthy vegetables like tomatoes, onions, leeks, Brussels sprouts or ...'

'You would say that. You're a vegan.'

'I've told you before, Patrick. I used to be a vegan, but now I'm a vegetarian. I eat cheese and eggs and ...'

'Eggs!' said Sam. 'We've got to have eggs!'

The other two nodded.

'Good idea,' said Sophie, 'Because with eggs, flour, oil and sugar, we can make cakes and biscuits and custard tarts and ...'

'Stop!' said Sam. 'You're making my mouth water!

'I think Sophie's right about the vegetables,' said Patrick. 'Shall we have tomatoes and onions?'

'Yes,' said Sophie. 'And let's have chocolate, too. It's so good.'

'OK, so we have flour, eggs, tomatoes, onions and chocolate,' said Patrick. 'That makes five. What else?'

'We need pulses,' said Sophie. 'They're nutritious, low in fat and high in fibre, so they're good for your digestion.'

'Which kind?' said Patrick. 'Lentils, chickpeas, beans ...?'

'Lentils.'

'OK, so flour, eggs, tomatoes, onions, chocolate and lentils,' said Patrick. 'Just one more.'

'Cheese!' said Sophie.

Just then Dee appeared. 'Sorry, I'm late,' she said. 'Oh! That smells delicious. What's on the menu?'

Sophie grinned. While she was describing what was for dinner, she stressed some words as she counted off the ingredients on her fingers.

'Lentil and onion soup to start.' She held up two fingers.

'Followed by cheese and tomato casserole with home-made pasta made with wholemeal flour.' She held up another three fingers.

'And for dessert, some scrumptious cake made with eggs and chocolate.'

Patrick and Sam stared in amazement as Sophie, looking delighted with herself, held up seven fingers for the seven ingredients in her meal.

ZADANIE MATURALNE

3 Przeczytaj tekst A. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.

1 What was Sophie's reaction when Patrick suggested playing a game?
- A She didn't listen to it because she was cooking.
- B She thought it was a hilarious idea.
- (C) She didn't think it was what a game should be.
- D She wasn't interested in it.

2 What kind of food does Sam particularly like?
- A staple foods like rice
- (B) unhealthy junk food
- C nutritious vegetables
- D eggs

3 The three friends don't choose meat because
- A they all agree it isn't good for you.
- B they can't decide between lamb and chicken.
- C Sophie is a vegan.
- (D) Sophie is a vegetarian.

4 Why did Sophie use her fingers to help her describe the menu?
- A To help her count all the different courses.
- (B) To show her meal matched their choices in the game.
- C To express how happy she felt with her cooking.
- D To make sure the others paid attention to her.

TRENING MATURALNY

4 Complete the text so that it summarises the meaning of the paragraph in Exercise 2 as precisely as possible. Use three or four words in each gap.

The [1] *recipe for fish stew* wasn't very easy to follow, and because it came out too salty, the writer had to [2] *add some water* Finally they had to serve some ready-made pizza, as one of the guests turned out [3] *to be vegan*.

Uzupełniając luki w zdaniach lub tekście, skup się na parafrazie informacji, synonimach i antonimach. Przykładowo, *not very easy to follow* jest równoznaczne z *really complicated*.

5 SŁOWNICTWO Rewrite the underlined parts of the sentences using the words in brackets. Then in pairs, ask and answer the questions.

1 What smell makes you eager to eat? (mouth) *makes your mouth water*
2 How often do you throw away food because it becomes inedible? (off) *goes off*
3 Can you tell me how to make your favourite meal without using too many words? (nutshell) *in a nutshell*

B

Working as a Chef

Step 1: start at the bottom of the ladder as a commis chef

CAREERS GUIDANCE HOTELS AND CATERING

A commis chef is a junior or apprentice chef who helps other chefs while learning the tricks of the trade. What's it like to be a commis chef?

- When you work in a kitchen, it's vital to know where everything's kept and how to control stock so that you never run out of ingredients and none of them go stale or past their best-before date. So a regular job for a commis chef is to unpack and store the deliveries.
- Food contamination can cause food poisoning, so commis chefs need to learn to keep themselves and the kitchen spotlessly clean. The kitchen must be tidy, too, so nobody trips over packets or slips on a dirty floor.
- A commis chef's day is full of learning opportunities. You could say they have a finger in every pie. You might start the day helping the breakfast chef make pancakes, waffles and poached eggs. After that, you could be working with the pastry chef learning how to knead dough and to make cakes, tarts and pies. One thing you're sure to have to do is to measure precisely the ingredients for the different recipes on the menu. Then you could be peeling, chopping and slicing vegetables. The meat chef might show you how to season and marinate sirloin steaks or the sauce chef might have you stirring sauces.

Being a commis chef is tough. But it's a great way to see if you're cut out to be a professional chef. It allows you to find out what specialities you're good at, what you like doing and what kind of chef you might want to be in the future.

ZADANIE MATURALNE

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

6 Uzupełnij luki 1–4 zgodnie z treścią tekstu B tak, aby jak najbardziej precyzyjnie oddać jego sens. W każdą lukę możesz wpisać maksymalnie pięć słów. Luki należy uzupełnić

Commis chefs have to [1] *do many / lots of different jobs/ things* in a professional kitchen. They must be aware of [2] *importance of* keeping track of all the products in the storeroom. They must also learn how vital good hygiene is since food poisoning [3] *may/can be caused* by food contamination. Although it's not an easy job, working as a commis chef can help young people decide what type of cooking they might [4] *like/want to specialise* in later in life.

7 SŁOWNICTWO Complete the sentences with words from Text B. Are any of the sentences true for you?

1 I don't think I'm **c***ut* out to be a chef. I can't even boil an egg.
2 I'd rather have a job in which you have a finger in every **p***ie* than do the same thing day in, day out.
3 Jobs that require strength, like kneading **d***ough* by hand, are not my cup of tea.
4 I am never wasteful. There are so many things you can do with bread when it goes **s***tale*.

06 ŚRODKI JĘZYKOWE Tekst z lukami

GRAMATYKA

A Complete the sentences with the correct articles. If no article is needed, leave the gap blank.

1 Before ___the___ telephone was invented, ___–___ communication was very expensive and time-consuming.
2 This is ___the___ man Sandra's engaged to.
3 One of her relatives spent three years in ___–___ prison for fraud.
4 Have you ever been to ___a___ wedding in which ___the___ bride or groom didn't show up?
5 The possible presence of ___–___ water on ___the___ Moon is ___a___ hotly debated topic.
6 ___The___ Tower of London covers ___an___ area of seven hectares.
7 If you want Robert to buy all ___the___ ingredients, make ___a___ shopping list for him.
8 There was ___a___ time when ___the___ only temporary office staff were ___–___ typists and ___–___ telephonists.

B Choose the correct options to complete the text.

Do you think young people should learn to cook at school?

No, I don't think it's a good idea [1]*due to* / *since* / *despite* there are many other things we have to study at school. There is not enough time for learning such practical skills [2]*in spite of* / *unless* / *although* they would definitely be useful in the future. In my opinion, school should focus mainly on academic subjects, [3]*whereas* / *in case* / *however* practical subjects like cooking should be taught at home.

▶ PRZEDIMKI, STR. 264
▶ ZDANIA OKOLICZNIKOWE, STR. 267

TRENING MATURALNY

1 Read the text and decide what kind of word is missing in each gap. Then complete each gap with one word.

FROM A HOBBY TO A COOKING CAREER

19-year-old Rukh, Jo Fisher's son, starts his day early. He's usually up before his mother and already browsing cookbooks in the kitchen. [1]*As/While/When* she begins her workday, Rukh goes food shopping, to get ready for another culinary experiment. As a working single mum, Jo would prepare traditional hearty dishes in a slow cooker [2]___to___ be ready for the kids on their return from school. Rukh played rugby and just saw food as fuel – something necessary to keep him going. Creativity was not something he associated with cooking. At some moment [3]*though/however*, his attitude changed. Having a lot of free time to spare, the teen found himself experimenting with food and new recipes more and more. Soon he was offering [4]___an___ unofficial food service online. Having found his place in [5]___the___ world, Rukh's now landed a job at a local restaurant and would love to open his own in the future.

Przed uzupełnieniem luki zastanów się, jakiego elementu brakuje w zdaniu (np. podmiotu, czasownika posiłkowego, przyimka, przedimka, zaimka). Po wpisaniu odpowiedzi przeczytaj tekst jeszcze raz i sprawdź, czy stanowi on logiczną i poprawną językowo całość.

2 Complete the sentences with one word in each gap.

1 I absolutely hate Brussels sprouts, ___as___ does my brother.
2 Our local restaurant closed down after a while ___due/owing___ to financial problems.
3 Turn the heat up a little ___so___ that the stew can carry on bubbling.
4 My beetroot soup was a disaster ___even___ though I followed the recipe to the letter.
5 Continue to boil the water, tea and mango slices for ten minutes or ___until___ the tea brews to your liking.
6 Her dumplings were ___so___ delicious that I asked for a second helping.
7 ___While/Although/Though___ we both like all kinds of fruit, we have different taste when it comes to vegetables.

3 Match each sentence beginning to its ending, using the correct linking words from the box.

although as if as soon as despite so unless

1 She was served the dessert __c__ *as soon as*
2 Anna prepares stir-fry vegetables so perfectly __d__ *as if*
3 She won't get a table for six __a__ *unless*
4 She decided not to go for the courgette pasta __f__ *despite*
5 Paula knew going on a crash diet was a bad idea __e__ *so*
6 Olivia tried to finish her steak __b__ *although*

a she makes a booking a long time in advance.
b it was quite bland and chewy.
c she had finished her main course.
d she was a professional chef in a five-star Chinese restaurant.
e she took her mother's advice and started exercising instead.
f it being the only gluten-free option on the menu.

4 **Complete the sentences with one word in each gap.**

1 It can be really satisfying to make ___a___ meal completely from scratch without the use of any ready-made products.
2 Josh studied nutrition at university and he's now working in ___the___ food industry.
3 You should drink lots of water when ___the___ weather is hot to make up for fluids you lose through extra sweating.
4 I've heard that ___an___ obsession with food can be a warning sign pointing to serious eating disorders.
5 ___A___ five-year-old child should be able to hold a fork and cut with a blunt knife.
6 You don't have to eat the broccoli if you don't really like it – just leave it on ___the___ plate.
7 Main courses at ___the___ brasserie we usually go to are slightly overpriced, I'm afraid.

5 **Complete the text with one word in each gap.**

Fun facts about food

There are a lot of facts about food most people are not aware of. Did you know, for example, that lobsters and oysters used to be eaten by [1] ___the___ poor and were considered working-class food? That's definitely not the case today. There is also an interesting story about the origin of the name sandwich. The sandwich is believed to have been invented by the Earl of Sandwich, a gambling addict who didn't want to put the cards down and leave the table in [2] ___order___ to eat. The names of certain foods might also be quite misleading. It will probably come as a surprise to you but, botanically speaking, bananas are berries but strawberries aren't. That's [3] ___because___ strawberry seeds are on the outside of the fruit rather than the inside. What a specific food looks like does matter. Holes in crackers, for example, are not just there for how they look, but they serve [4] ___a___ purpose. Without them, crackers wouldn't bake properly and wouldn't come out flat at the end of the baking process. You are probably already familiar with different tips and tricks for dealing with food. But did you know that if you want to check how fresh eggs are, you just need to place them gently in a glass of cold tap water? The fresher the egg, [5] ___the___ quicker it will sink to the bottom.



▶ ZADANIE DODATKOWE STR. 104

6 **In pairs, talk about the facts in Exercise 5. Which of them surprised you the most and why?** *Students' own answers*

ZADANIE MATURALNE

7 **Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst.**

ROMAN FAST FOOD RESTAURANT UNEARTHED AT POMPEII

A 2,000-year-old fast food restaurant has recently been unearthed in Pompeii. [1] ___The___ ancient diner offered its Roman customers culinary delights such as snails, duck, pig, goat and fish, traces of which were found in terracotta pots that [2] ___had___ been buried in volcanic ash since 79 AD. The discovery of the pots gave extraordinary insight into the Roman diet. Some 13,000 people lived in Pompeii, thousands of whom died when Mount Vesuvius erupted, covering the city in ash. [3] *While/Although* archaeologists have excavated more than eighty other similar eateries, this is one of the best preserved. It is an ancient version of Italy's modern day tavola calda – a cheap restaurant that serves ready-to-eat meals and drinks. Inside the restaurant, a fresco of a sea nymph riding a horse decorates a counter full of holes, [4] ___where___ steaming pots of food were most probably displayed. Other frescoes represent some of the meat that [5] *would/might/could* have been on offer, such as a pair of ducks.

ZADANIE MATURALNE P

8 **Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–4 tak, aby otrzymać logiczny i poprawny gramatycznie tekst.**

Millennials and their eating habits

Millennials seem to pay greater attention to healthy food than other generations, according to a new study. US millennials are gradually abandoning fast food and junk food and consuming food that is fresh, less processed and with fewer artificial ingredients. [1] ___The___ research has also highlighted four other trends in millennials' eating habits. First, many young people don't eat at regular times – they might [2] ___skip___ breakfast and have a bigger lunch (or brunch) at a later hour. Second, they prefer easy-to-prepare meals when they are at home. They like to go to cafés with a good internet connection, but don't [3] ___eat___ out in proper restaurants very often. 91% of millennials love to cook but they are happy to stay at home. They think that eating is not just about nourishing themselves [4] ___but___ it is also a way to relax, recover mental energy and enjoy the company of their friends.

06 PISANIE Artykuł

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Coraz więcej osób przechodzi na dietę wegańską. Napisz artykuł na stronę internetową poświęconą żywności i żywieniu, przedstawiający pobudki tych osób do zmiany sposobu odżywiania, oraz opisz doświadczenia niektórych z nich z dietą roślinną.

Wypowiedź powinna zawierać od 200 do 250 słów.

1 **In pairs, discuss the difference between vegans and vegetarians. Talk about attitudes to food and motivations. Then list some foods both groups do and do not eat.** *Students' own answers*

2 **In pairs, read the sample task above and think of at least two reasons why young people might go vegan and at least two issues they might experience in the process. Then read the model answer and compare your ideas.** *Students' own answers*

3 **Look at the sample task and the model answer again. Identify phrases and sentences that cover the points required in the task.**
Why people go vegan: to protect animals and to reduce the impact of livestock farming on the environment, health reasons.
Experiences they have giving up animal products: feeling tired and lacking in energy, difficulties digesting, became more creative in their cooking.

TRENING MATURALNY

4 **Read the tip and identify which of the four suggestions is used to end the model text.** *Tip 3*

Artykuł powinien zawierać zakończenie podsumowujące najważniejsze informacje w nim zawarte. Dobrze również dać czytelnikowi materiał do przemyśleń. Możesz:
1 zadać pytanie,
2 zaapelować do czytelnika,
3 zasugerować coś lub udzielić rady,
4 odnieść się do przyszłości.

5 **Match the other three suggestions in the tip above to alternative endings a–c.**

a Having interviewed several people about their vegan way of life, I felt that it was less likely than ever that I would become a vegan. __4__

b On balance, I can see the benefits of following a vegan diet, for the individual and for the planet. But would I be able to live without cheese? I very much doubt it. __1__

c To all you vegans out there, please introduce more variety into your vegan diet if you want to get all the vitamins you need. __2__

6 **Complete the Useful Phrases box with the words from the model text.**

Why are so many people going vegan?

Veganism is on the rise, and it would appear that the trend is driven by young people. Apparently, almost half of all vegans are aged 18–35. So why are so many people giving up meat and dairy, and how are they finding the transition to a totally plant-based diet? I interviewed members of the online vegan community to find out.

There is no doubt that the main factors for going vegan are to protect animals and to reduce the impact of livestock farming on the environment. People also mention health reasons: for instance, a plant-based diet – although it requires vitamin B12 supplementation – is said to lower the risk of heart disease.

Several people I spoke to about their experience of going vegan reported feeling tired and lacking in energy. They had to eat a lot of vegetables to feel full, and this resulted in difficulties digesting. One person I spoke to replaced sugar with honey in her tea, and then realised that honey is an animal-based product. They said that one surprising result of going vegan was that they became more creative in their cooking.

Based on my research, it seems clear that veganism is driven by health and environmental concerns. However, there is little long-term evidence of the health benefits of a vegan diet and so it is important that people plan their transition carefully and supplement where necessary.

USEFUL PHRASES ▶ STR. 307

Using tentative language to introduce information – facts and opinions

It would [1] ___appear___ / seem that … (the trend is driven by …)
Apparently, …
There is little/no [2] ___doubt___ that … (the main factors …)
(A plant-based diet) is [3] ___said___ / thought/believed to …
People/Scientists claim/argue that …
One disturbing/interesting/surprising [4] ___result___ / outcome of … (going vegan) was that …
It is (not) believed/thought that … / to be …
It seems [5] ___clear___ / obvious/evident that … veganism …

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

7 **Choose the statement which interests you the most and write your own comments using appropriate Useful Phrases.** *Students' own answers*

1 Counting calories is a good idea, but it doesn't measure how fattening a type of food is.
2 People are told to drink more water, but drinking more water doesn't necessarily make you healthier. There are too many other factors to take into account.
3 Exercise is good for you, but it must be combined with a carefully planned diet if you really want to lose weight.
4 Pesticides lead to cheaper food, but studies link them to allergies and even cancers.

8 **Write sentences introducing information about any three of the food topics in the box.** *Students' own answers*

fad diets fast food fish farms free-range eggs full-fat milk organic vegetables processed food single use plastics

9 **In pairs, read the task below and brainstorm ideas to cover the points required in the task.** *Students' own answers*

ZADANIE MATURALNE

10 **Do the task.**

Ograniczenie spożycia cukru może mieć zbawienny wpływ na zdrowie. Napisz artykuł na szkolną stronę internetową, w którym wyjaśnisz, jak można ograniczyć cukier w diecie, i przedstawisz swój pomysł na szkolną kampanię na ten temat.

Wypowiedź powinna zawierać od 200 do 250 słów.



ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Wraz z koleżanką zamierzacie upiec ciasta na kiermasz dobroczynny. W e-mailu do koleżanki:

- zaproponuj miejsce i czas na pieczenie ciast,
- podaj przykłady wypieków, które możecie wspólnie przygotować,
- zasugeruj wykorzystanie znanego ci przepisu,
- wymień potrzebne składniki i akcesoria.

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

Dear Jo,

I'm so glad you can help me do the baking for next weekend's charity cake sale. It's really good of you.

Shall we do it at your house? My parents won't let me use our kitchen since the fire. It wasn't my fault, by the way. Perhaps we could go back to your house together after school on Friday?

How about making some dairy-free cakes for the vegans? My specialities are apple tart, banana bread and vegan chocolate cake. I've already baked them several times.

Why don't we use your mum's recipe? Her cakes are easy to make and they are always delicious. Everybody loves them.

I think we'll need to buy a bag of flour, sugar, two bars of dark chocolate, and a bunch of bananas. Let's make a list when we see one another. Maybe I could bring some cake tins and a mixer.

I'm looking forward to our baking Friday! 😊

Love,
XYZ

ZADANIE MATURALNE

1 **Read the sample task and the model answer above, then do the task below.**

Wraz z kolegą/koleżanką planujecie wspólne przyjęcie urodzinowe. W e-mailu do tej osoby:

- opisz swoje uczucia w związku z przyjęciem,
- zaproponuj miejsce i czas na omówienie waszych planów,
- podziel się pomysłem odnośnie do menu na przyjęcie,
- wyjaśnij, dlaczego zależy ci na samodzielnym zorganizowaniu przyjęcia.

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

Hi Sam,

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

06 LISTA SŁOWNICTWA

FOOD PRODUCTS | ARTYKUŁY SPOŻYWCZE

CEREAL FOODS | PRODUKTY ZBOŻOWE

barley – jęczmień / kasza jęczmienna
bread – chleb
French ~ – bagietka
sliced ~ – chleb krojony
spelt ~ – chleb orkiszowy
rye ~ – chleb żytni
wholemeal ~ – chleb razowy
breadcrumbs – okruszki / bułka tarta
crust – skórka chleba
porridge – owsianka
rye – żyto
wheat – pszenica/pszenny

DAIRY | NABIAŁ

buttermilk – maślanka
cheese – ser
blue ~ – ser pleśniowy (niebieski)
cheddar ~ – ser cheddar
~ spread / processed ~ – ser topiony
cottage ~ – twarożek
cream ~ – serek śmietankowy
curd ~ – twaróg
grated ~ – starty ser
hard ~ – ser żółty (np. gouda, cheddar)
Parmesan ~ – parmezan
soft ~ – ser miękki (np. camembert)
milk – mleko
skimmed ~ – mleko odtłuszczone
soya ~ / soy ~ – mleko sojowe
condensed ~ – mleko skondensowane
pasteurised ~ – mleko pasteryzowane
powdered/dried ~ – mleko w proszku

MEAT AND OTHER PROTEIN | MIĘSO I INNE ŹRÓDŁA BIAŁKA

black pudding – kaszanka
egg – jajko
~ yolk – żółtko jaja
~ white – białko jaja
beaten ~ – roztrzepane jajko
fried ~ / ~ sunny-side up – jajko sadzone
scrambled ~ – jajecznica
poached ~ – jajko w koszulce
soft-boiled/hard-boiled ~ – jajko gotowane na miękko/twardo
goose – gęś
lamb – jagnięcina
liver – wątróbka
loin – polędwica
minced meat – mięso mielone
mutton – baranina
poultry – drób
sirloin – polędwica wołowa
tofu – tofu
veal – cielęcina
venison – sarnina

FISH AND SEAFOOD | RYBY I OWOCE MORZA

anchovy – anchois/sardela
carp – karp
crayfish – rak
herring – śledź
lobster – homar
mackerel – makrela
octopus – ośmiornica
oyster – ostryga
prawn – krewetka
shellfish – skorupiaki
sole – sola
trout – pstrąg

FATS | TŁUSZCZE

lard – smalec
oil – olej
coconut ~ – olej kokosowy
avocado ~ – olej z awokado
rapeseed ~ – olej rzepakowy
sesame ~ – olej sezamowy

FRUIT / OWOCE

apricot – morela
berries – owoce jagodowe
blackberry – jeżyna
blackcurrant – czarna porzeczka
blueberry – jagoda
citrus fruit – owoce cytrusowe
cranberry – żurawina
date – daktyl
gooseberry – agrest
lemon – cytryna
nectarine – nektarynka
passion fruit – marakuja
prune – suszona śliwka
raspberry – malina

VEGETABLES | WARZYWA

asparagus – szparagi
aubergine – bakłażan
beetroot – burak
broad bean – bób
Brussels sprout – brukselka
cauliflower – kalafior
celeriac – seler korzeniowy
celery – seler naciowy
chickpeas – ciecierzyca
corn – kukurydza
courgette – cukinia
horseradish – chrzan
kale – jarmuż
leek – por
lentils – soczewica
marrow – kabaczek
pepper – papryka
green/red ~ – zielona/czerwona papryka
pickled cucumber – ogórek konserwowy
pulses – rośliny strączkowe
radish – rzodkiewka
rocket – rukola
soya beans – soja
string bean – fasolka szparagowa
turnip – rzepa

HERBS AND SPICES | ZIOŁA I PRZYPRAWY

caraway seed – kminek
chamomile – rumianek
chilli – chili
chives – szczypiorek
cinnamon – cynamon
clove – goździk
dill – koper
fennel – koper włoski
ginger – imbir
mint – mięta
nutmeg – gałka muszkatołowa
parsley – natka pietruszki
rosemary – rozmaryn
sage – szałwia
thyme – tymianek

PASTRIES AND DESSERTS | WYROBY CUKIERNICZE I DESERY

apple pie – szarlotka, jabłecznik
biscuit – herbatnik, ciasteczko
custard – krem angielski (słodki sos na bazie mleka, jajek i cukru)
custard tart – tarta z kremem angielskim (z mleka i jajek)
fruitcake – ciasto z suszonymi owocami / keks
gingerbread – piernik
goodies – smakołyki
ice cream cone – rożek do lodów
icing/frosting – lukier
jelly – galaretka (BrE); dżem (AmE)
meringue – beza
milk pudding – budyń
pastry – ciasto (masa); ciastko
French/puff ~ – ciasto francuskie
poppy seed cake – makowiec
sorbet – sorbet
sponge cake – biszkopt
waffle – gofr
whipped cream – bita śmietana
yeast cake – babka drożdżowa

BEVERAGES | NAPOJE

decaf / decaffeinated coffee – kawa bezkofeinowa
(double) espresso – (podwójne) espresso
filter coffee – kawa z ekspresu (przepływowego)
fizzy drinks – napoje gazowane
freshly squeezed juice – sok świeżo wyciskany
freshly ground coffee – świeżo zmielona kawa
instant coffee – kawa rozpuszczalna
soft drinks – napoje bezalkoholowe

DISHES | POTRAWY

beef broth – bulion wołowy
beetroot soup / borsch – barszcz
casserole – zapiekanka, potrawa duszona (w piekarniku)
cold beet soup / cold borsch – chłodnik litewski
cottage pie – zapiekanka wiejska
cream soup – zupa krem
dumplings – pierogi/knedle/kluski
fruit ~ – knedle
potato ~ – kopytka
steamed ~ – kluski na parze
grilled/fried chicken breast – grillowana/smażona pierś z kurczaka
instant noodles – zupa błyskawiczna
mashed potatoes – tłuczone ziemniaki
meatballs – klopsiki
pork chop – kotlet schabowy
pork ribs – żeberka wieprzowe
sausage roll – pasztecik z parówką
shish kebab – szaszłyk
spring rolls – sajgonki
smoked fish – ryba wędzona
stew – gulasz
stuffed cabbage rolls – gołąbki
(wiener) schnitzel – sznycel (po wiedeńsku)

ADJECTIVES TO DESCRIBE FOOD | PRZYMIOTNIKI OPISUJĄCE ŻYWNOŚĆ

appetising – apetyczny
bland – mdły, nijaki
chewy – gumowaty, trudny do pogryzienia
creamy – kremowy
crusty – chrupiący
edible/inedible – jadalny/niejadalny
free-range – z wolnego chowu (o jajkach)
full-fat – pełnotłusty
homemade – domowej roboty
lean – chudy (o mięsie)
nutritious – pożywny, odżywczy
off-putting – odpychający
organic – ekologiczny
pickled – marynowany
savoury – słony, wytrawny
scrumptious – przepyszny
skimmed – odtłuszczony
stale – czerstwy
stir-fried – smażony krótko na dużym ogniu
tasteless – bez smaku
tender – miękki, kruchy
tough – twardy

IDIOMS | IDIOMY

a piece of cake – pestka / bułka z masłem
apple of discord – jabłko niezgody
as cheap as chips – tanie jak barszcz
● **be cut out to be (a chef)** – nadawać się na (szefa kuchni)
be in a pickle – być w opałach, wpaść jak śliwka w kompot
bread and butter – źródło utrzymania
bring home the bacon – zarabiać na chleb
eat like a horse – jeść za dwóch
full of beans – pełen energii/werwy
go bananas – wściec się
● **have a finger in every pie** – maczać we wszystkim palce
have too much on your plate – mieć za dużo na głowie
hot potato – kłopotliwy problem
icing on the cake – wisienka na torcie
● **in a nutshell** – w pigułce
it's no use crying over spilt milk – stało się, nie ma sensu płakać nad rozlanym mlekiem
it's not my cup of tea – nie przepadam za tym
● **make sb's mouth water** – sprawiać, że komuś ślinka cieknie
sell like hot cakes – sprzedawać się jak świeże bułeczki
spill the beans – wygadać się, wyjawić tajemnicę
there's no such thing as a free lunch – nie ma nic za darmo

LISTA 06 SŁOWNICTWA
● SŁOWNICTWO – SŁUCHANIE ● SŁOWNICTWO – CZYTANIE

MEALS AND THEIR PREPARATION | POSIŁKI I ICH PRZYGOTOWANIE

COOKING | GOTOWANIE

brew tea/coffee – zaparzać herbatę/kawę
brown – przyrumienić
● **communicate positive emotions (through food)** – wyrażać pozytywne emocje (poprzez jedzenie)
cool/chill – schłodzić
cut into quarters/strips/pieces – kroić na ćwiartki / w paseczki / w kawałki
defrost – rozmrażać (lodówkę, zupę)
dice – pokroić w kostkę
drain (pasta) – odcedzać (makaron)
fry – smażyć
  deep ~ – smażyć na głębokim tłuszczu
  ~ in oil – smażyć na oleju
  shallow ~ – smażyć na małej ilości tłuszczu
● **go off** – zepsuć się
● **go stale** – zwietrzeć/zeschnąć
grate – zetrzeć na tarce
grease – natłuścić
grind (coffee/spices) – mielić (kawę/przyprawy)
● **knead dough (by hand)** – zagniatać ciasto (ręcznie)
cook sth from scratch – ugotować coś od zera
marinate (steaks) – marynować (steki)
mash – rozgniatać
measure – odmierzać/odważać
mince (meat) – zmielić (mięso)
pickle – marynować
preheat the oven – rozgrzać piekarnik
put under the grill – piec/podpiec na najwyższym poziomie piekarnika
reheat – odgrzać
rinse – opłukać
roll out (dough) – rozwałkować (ciasto)
season (to taste) – doprawiać (do smaku)
sieve (flour) – przesiewać (mąkę)
simmer – gotować na małym ogniu
smoke – wędzić
soak – namoczyć
spread sth on sth – smarować czymś coś
sprinkle – posypać, pokropić
steam – gotować na parze
stew – dusić
stir – mieszać, zamieszać
stuff – faszerować
sweeten – słodzić
● **take sb back to their heritage** – przypominać o czyichś korzeniach
thicken – zagęścić
whip/whisk (cream) – ubijać (śmietanę)

KITCHEN EQUIPMENT | SPRZĘT KUCHENNY

baking tray – blacha do pieczenia
baking dish – naczynie żaroodporne, brytfanka
biscuit cutters – foremki do wycinania ciastek
cake tin – forma do ciasta
casserole (dish) – naczynie żaroodporne
chopping board – deska do krojenia
chopstick – pałeczka
coffee grinder – młynek do kawy
coffee pot / teapot – dzbanek do kawy/herbaty
colander – durszlak
crockery – naczynia
cutlery – sztućce
grater – tarka
jar – słoik
jug – dzbanek
kitchen utensils – naczynia kuchenne
lid – przykrywka
mincer – maszynka do mięsa
napkin – serwetka
peeler – obieraczka
pepper mill – młynek do pieprzu
pepper pot – pieprzniczka
place mat – podkładka pod talerz
plate – talerz
  deep ~ / soup ~ – talerz głęboki
  dinner ~ – talerz obiadowy, płytki
  side ~ – talerzyk
press – praska, rozgniatacz
rolling pin – wałek do ciasta
salt cellar – solniczka
saucepan – rondel, garnek
saucer – spodek
serving dish – półmisek
sieve – sitko
slow cooker – wolnowar
straw – słomka
sugar bowl – cukierniczka
tray – taca
whisk – trzepaczka

CONTAINERS AND QUANTITY | OPAKOWANIA I ILOŚCI

airtight container – szczelny pojemnik
batch – większa ilość (potrawy)
clingfilm – folia spożywcza
crate – skrzynka
egg carton – wytłoczka do jajek
freezer bag – woreczek na mrożonki
handful (of cheese) – garść (sera)
parchment paper / baking paper – papier do pieczenia
plastic tub – plastikowe pudełko z przykrywką (np. na lody)
tube – tubka

EATING HABITS AND DIETS | NAWYKI ŻYWIENIOWE I DIETY

balanced diet – zrównoważona dieta
crash diet – intensywna dieta odchudzająca
cut down on (fatty foods) – ograniczyć (tłuste produkty)
dietary/eating habits – nawyki żywieniowe
digestion – trawienie
fad diet – dieta będąca chwilowo w modzie
fat-free – beztłuszczowy
food intolerance – nietolerancja pokarmowa
food poisoning – zatrucie pokarmowe
gluten-free diet – dieta bezglutenowa
high-protein diet – dieta wysokobiałkowa
indulge – pozwalać sobie na coś, folgować sobie
● **leave out / skip (a meal)** – pomijać (posiłek)
low-carb / low-carbohydrate diet – dieta niskowęglowodanowa
Mediterranean diet – dieta śródziemnomorska
number of calories – liczba kalorii
nutrition – odżywianie
past its best-before date – po dacie przydatności do spożycia
plant-based diet – dieta roślinna
processed foods – produkty przetworzone
reduce fat/sugar intake – ograniczyć spożycie tłuszczu/cukru
second helping – dokładka
staple foods – podstawowe artykuły spożywcze
● **stay hydrated** – pić wystarczająco dużo płynów
● **trigger a burst of energy** – wywoływać przypływ energii
weight gain / weight loss – przybieranie na wadze / utrata wagi
● **willpower** – siła woli

NUTRIENTS | SKŁADNIKI ODŻYWCZE

animal/vegetable fat – tłuszcz zwierzęcy/roślinny
calcium – wapń
carbohydrates – węglowodany
cholesterol – cholesterol
fibre – błonnik
high-carb product – produkt o dużej zawartości węglowodanów
potassium – potas
protein – białko
starch – skrobia
saturated/unsaturated fats – tłuszcze nasycone/nienasycone

CAFÉS AND RESTAURANTS | LOKALE GASTRONOMICZNE

all-you-can-eat restaurant/buffet – restauracja, w której po zapłaceniu określonej kwoty można zjeść dowolną liczbę dań
bistro – bistro, rodzaj baru
brasserie – mała restauracja
buffet car – wagon restauracyjny
coffee shop – kawiarnia, bar kawowy
drive-through – restauracja obsługująca klientów zmotoryzowanych
ice cream parlour – lodziarnia
vegan/vegetarian restaurant – restauracja wegańska/wegetariańska

EATING OUT | JEDZENIE POZA DOMEM

à la carte – wybór z karty
cuisine – kuchnia (danego regionu)
main course – danie główne
overpriced – zbyt drogi
(rare) delicacy – (rzadki) przysmak
reasonably priced – w rozsądnej cenie
set menu – gotowy zestaw
tip/gratuity – napiwek

PRONOUNCE IT

/uː/ and /ʊ/ sounds

English has long and short vowel sounds.
- long sound /uː/ (e.g. *soon*) and short sound /ʊ/ (e.g. *look*)

Be careful, the letters *oo* can make /uː/ or /ʊ/.

1 06 07 **Listen and repeat. Then write the words in the correct column.**

/uː/	/ʊ/
_____	_____

2 06 08 **Which word has a different vowel sound to the other words in each group? Listen and check.**

1 food cook brew
2 full stew menu
3 goose gluten good
4 sugar tube prune
5 tofu put juice

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 Mark seems irresponsible and lazy, I don't think he's *cut out to be a chef* (*nadaje się na szefa kuchni*).
2 When I was a student, *I would often leave out / skip breakfast* (*często pomijałem śniadanie*) and had a large lunch instead.
3 *Food items that have gone / went off / Food that has gone / went off* (*Produkty żywnościowe, które zepsuły się*) should be put in that black container in the corner of the room.
4 Although she clearly *had too much on her plate* (*miała za dużo na głowie*), she managed to pass the entrance exam with flying colours.
5 The casserole will take a long time to cook *unless you preheat the oven first* (*chyba że najpierw rozgrzejesz piekarnik*).
6 We had to leave in a hurry to catch the bus, *although I had just brewed* (*mimo że właśnie zaparzyłem*) some delicious tea.

DOBIERANIE Z PRZEKSZTAŁCANIEM

2 Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

taste excite disappoint diet use reason

SAVE FOOD, SAVE MONEY – DISCOVERING FOOD WASTE APPS

In today's world, tackling food waste is both a challenge and an opportunity for change. If you're looking for a way to enjoy [1] *reasonably* priced meals while cutting down on waste, food waste apps could be the answer. Their concept is easy – they connect [2] *users* with restaurants, cafés and shops that offer unsold food, which would otherwise go to waste, at discounted prices. All you need to do is download an app, choose a shop or restaurant near you, make the payment on the app and collect your food some time later.

One of the most popular apps additionally offers an element of [3] *excitement* by offering mystery boxes filled with unsold food. The contents are always a surprise, and for a significantly reduced price – often 50% or less – you will receive a selection of items that need to be picked up at a specific time, usually at the end of the day. In contrast, another app provides greater flexibility. It lists food that is about to expire, allowing you to select items that suit your [4] *dietary* habits. After purchasing the food through the app, you can collect it at your convenience before the store closes.

Best of all, you can enjoy fresh, high-quality meals at a great price while making a difference in reducing food waste.

TEKST Z LUKAMI

3 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

SOME THOUGHTS ON COOKERY PROGRAMMES

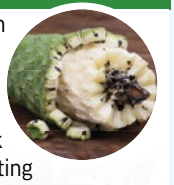
I'm a big fan of cookery programmes. Had I not watched so many of them, I [1] *would/'d* have no idea how to cook chickpeas properly, make classic risotto or knead bread dough. But cooking shows offer much more than just tips for perfecting your technique. They broaden your horizons about other cuisines and their exotic flavours, which you may not have a chance to try [2] *unless* you travel widely or live in a truly multicultural city. Thanks to cooking shows I've found out about various unusual ingredients that you can sometimes come across in [3] *an* overpriced supermarket for food lovers, such as black garlic, bitter cucumber or enoki mushrooms. Equipped with this basic knowledge, I get more adventurous and dare to experiment with new products.
That said, there is one thing that annoys me about these shows. It's the part when the cook tastes the food they've prepared. Even though it's always described in a way that [4] *makes* your mouth water, deep down I doubt that the final result is always so scrumptious. How come they never spoil the dish? [5] *Even* the best chefs must sometimes add too much salt or overcook the veg, don't you think?

TEKST Z LUKAMI

P

4 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

WHAT'S SO DELICIOUS ABOUT MONSTERA DELICIOSA?



Monstera Deliciosa, which you can see in the photo, [1] *used* to be a common houseplant in the 1970s and then its popularity declined. Now it's made a comeback as more and more people are creating their own 'indoor jungles'. It's an ideal plant since it grows fast and big, is extremely easy to look [2] *after* and has beautiful decorative leaves with holes. [3] *Because* of them monstera is sometimes called the Swiss cheese plant.

Not every owner of this plant knows, however, that in its natural habitat it also produces delicious fruit known as Mexican breadfruit. It tastes [4] *like* a combination of pineapple and banana. But you can't eat the freshly-picked fruit because it's toxic and can irritate your mouth and stomach. You need to wait for a few days [5] *until* it opens up naturally and shows its white aromatic flesh. Then it's ready and safe to eat. Yummy!

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

1 Can you cook? What dishes can you prepare?
2 Do you like eating out? Why? / Why not?

UCZEŃ B

1 How often do you eat fast food? Why?
2 Do you take a lunchbox to school? Why? / Why not?

ZADANIE 1 *Students' own answers*

UCZEŃ A

Gościsz u siebie ucznia/uczennicę z Walii. Przygotowałeś/Przygotowałaś kolację na jego/jej powitanie. Jedna z podanych potraw zainteresowała tę osobę. Rozmawiasz z nim/nią na ten temat. Poniżej podano cztery kwestie, które musicie omówić.

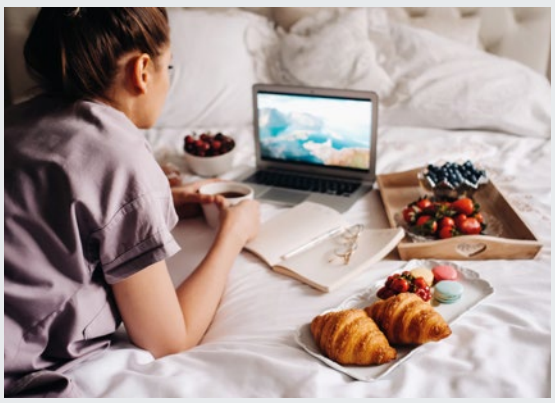
- Potrzebne składniki
- Sposób przygotowania potrawy
- Twoje inspiracje kulinarne
- Propozycje kulinarne na kolejny wieczór

Rozmowę rozpoczyna uczeń B.

▶ UCZEŃ B STR. 334

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



1 Why do you think the woman is eating in bed?
2 Would you invite your friends to a healthy food restaurant for your birthday? Why? / Why not?
3 Tell me about a situation when you or someone you know had to cook for a large group of people.

ZADANIE 3 *Students' own answers*

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

W twojej szkole trwa akcja, której celem jest zachęcenie młodzieży do codziennego jedzenia śniadań. Która z propozycji plakatu, twoim zdaniem, najlepiej przemówi do młodych ludzi?

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

1



2



3



UCZEŃ A

1 Why is having a balanced diet important?
2 Why do some people become vegetarians or vegans?

UCZEŃ B

1 How can schools promote healthy eating habits?
2 Why do you think some people get obsessed with cooking?

01-06 POWTÓRZENIE KUMULATYWNE

SŁUCHANIE

UZUPEŁNIANIE LUK

1 06 09 **Usłyszysz dwukrotnie tekst na temat struktury rodzin. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

1 In the scenes from Christmas, the family group *begins to shrink / diminish / get smaller / is shrinking / diminishing / getting smaller / shrinks / diminishes / gets smaller* as the years go by.

2 In traditional extended families, older children are *made to look after / supposed to look after / expected to look after / responsible for looking after* their younger brothers and sisters.

3 The extended family has been *replaced by / reduced to* people in our immediate surroundings.

4 New family structures have emerged in which people work together and *share common areas / share (various) facilities / use (various) facilities together*, such as playgrounds or kitchens.

DOBIERANIE ZDAŃ DO WYPOWIEDZI

2 06 10 **Usłyszysz dwukrotnie cztery wypowiedzi na temat zasad panujących w szkole. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This person mentions

A a rule change resulting from consultation with students.

B a rule that some people were unaware of.

C an idea which helps students maintain school-life balance.

D a slight problem after a change in the school.

E a change which the speaker suggested.

1	2	3	4
B	D	C	A

ŚRODKI JĘZYKOWE

TEKST Z LUKAMI

3 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Jane Austen

One of Britain's most loved authors, Jane Austen, wrote novels in which all her heroines found Mr Right. It might seem unusual then that Ms Austen herself [1] *never* married. She was, however, engaged … just for one night.

Two weeks before her 27th birthday, in 1802, she accepted a proposal of marriage from a friend of the family – Harris Bigg-Wither – whose sisters she was visiting at their stately home, Manydown Park. Harris, who was six years younger than Austen, was not very handsome and, [2] *despite* his family's wealth and social standing, was not refined either. It was speculated she had agreed to marry him not for love, but in order to secure her future or because of her friendship with his family.

Overnight though, Austen changed her mind. Clearly, he hadn't swept her off her [3] *feet* as she realised she couldn't go through with the marriage and hastily left Manydown. Thus, she rejected a loveless relationship that [4] *would/could/might* have provided her with financial security. Austen remained single and focused on writing rather than managing a household and [5] *raising/having* children. While none of Austen's characters can be called feminists, she herself challenged the view that unmarried women could not fend for themselves.

TEKST Z LUKAMI

4 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Food Fusion

Food fusion is a form of cooking which brings together food from different places and uses them to create [1] *an* exciting, new dish. There are different ways to do this. One is to take two recognised kinds of cuisine and to combine them with little or no thought. An example of this is the taco pizza, [2] *which* is simply a traditional pizza with a topping of cheese and tomato, but with some typically Mexican ingredients and spices added as well.

The second way is to recreate a dish while changing some of the ingredients because the traditional ones are difficult to obtain. The UNESCO recognised Macau cuisine was perhaps the first example of this [3] *kind/type/sort* of food fusion. After the Portuguese in 1557 took over Macau, a small area on the Chinese coast, many settlers married local women who then travelled with them back to Portugal. There, the wives learned Portuguese recipes which, when they returned to Macau, they made with whatever ingredients they [4] *could/might/may/would* find. A good example of this is the dish *O Diablo* – a meaty casserole which manages to be sweet, sour, spicy, salty and delicious all in one mouthful, and definitely more worthy of praise [5] *than* a taco pizza!

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SŁOWOTWÓRSTWO

5 **Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

EATING DILEMMAS

It appears that the question of what to eat and what not to eat is actually a fairly confusing dilemma for a lot of people out there. A new survey suggests that most Brits are confused about what constitutes a [1] *nutritious* (NUTRITION) meal and what counts as an irresponsible food choice.

In a nutshell, the respondents claim that they want to eat [2] *healthily* (HEALTH) and are even prepared to pay slightly more for good quality products. Most of them recognise the importance of eating five portions of vegetables and fruit daily, even though not all of them manage to do it. They also said they try to buy fresh products rather than [3] *processed* (PROCESS) food whenever they can afford to do it. It would appear that most of the people surveyed are well aware that developing bad [4] *dietary* (DIET) habits will, in the long run, put their overall health at risk. However, they complain about getting too much conflicting information about what to eat and not knowing who to trust for reliable advice. This is understandable to a certain extent, considering the amount of nonsense typically spread by so-called social media experts on every possible topic.



TEKST Z WYBOREM WIELOKROTNYM

6 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.**

THE HISTORY OF TRADE UNIONS IN BRITAIN

It is sometimes difficult to believe that trade unions have only been fully recognized by the British government since the late nineteenth century. However, unions did exist before then, although their members often [1]____ their jobs or were imprisoned. In 1799 and 1800 laws were introduced that said that anyone going on strike could be sent to prison for three months. That law changed in 1824 but workers still found it hard to make politicians [2]____ to them.

In 1834, one of the most infamous events in union history occurred. A group of agricultural workers in the town of Tolpuddle got together and agreed that they would not work for less than ten shillings a week. Although the law allowed them [3]____, making such an agreement with other people was illegal. The workers were sentenced to seven years imprisonment in Australia, where many criminals were sent to at the time. [4]____ seven workers became heroes as public opinion was very much against the government's actions. A petition was signed by 800,000 people and the imprisoned workers were [5]____ allowed to come back home after a year.

Another group known as the Chartists noticed the power of the petition and a People's Charter was [6]____ in 1838 demanding the right to vote for everyone, not just for the rich. This was rejected, as was a second petition in 1842, signed by three and a half million people.

However, times were changing and the people weren't about to give up.

1	**A** left	**B** lost
	C got	**D** quit
2	**A** listen	**B** to listen
	C listening	**D** to listening
3	**A** to refuse to work	**B** to refuse working
	C refusing to work	**D** refusing work
4	**A** All	**B** The
	C Some	**D** That
5	**A** eventually	**B** hardly
	C mostly	**D** initially
6	**A** took on	**B** went through
	C left out	**D** drawn up

07 ZAKUPY I USŁUGI

SŁOWNICTWO

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?**
Students' own answers



SHOPS AND GOODS | RODZAJE SKLEPÓW I TOWARY

2 **Where can you buy these things? Match product groups 1–4 to the shops from the box. There are three extra words. Then in pairs, say what else you can buy in these shops.**

DIY shop electronics shop fishmonger's
greengrocer's patisserie stationer's
underwear shop

1 home appliances, home audio, computers, tablets *electronics shop*
2 saw, drill, nail *DIY shop*
3 printer and copy paper, notebooks, pads *stationer's*
4 seafood, live shellfish, the daily catch *fishmonger's*

3 **What are the general names of product groups 1–4 in Exercise 2? Use the words from the box. There is one extra word. Then in pairs, think of more examples of the goods in the box.**

consumer durables hardware
perishables stationery toiletries

1 *consumer durables* 2 *hardware*
3 *stationery* 4 *perishables*

4 07 01 **Listen to four recordings. Where are the speakers? There are two extra places. Have you ever bought anything from the places in the box?**

chain store charity shop convenience store
discount store flagship store street stall

1 *charity shop* 2 *street stall*
3 *chain store* 4 *discount store*

SELLING AND BUYING | SPRZEDAWANIE I KUPOWANIE

5 **Label the photos with the words from the box. There is one extra word. Then in pairs, discuss if you've ever done these activities.**

bargaining buying in bulk flea market
ordering online window shopping


1 *window shopping*


2 *ordering online*


3 *flea market*


4 *buying in bulk*

6 **Choose the correct words to complete the text. Have you noticed the trend described in the text?**

During an emergency or a health crisis, people exhibit various erratic behaviours, one of them being hoarding food items and other supplies, also called [1]*impulse / panic / purchase* buying. This can lead to product [2]*shortages / bargains / consumption* or even some necessities no longer being [3]*in / out of / off* stock for long periods of time.
We observed this at the start of the Covid-19 pandemic in 2020. According to studies, this phenomenon was noted in at least ninety-three countries around the world. Consumers worried that everything would quickly sell [4]*out / up / at* and that shops would [5]*lift / raise / put* up their prices. People were stocking [6]*off / up / in* on everything, from toilet paper, disinfectant spray and wipes, to pasta and tinned food. They were buying [7]*up / out / off* most products in supermarkets leaving shelves completely empty. As a result, daily necessities were unavailable for months. Fortunately, after a few months, consumers realised that hoarding wasn't necessary and things returned to normal.

7 **ŚRODKI JĘZYKOWE** **Complete each pair of sentences with one word.**

1 ___on___
There were many types of toast bread at the supermarket and I bought the one that was ... special offer.
There was a great end-of-line designer jacket ... sale in the department store, but I decided not to buy it.

2 ___order___
My neighbour makes a living running an electrical goods mail ... business.
I sent them my ... yesterday; they confirmed it today and will be sending the goods next week.

3 ___good___
Anne got a ... deal in a local shop and bought a new bike at a reduced price.
The electronics shop on the main street has a ... range of smartphones and tablets.

4 ___checkout___
The shop assistant at the ... asked if I wanted a bag to carry my shopping.
I was in a hurry, so I queued up at the self-service ... because I thought it would be faster.

5 ___price___
I always check out some ... comparison websites before I make a decision to make a purchase online.
The blouse didn't have a ... tag and Jane didn't know how much it was.

PAYMENTS, PRICES AND BARGAINS | ŚRODKI PŁATNICZE, CENY I OKAZJE

8 **Complete the text with the words from the box. There are three extra words. How do you usually pay for items in a shop?**

card cashless contactless currency debit enter insert instalments reader splash

Forms of payment at SuperStar Market

- You can pay in cash.
- You can pay by credit or [1] ___debit___ card.
- [2] ___Contactless___ payment is possible, but you can also [3] ___insert___ your card in the device if preferable.
- Purchases over £45 will require you to [4] ___enter___ your PIN.
- Other [5] ___cashless___ payment options are paying by cheque or using a gift [6] ___card___.
- Please note that we do not accept payments by bank tranfer or in [7] ___instalments___.

9 **Have these pairs of words and phrases got the same (S) or a different (D) meaning? In pairs, explain the differences in meaning.**

1 haggle | bargain over something ___S___
2 half price | discounted ___D___
3 retail price | wholesale price ___D___
4 reduced price | rock-bottom price ___D___

10 **Complete the table it with the words in the box. Then in pairs, talk about things you've recently bought or you want to buy using the words below.**

budget cheap and cheerful cost a small fortune cost an arm and a leg costly dirt cheap low-cost rip-off unaffordable

Low prices	___budget, cheap and cheerful, dirt cheap, low cost___
High prices	___cost a small fortune, cost an arm and a leg, costly, rip-off, unaffordable___

PROMOTION AND ADVERTISING | PROMOCJA I REKLAMA

11 **Complete the collocations with the words from the box. There are two extra words. Have you recently encountered these forms of advertising?**

ad(s) advertising brand endorsement mail sample slogan

1 advertising/snappy ___slogan___
2 banner/classified ___ad(s)___
3 celebrity/political ___endorsement___
4 comparative/outdoor ___advertising___
5 direct/junk ___mail___

12 **ŚRODKI JĘZYKOWE** **Complete the text with the words from the box in the correct form. There are two extra words. What do you think of this type of advertising?**

boost brand endorse prospect public sell



A NEW KIND OF ADVERTISING

Nineteen-year-old Holly is in her home studio recording a new video for her 100k social media followers. This time she's talking about a new skincare line and showing her daily routine using the products. But Holly didn't choose the products herself. A company pays her [1] ___to endorse___ their products and advertise them to her followers.
Holly is an 'influencer'. Influencers are experts in their field and have a huge social media following. As a well-known beauty blogger, Holly mainly attracts beauty [2] ___brands___. By mentioning the products, she creates [3] ___publicity___ and, as a result, helps increase sales. This is called influencer marketing. Instead of paying millions for a commercial that might not even be seen by the target audience, marketers prefer to split that money between a number of influencers who already have an audience which includes the company's [4] ___prospective___ customers. So, next time you see an influencer talking about a product or service, ask yourself if they're trying to sell you something.

07 SŁOWNICTWO

▶ LISTA SŁOWNICTWA STR. 120

SERVICES | KORZYSTANIE Z USŁUG

13 07 02 **Listen to six recordings and complete the notes.**

	PROBLEM	PLACE / PERSON
1	*new keys / duplicates needed*	key cutting place
2	broken frames	*optician*
3	*passport photos needed*	photo booth
4	some home renovations	*handyman*
5	*dirty clothes (on a backpacking trip)*	laundrette
6	petrol needed	*service station*

14 **In pairs, discuss when people use the services from the box. When did you or somebody you know last use some of these services?**

bicycle repair shop massage therapist law firm
courier nail bar taxi service window cleaner

FINANCE AND BANKING | FINANSE I BANKOWOŚĆ

15 **Choose the correct words to complete the sentences. Then in pairs, ask and answer the questions.**

1 Why do you think people regularly *invest* / *deposit* money into bank accounts?
2 What should you do to avoid being in the *blue* / *red*?
3 Is it a good idea to put *aside* / *off* some of your earnings on a regular basis?
4 What would you do if someone *owed* / *charged* you money and didn't want to pay you back?
5 In what ways are *transfer* / *standing* orders useful?
6 Is withdrawing money from *money* / *cash* machines popular in Poland?
7 Where can you find the best exchange rate if you want to *change* / *repay* money before going abroad?
8 Why do you think it's important to regularly go through your bank *statement* / *overdraft* and check all your transactions?

COMPLAINTS | REKLAMACJE

16 07 03 **Listen to three recordings. What's the problem? What's the outcome of the conversation? Use the words from the box to help you.**

chipped paint client service adviser defective
file a complaint get a replacement
get store credit out of order proof of purchase
receive a refund return an item shrunk and faded
under warranty

1 _____ 2 _____ 3 _____

17 **Have you ever made a complaint about something? What was wrong and how did it get resolved?**
Students' own answers

18 **Choose the correct words to complete the infographic. Have you ever made a formal complaint about a service or a product?**

More and more people are becoming aware of rights they have as consumers and they won't hesitate to file a complaint if they have a problem with a product or service.

The top four reasons why customers complain:

Poor Customer Service
The top reason why customers complain is slow or rude [1]*customer* / *consumer* service. No one likes waiting ages for the products they bought or for the an adviser to pick up the phone.

Low Quality Goods or Services
If you promise high quality products and then the customers' [2]*experiences* / *expectations* aren't met, you are bound to receive a complaint.

Poor Customer Experience
If a customer makes an [3]*unsatisfactory* / *unaffordable* purchase and you make it hard for them to return the product, they will make a complaint.

No Contact
If a customer wants to get their [4]*refund* / *money* back but you never respond to their calls or emails, they are likely to go on social media to make their complaint public.

GO FOR IT

19 **In small groups, do the task. You are going to prepare a project on Poles' shopping habits. Think of people you know and discuss:**

- what shops and services they use,
- what forms of payment they prefer,
- if they are influenced by advertising and what kind,
- how often they complain in shops,
- what compensation they receive.

Present your project to the class and compare your ideas.
Students' own answers

Exercise 14
Suggested answers:
bicycle repair shop – when they have a problem with their bike; courier – when they need to send/deliver something fast; law firm – when they need legal advice; massage therapist – when they need to relax or they have e.g. back pain; nail bar – when they need a manicure; taxi service – when they need to get somewhere, e.g. to the airport, in a fast and comfortable way; window cleaner – when their windows are dirty

Exercise 16
The problem:
1 The cash machine is out of order.
2 The bike is defective – chipped paint under the seat; still under warranty.
3 The jeans shrank and faded.

The outcome of the conversation:
1 The customer wants to talk to the client service advisor and file a complaint.
2 The customer will get a replacement after showing proof of purchase.
3 The customer wants to return the jeans, though she can't get a refund, but she will get store credit.

MÓWIENIE Rozmowa z odgrywaniem roli

07

1 **In pairs, discuss whether you enjoy doing the activities in the box. Put them under these two headings: *A great day* out and *An awful day out*. Add your own ideas.** *Students' own answers*

a bike ride a museum visit a picnic in the park
a shopping trip a walk

TRENING MATURALNY

2 07 04 **Read the task below. In pairs, discuss what you might say about the four topics. Then listen to students doing the task and write down what they say. Compare your ideas.** *Students' own answers*

Planujesz niespodziankę dla kolegi/koleżanki: wspólną wyprawę na zakupy. Porozmawiaj o pomyśle z innym kolegą / inną koleżanką. Poniżej podano cztery kwestie, które musicie omówić w rozmowie. Rozmowę rozpoczyna uczeń A.

Powód wyprawy
Miejsce zakupów
Wybór sklepów
Przerwa na obiad

3 07 04 **Read the tip below. What three things does Student B 'express doubt' about during the task? How does Student A respond? Listen again and check.**

W trakcie rozmowy rozmówca może wyrazić wątpliwość, nie zgodzić się z jakąś kwestią lub poprosić o wyjaśnienie. Potraktuj to jako część zadania, nie negatywną ocenę umiejętności. Wysłuchaj uważnie pytania lub uwagi i odpowiedz w adekwatny i naturalny sposób.

4 **Complete the Useful Phrases box with one word in each gap.**

USEFUL PHRASES ▶ STR. 298

Asking for advice

Do you have any recommendations/suggestions for where I [1] *should / can* go?

Do you think it's a good idea to … (book a table)?

Giving advice and making suggestions

I [2] *thought* we could / I was thinking we could … (take her out).

If I [3] *were* you, I'd … (try Jones). We could always … (get the bus).

Here's an idea / a [4] *better* idea – let's / why don't we (just stay in the High Street).

Accepting and rejecting advice or suggestions

OK, that [5] *suits* me / that's fine by me.

Good plan! / That sounds like a plan. That sounds spot on! / Perfect!

I'm [6] *not* convinced. That might not be the best idea.

▶ ZESTAW ZADAŃ STR. 123

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

5 **In pairs, try to act out the same role-play with the notes you made in Exercise 2 and appropriate Useful Phrases.** *Students' own answers*

6 **In pairs, invent your own role-play dialogue with different reasons for the trip, a different location, different shops and different lunch suggestions. Practise your dialogue and take it in turns to be Student A and B.** *Students' own answers*

7 **In pairs, read the Culture Bit and discuss whether there is anything similar in Poland. How would you try to sell unwanted household goods?** *Students' own answers*

CULTURE BIT | UK car boot sales



Car boot sales are a form of market where people come together – usually in a large field or similar space – and sell unwanted household goods or personal belongings. You usually pay a small entrance fee, park your car, set up a table or literally sell your stuff out of your car boot.

Exercise 3
Doubt about a shopping trip: St A says it might be good for the friend.
Doubt about where to shop: St A agrees with St B's alternative suggestion.
Doubt about where to eat: St A says they have cheap lunch menus.

ZADANIE MATURALNE

ALSO AVAILABLE DIGITALLY
For the teacher:
Model answer (audio + script)

8 **In pairs, do the task below.**

UCZEŃ A

Po zakończeniu studiów w Wielkiej Brytanii chcesz sprzedać niepotrzebne przedmioty na samochodowej giełdzie staroci. Porozmawiaj o pomyśle ze współlokatorem/współlokatorką. Poniżej podano cztery kwestie, które musicie omówić w rozmowie. Rozmowę rozpoczyna uczeń A.

Przedmioty na sprzedaż
Informacje na temat giełdy
Prognozowana pogoda
Ceny

▶ UCZEŃ B STR. 334

07 04

07 CZYTANIE Dobieranie zdań do luk w tekście

Great news!

Be Green with Colleen's Eco Farm
(our weekly online newsletter)

Our loyal customers know all about the quality of the produce that we sell in our farm shop and garden centre. [1] _D_ No wonder! Everything is reasonably priced and Fatima's cakes are the most delicious you'll ever taste!

Now, we're delighted to say we're opening a new shop right next to the café. It's not a normal shop because it's not for profit. You can't spend any money in it. [2] _C_ Our new shop is called The Swap Shop! The idea is that you bring in things you don't want any more and exchange them for things you need. We've received a ton of donations to get us started, so we've already got a wide selection of clothes, accessories, jewellery, footwear, domestic appliances, furniture, electronics, books and lots more. It's like a megastore of second-hand goods!

Why pay through the nose for badly-made clothes in a chain store when you can help recycle perfectly good garments at The Swap Shop? [3] _E_ Is there any reason to go bargain hunting in retail parks when the consumer society has no place in your heart? So, feel free to drop in any time and see what we've got. You'll always get a good deal from our super-friendly, highly-trained staff Piotr and Francesca.

By the way, would you like to know how to re-fashion worn-out things to give them new life? [4] _A_ The classes are free as long as you promise to donate your time in exchange to teach something you know how to do, e.g., music, painting or foreign languages.

Come to Colleen's this Saturday for the opening of The Swap Shop. Bring your family and friends and make a day of it. For the kids, there are free donkey rides and farm animals to feed. You can stock up on fresh fruit and veg at the farm shop, browse around the plants in the garden centre, have a tasty snack in the café and swap to your heart's content in our brand-new Swap Shop!



1 **Read the heading of the text. How can a business 'be green'?** *A charity shop or similar place; clothes, books/ records, accessories.*

2 **Read the text quickly. In pairs, answer the questions.**

1 What can you buy at Colleen's Eco Farm?
2 What does the 'great news' in the text refer to?
3 What else can you do at Colleen's?

TRENING MATURALNY

3 **Match sentences 1–4 to sentences a–d. Use the underlined words to help you.**

1 The clothes in that shop cost a fortune. _b_
2 Our company has just made its biggest profit ever. _c_
3 How can you get designer clothes at bargain prices? _d_
4 Would you like to know how to manage your money? _a_

a If so, you'll find lots of useful tips on our website.
b In spite of that, the quality is not that great.
c Well done to all our hard-working employees!
d Where can you find the best deals in town?

4 **Match the four pairs of sentences from Exercise 3 to items 1–4 in the tip. Give reasons for your answers.**

Pamiętaj o następujących punktach:

1 Po pytaniu zazwyczaj następuje odpowiedź. _4a_ *A question followed by an answer – Do you know …? / If so, you'll …*
2 Po jednym pytaniu może nastąpić kolejne. _3d_ *A question followed by another question – How can you …? / Where can you …?*
3 Czasem zdania mogą wiązać się ze sobą poprzez słowa i zwroty wprowadzające informacje dodatkowe lub przeciwstawne. _1b_ *In spite of contrasts the high prices with poor quality.*
4 Niektóre zdania rozwijają myśl wyrażoną w poprzednim stwierdzeniu. _2c_ *'Well done' comments on the big profits.*

Exercise 2
1 fresh fruit and vegetables from the farm shop; plants in the garden centre; other food products in the delicatessen
2 They're opening a new shop / The Swap Shop.
3 learn how to re-fashion worn-out things; donate your time to teach skills; get a donkey ride and feed farm animals (if you're a child); have a tasty snack and a drink in the café

ZADANIE MATURALNE

5 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujący fragment (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

A If you would, you could join Francesca every Saturday at 3 p.m. to learn sewing, dyeing and other techniques.

B This is something you can't always find in today's commercial world, no matter how much money you might have.

C Although we're not putting anything up for sale, we're not giving things away for free, either.

D And since we opened our café and delicatessen last year, we've welcomed more customers than ever.

E What's the point of forking out on electronic devices at rip-off prices when you can come here and help prevent the climate crisis?

6 SŁOWNICTWO Complete the definitions with words or phrases from the text.

1 a general word for an item of clothing, e.g. a shirt, a dress or a pair of trousers *garment*
2 a large number of things to choose from *wide selection*
3 a place to buy all kinds of flowers, plants and accessories *garden centre*
4 a place with several shops around a large car park *retail park*
5 a place, often in the country, that sells self-produced foodstuffs *farm shop*
6 a shop where you can buy good quality cheese, meat, salads or take-away meals *delicatessen*
7 electrical equipment used at home, e.g. a fridge or a washing machine *domestic appliances*

7 SŁOWNICTWO Complete the questions with one word from the text in each gap. The first letter of each word has been given. Then in pairs, ask and answer the questions.

1 Do you ever **s***wap* things with your friends?
2 Do you ever give **d***onations* to charity shops?
3 Do you enjoy bargain **h***unting*?
4 Do you ever **b***rowse* around a shop and end up not buying anything?
5 What shops in your town offer good service and **r***easonably* priced products?
6 Do you think it's ever a good idea to **f***ork* out on an expensive meal?
7 Have you ever paid through the **n***ose* for something that really wasn't worth it?

8 In pairs, answer the questions. *Students' own answers*

1 If there was a place like Colleen's in your town, would you go there? Why? / Why not?
2 Have you ever bought second-hand clothes? What kind? Where?
3 Do you think it's better to repair old clothes or to replace them? Give reasons for your answers.

CULTURE BIT | Charity shops

Walk along any British or Irish High Street today and you're sure to find a charity shop. These are shops that accept donations of all kinds of things (clothes, jewellery and accessories, footwear, sports equipment, domestic appliances, furniture and almost anything else) and sell them to make money for good causes like medical research or animal welfare. The donations are usually second-hand goods, but they can be unused and many charity shops also sell some brand new products, such as greetings cards. Most of the staff working in these shops are volunteers who give their time for free. Charity shops have been a part of the British retail scene for quite a while. The first Red Cross shop was opened in London's Bond Street in 1941. Today, there are over 9,000 charity shops in Britain and Ireland. Two of the largest charity shop organisations in the UK are the British Heart Foundation and Cancer Research UK. Many environmentalists recommend buying things from charity shops since recycling second-hand clothes and other goods is less damaging for the environment.

LIFE SKILLS | Shopping ethically

9 In pairs, think of the advantages and disadvantages of doing the things in the box. Think about how they affect you and your family. You can also focus on the economy of your country and the environment. *Students' own answers*

- repairing used and damaged clothing
- buying second-hand domestic appliances (e.g. fridges) and electronic devices (e.g. phones)
- shopping in charity shops
- driving to out-of-town megastores and retail parks
- shopping locally

10 In pairs, write a text of no more than 100 words encouraging people to shop ethically. *Students' own answers*



07 P CZYTANIE Wybór wielokrotny



THE PROBLEM WITH ONLINE SHOPPING

by Alison White

I've never really enjoyed shopping. It's no fun fighting your way through crowds of shoppers on the High Street, especially during the sales. I can't stand queuing up to pay and I hate self-service checkouts. Trying on clothes in changing rooms is a pain. (It's always so hot!) And my memory is not great, so more than once I've carried heavy shopping bags down to an underground car park only to find I don't remember which level I parked on.

So last month I decided to do all my shopping online. What's it been like?

Obviously, it's much more convenient to buy anything you want with just a click of the mouse. There's an incredible range of products online. And if you like bargains, you can find some great reductions. You can save money as long as you're careful and just buy what you need. If not, you can spend a fortune. However, I am careful so, overall, my experience of online shopping has been a success.

But ... there is one disadvantage. Online shopping isn't exactly 'what you see is what you get'. When you look around real shops, you can pick up and examine your potential purchases. Not online. You rely on adverts: photos and descriptions. And they're not always accurate.

One problem is colour. I bought some new curtains for my room. In the photo, they were a beautiful shiny gold. In reality, they looked like mud hanging over my windows. Another problem is size, especially for shoes and clothes. I'm not really into the latest fashions or trendy designer clothes, but I was looking for a new party dress. I found one that looked perfect. What's more, it was last year's model, so it was fairly inexpensive. The website had a chart to help you choose the right size, so I measured myself carefully and ordered the dress. It came the next day, but it was so tight I couldn't pull the zip up. I exchanged it for a bigger size. But that one was too loose! Other disasters include a tiny bottle of perfume in a huge box, a T-shirt with a big red stain on the front (was it ketchup?) and some trousers that were torn in a very important place.

Fortunately, when you're unhappy with something you've bought online, they replace it, no questions asked. Or you can just return it without paying anything. Just as well, really.

Rozwiązując zadania sprawdzające określanie intencji autora tekstu, należy odpowiedzieć sobie na pytanie, w jakim celu tekst został napisany:

- czy autor chce czytelnika o czymś poinformować,
- czy chce coś mu wytłumaczyć,
- czy chce coś opisać lub
- czy chce coś doradzić albo przed czymś ostrzec.

ZADANIE MATURALNE

1 Przeczytaj tekst. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.

1 Sharon sometimes forgets
- **A** why she dislikes shopping.
- **B** what to do at self-service checkouts.
- **C** things in changing rooms.
- **D** where she's left her car.

2 What does she dislike about shopping online?
- **A** There's too much choice.
- **B** You can't always find everything you need.
- **C** It makes her spend money she hasn't got.
- **D** You can't touch the products.

3 What did she like about the dress she saw online?
- **A** It was a lovely colour.
- **B** It was really fashionable.
- **C** It didn't cost much.
- **D** It came in several sizes.

4 What's Sharon's experience of returning unsatisfactory online purchases?
- **A** It's usually a disaster.
- **B** She finds it very easy to do.
- **C** The sellers ask a lot of questions.
- **D** It can be expensive.

5 What is the main purpose of this text?
- **A** To point out one major problem with online shopping.
- **B** To explain how to shop online effectively.
- **C** To describe some shopping disasters she's suffered.
- **D** To show that shopping for clothes online is popular.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

SŁUCHANIE Wybór wielokrotny

07

1 **When you go into a shop, how much do the factors in the box influence your decision to buy things? Discuss with a partner and add your own ideas.** *Students' own answers*

customer service
range of products
special offers
music and lighting
shop layout and displays

TRENING MATURALNY

2 **Read the tip below and questions 1 and 2. Guess what the recording is about. Decide which question is about one specific piece of information, and which question is about something more general.** *1 = specific info 2 = more general (drawing conclusions)*

1 The shop assistant finds out that

a there is one item in stock.
b there are four items in stock.
c there are none in stock.

2 The customer wants to

a complain about an advert on the website.
b try on several different sizes.
c find an item of clothing in a store.

Zanim wysłuchasz nagrania, spróbuj określić jego temat oraz miejsce lub osoby, których dotyczy. Aby to zrobić, porównaj opcje odpowiedzi i zawarte w nich słowa kluczowe. Jeśli to możliwe, zdecyduj, czy pytanie dotyczy konkretnej informacji w nagraniu (daty, liczby, nazwy własnej), czy wymaga zrozumienia całej wypowiedzi.

3 07 05 **Listen to the recording and answer the questions in Exercise 2. Why do you think the customer wants to talk to the manager?**

4 07 05 **Listen again and check your answers. What information do you hear that matches the words and phrases in the incorrect options? Look at the audioscript and check.**

ZADANIE MATURALNE

5 07 06 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi A–C lub A–D wybierz właściwą, zgodną z treścią nagrania.**

Tekst 1

1 Dan went back to the store because he wanted to

A try on some shoes which he'd seen on display.
B swap a pair of shoes he had bought previously.
C meet the shop assistant who had served him before.

Tekst 2

2 Which of the following is stated in the dialogue as a fact about Paul's bank, not an opinion?

A Opening a savings account requires a visit to a branch.
B Checking your balance and transfering money is easy using the app.
C The bank's online service is the same high quality as other big banks.

Tekst 3

3 The speaker is giving the talk to young people who

A are trying to secure an internship in the retail sector.
B are unsure about whether to consider a career in retail.
C are interested in hearing about a typical career path in retail.
D are about to begin work in the retail sector as interns.

4 The speaker talks about the current situation in order to

A describe the difficulties caused by online domination.
B warn against entering the profession at this particular time.
C question the idea that opportunities in retail no longer exist.
D stress that imagination and creativity are always highly valued.

5 A sales assistant can really impress a shopper by

A being particularly polite and helpful.
B giving them plenty of time to browse.
C asking whether they need any assistance.
D providing an additional, more personalised service.

6 To be a successful intern, you need to

A sell your customers as many items as you can.
B find the right product for each customer.
C give customers a wide choice of options.
D become very friendly with your customers.

6 07 07 **SŁOWNICTWO Complete this staff announcement with one word in each gap. The phrases are all from the recordings in the lesson. Then listen and check.**

Congratulations on winning [1]P*ersonal* Shopper of the Year. In this challenging time for shopping centres everywhere, you have managed to increase [2]r*etail* profits. You are a highly skilled worker, who is always willing to improve your customers' experience. Your manager has this message: thanks for never missing [3]o*ut* on a sale. You know how to create a personal [4]b*ond* with your clients and once they meet you, they don't feel the need to [5]s*hop* around anywhere else. If there were more [6]s*ervice* providers like you, shopping centres would soon be buzzing again!

Exercise 4

1 a) one in stock → *there should be one out*
c) none in stock → *we don't do that style in a large*

2 a) complain about an advert on the website → *are you sure… looked on your website… very clearly advertised'*
b) try on several different sizes → *I'd like to try this on… different sizes*

07 05 07 06 07 07

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

07 ŚRODKI JĘZYKOWE Sety leksykalne

GRAMATYKA

A Choose the correct prepositions to complete the sentences.

1 I'm afraid Mr Jones is not available at the moment – he's *for* / *in* / *on* a business trip.
2 Do you find practical jokes played *in* / *for* / *on* other people funny?
3 I'm sure you're capable *of* / *with* / *for* putting some more effort into your work.
4 A common misconception is that you'll be safe *of* / *against* / *from* rip-offs if you avoid buying on impulse.
5 I'm afraid there are quite a few exceptions *in* / *to* / *on* this rule.
6 The store manager would like to meet you and thank you *on* / *by* / *in* person.
7 The man was found guilty *with* / *for* / *of* stealing important documents.
8 The commission claims it has succeeded *in* / *on* / *at* improving customer care standards in the country.

B Complete the sentences with the correct prepositions.

1 The demand ___for___ electric cars has been gradually increasing in recent years.
2 The teacher insisted ___on___ talking to all final year students before their graduation.
3 They never open before 10 am ___on___ a Saturday.
4 Mike has a soft spot ___for___ fresh bread and is always in and out of the local bakery.
5 My father says that they made better cars back ___in___ the day.
6 I've no idea how it happened but I'm hopelessly ___in___ the red nowadays.
7 I enjoy the company of people who I have something ___in___ common with.

▶ PRZYIMKI, STR. 269

TRENING MATURALNY

1 Complete each set of three sentences with one word.

1 If you shop around a bit, I'm sure you can ___get___ a good deal on a second-hand motorbike.
The constant TV commercials are starting to ___get___ on my nerves.
If you've just bought this mobile and it's not working, you should easily ___get___ a replacement.
2 My parents have decided to take ___out___ a loan to buy a small piece of land.
The new trendy Christmas toy released at the beginning of November sold ___out___ in record time.
I can see you really splashed ___out___ on your new computer, Nick!

Przed wypełnieniem luk w zadaniu otwartym z trzema zdaniami, przeczytaj wszystkie zdania i zdecyduj, jaką częścią mowy jest wyraz, którego potrzebujesz. Jeśli wiesz, jakim wyrazem uzupełnić jedno ze zdań, wstaw go do dwóch pozostałych i sprawdź, czy mają one sens i są poprawne. Pamiętaj, że odpowiedź musi poprawnie uzupełniać wszystkie trzy zdania.

2 Complete each set of expressions with one word. Use the word list on pages 120–121 to help you. Then make sentences with these expressions.

1 classified *ads/adverts/advertisements*, bombarded with *ads/adverts/advertisements*, banner *ads/adverts/advertisements*
2 ___pay___ up front, ___pay___ in instalments, ___pay___ through the nose
3 household ___goods___, branded ___goods___, perishable ___goods___
4 ___cost___ a packet, ___cost___ a fortune, ___cost___ an arm and a leg
5 chain ___store___, DIY ___store___, convenience ___store___
6 ___price___ comparison website, retail ___price___, rock-bottom ___price___

3 Complete each pair of sentences with one preposition.

1 Sandra was livid when she realised the waiter had overcharged us ___by___ ten pounds.
If you order through our website, you can pay ___by___ credit card or Internet transfer.
2 If you pay ___in___ advance, the goods will be dispatched as soon as we have received your payment.
I'm afraid this item is currently not ___in___ stock but we can order it for you.
3 You will earn two percent interest ___on___ your original deposit.
They haggled over the price for over an hour eventually settling ___on___ 150 dollars.

4 Complete each set of three sentences with one word.

1 I usually try to ___put___ some money aside every month.
I have never ___put___ anything up for sale in an online auction.
If they ___put___ up the price of my favourite ice-cream by fifty percent, I would still continue to buy it.
2 I don't often buy ___on___ impulse, I prefer planning my purchases well in advance.
I once forked out ___on___ a gadget that I have never used.
My parents like stocking up ___on___ essential food items.

5 In pairs, discuss the sentences from Exercise 4. Which of them are true for you? *Students' own answers*

ZADANIE MATURALNE

6 Zapisz wyraz, który poprawnie uzupełnia wszystkie trzy zdania w zadaniach 1–5. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 *short*

Some of the video games are already in ... supply.

The hardware shop in the town centre closed down at ... notice.

We are ... of fruit and vegetables – I need to pop into the greengrocer's on the way home.

2 *mark*

Food retailers will often ... down the price of a product if its sell-by-date is approaching.

The new independent pet store will ... its opening with special discounts and giveaways.

There must be a price somewhere – shops are now obliged to ... the price on each individual item of clothing.

3 *competitive*

Electronic equipment companies are constantly searching for innovations that would give them a(n) ... edge over their rivals.

OK, I agree, your bike was much better value for money than mine – but why do you always have to be so ...?

They will not attract any new customers as their prices are not very ... .

4 *in*

If I buy a car now, I'll be ... the red until the end of the year.

This leather jacket was dirt cheap – I got it ... the sales.

To cut down on costs, our office buys paper and stationery items ... bulk.

5 *point*

What am I supposed to do if I want to return an item I have collected from a pick-up ...?

Good customer service is our company's strongest ... .

What's the ... of purchasing the premium membership for this app if it doesn't offer any substantial benefits?



TRENING MATURALNY

1 Which option a–c completes both gapped sentences correctly? Read the tip below and answer questions 1–3.

If you decide you don't like the dress I bought for your birthday, you can always ____ it back.

I'm afraid they don't ____ credit cards at this new second-hand shop.

a accept **b** take **c** bring

1 Które dwa czasowniki spośród opcji a–c łączą się z wyrażeniem *it back* w pierwszym zdaniu? *b, c*

2 Które dwa czasowniki spośród opcji a–c mogą poprawnie uzupełnić drugie zdanie? *a, b*

3 Który czasownik poprawnie uzupełnia oba zdania? *b*

Gdy rozwiązujesz zadanie z trzema opcjami odpowiedzi, sprawdź najpierw, czy wybrany przez ciebie wyraz tworzy poprawne wyrażenie z wyrazami znajdującymi się bezpośrednio wokół luki. Następnie przeczytaj całe zdanie i upewnij się, że ma ono sens. Wybrana odpowiedź musi poprawnie uzupełniać oba zdania.

ZADANIE MATURALNE

2 Z podanych odpowiedzi A–C wybierz wyraz, który poprawnie uzupełnia oba zdania w każdej parze.

1 I need a new suit, but I don't want to ... a fortune!

How much time a week do you usually ... shopping for food?

A pay **B** take **C** spend

2 I don't understand why these products were available yesterday but are not ... sale today.

I'm looking ... a black evening dress in a size 38.

A for **B** on **C** at

3 I don't want these jeans, they don't ... me.

The chair you want to buy will not ... in the back of my car, I'm afraid.

A suit **B** fit **C** get

4 I only decided to buy these jeans because they were thirty percent ... .

She enjoys shopping in department stores, where she can pick the products ... the shelf and try it on.

A on **B** of **C** off

5 The sweatshirt was too tight for Mark so he went back to the shop and asked for his ... back.

When I was a teenager, I received pocket ... from my parents every week that I saved to buy computer games.

A refund **B** money **C** receipt

▶ ZADANIA DODATKOWE STR. 122

07 PISANIE Rozprawka opiniująca

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Wiele osób krytykuje tzw. szybką modę, polegającą na masowej produkcji tanich, modnych ubrań. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, odnosząc się do cen tych ubrań i ich jakości.

Wypowiedź powinna zawierać od 200 do 250 słów.

1 Many people are against fast fashion but personally, I consider it to be a fantastic way for young people to keep up with fashion trends. To explain the reasons for my view, I will examine the issue in terms of price and quality.

2 When it comes to price, there is no doubt that fast fashion brands enable young people, who do not have any income and live on tight budgets, to buy fashionable clothes. This is because prices can be kept low when large quantities are produced. Young people are likely to be interested in following the latest fashion, and if they had to pay higher prices, they could not afford to be fashionable.

3 It is also worth considering fast fashion with regard to quality. Clearly, given the low prices and high volumes of clothes produced, quality tends to be low, and it is true that low quality clothing does not last very long. But in my opinion, this is not an important issue. Fashion trends come and go very quickly, and fashionable people are reluctant to wear last year's styles anyway.

4 To sum up, I think fast fashion is wonderful and a great equalizer, because it enables not only people who can afford to pay designer prices to stay in fashion, but also young people with limited funds.



1 In pairs, discuss the questions. *Students' own answers*

- Where is the best place in your city to buy relatively cheap yet fashionable clothes?
- What is your favourite item of clothing and how long have you had it?
- What do you do when your clothes are damaged: mend them, or throw them away?

2 Read the sample task above and make notes about your own views on fast fashion. Discuss your ideas with a partner. *Students' own answers*

3 Read the model text above and compare the writer's arguments with your ideas in Exercise 2. Do you agree with the writer's conclusions? Why? / Why not? *Students' own answers*

TRENING MATURALNY

4 Read the tip and match paragraphs 1–4 in the model text with their purpose a–d.

> Wstęp do rozprawki przedstawiającej opinię powinien zawierać jasno określone stanowisko piszącego. Wymień w nim także dwa zjawiska związane z tematem, które omówisz w kolejnych akapitach w sposób popierający wyrażoną opinię. Na koniec ponownie wyraź swoje zdanie, ale innymi słowami niż we wstępie.

a Restate your main opinion. *4*
b Discuss the second aspect (quality). *3*
c State your main opinion and set out two aspects to discuss. *1*
d Discuss the first aspect (price). *2*

5 Write a short introduction to an essay on the topics below. Use the tip to help you. *Students' own answers*

> giving old clothes away vs selling them online
> borrowing clothes vs swapping clothes

6 Look at the Useful Phrases and find them in the model text. How many are used? *7 are used*



ALSO AVAILABLE DIGITALLY
For the student: Flashcards

USEFUL PHRASES ▶ STR. 307

Stating a personal opinion

Personally / For me, I believe/think/consider that ...
In my opinion/view, ...

Presenting arguments

From ...'s (the shopper's) point of view ...
The (obvious) advantage/benefit of ... (fast fashion) for ... (young people) is that ...
I will examine the issue in terms of ...
When it comes to ... (price), there is no doubt that ...

Making additional points

It is (also) worth considering ... (fast fashion) with regard to ... from the angle / point of view of ...
Another important consideration is that ...
Admittedly, ... / Clearly, ... / Obviously, ... / Of course, ...
In addition to this ...

Summing up

To sum up, ...
All in all, ...
On balance, ...
In conclusion, ...

7 **Read the text and, in each case, identify one phrase which is incorrect.**

Buying clothes online vs buying clothes in store

[1] *For me, / In my view, / However*, buying clothes online is better than going to the shops. [2] *In addition to this, / Obviously, / Of course,* it is a good idea to try clothes on before you buy them, but [3] *the advantage of / the benefit of / the downside of* buying online is that you can try them on at home and return them if they are not suitable. [4] *Furthermore, / All in all, / In addition to this,* it is also worth considering the issue [5] *from the angle of / with regard to / to sum up* the environment. [6] *There is no doubt that / Clearly, / Furthermore*, a few extra delivery vans on our roads is better than the pollution caused by shoppers driving in and out of busy city centres. [7] *To sum up, / I believe / In conclusion*, I am very happy to continue shopping online and avoid those crowded shops.



8 **Choose a topic below and write a similar paragraph to the one in Exercise 7.** *Students' own answers*

1 Shopping in the city centre vs shopping in out-of-town retail parks.
2 Buying local fruit and vegetables vs buying imported fruit and vegetables.
3 Buying something because it's good quality vs buying something because it's cheap.
4 Buying something because you want it vs buying something because you need it.
5 Buying new clothes vs buying second-hand clothes.

9 **In pairs, think about the main shopping streets in your nearest city and discuss the questions.** *Students' own answers*

- What is the balance between chain stores and independent, family-run shops?
- Which shops do you and your family use most and why?
- In which kind of shops do you think you get the best customer service?

CULTURE BIT | Black Friday

Black Friday is the day when people in many parts of the world go looking for bargains and shops offer big reductions. It takes place in late November, the day after the Thanksgiving holiday in the USA. Since the year 2000, it's been the busiest shopping day of the year in the US. Keen shoppers camp overnight outside shops to get the best deals. In recent years, Black Friday has spread to many other countries and now lasts several days. Ecologists complain that Black Friday truly is a black day. They argue it encourages people to buy things they don't need and so harms the environment.

ZADANIE MATURALNE

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

10 **Do the task.**

Czy właściwe jest korzystanie z dużych sklepów internetowych lub sieci supermarketów, czy powinniśmy wspierać podczas zakupów małe lokalne firmy? Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, uwzględniając punkt widzenia konsumenta i gospodarki.

Wypowiedź powinna zawierać od 200 do 250 słów.

07 LISTA SŁOWNICTWA

TYPES OF SHOPS | RODZAJE SKLEPÓW

antique shop – sklep z antykami
baker's/bakery – piekarnia
chain store – sklep należący do sieci
charity shop – sklep z rzeczami używanymi, z którego dochód przeznaczony jest na cele dobroczynne
convenience store – niewielki sklep osiedlowy
● **delicatessen/deli** – delikatesy
department store – dom towarowy/handlowy
discount store – sklep sprzedający towary z rabatem
DIY shop/store – sklep/market budowlany, sklep dla majsterkowiczów
electronics shop – sklep RTV
● **farm shop** – sklep z produktami rolnymi bezpośrednio od producenta
farmers' market – targ, na którym handlują okoliczni rolnicy
fishmonger's – sklep rybny
flagship store – sklep firmowy
flea market – pchli targ
● **garden centre** – centrum ogrodnicze
gift shop – sklep z upominkami
greengrocer's – warzywniak
grocer's / grocery shop – sklep spożywczy
hardware shop – sklep z artykułami metalowymi
health food shop – sklep ze zdrową żywnością
jeweller's – jubiler
newsagent's – kiosk z gazetami
off-licence – sklep monopolowy
outlet – punkt sprzedaży po niższych cenach
patisserie – cukiernia, ciastkarnia
pawnshop / pawnbroker's – lombard
pet shop – sklep z artykułami dla zwierząt, sklep zoologiczny
retail – sprzedaż detaliczna
~ **outlet/shop/store** – sklep detaliczny
● ~ **park** – centrum handlowe za miastem
souvenir shop – sklep z pamiątkami
stationer's – sklep papierniczy
street stall – stragan uliczny
underwear shop/store – sklep z bielizną
vending machine – automat (z napojami, słodyczami)

GOODS | TOWARY

beauty products – kosmetyki
branded goods – towary markowe
consumer durables – towary trwałego użytku (np. meble, telewizory)
convenience food – gotowe potrawy
(daily) necessities – artykuły pierwszej potrzeby
disinfectant spray – środek dezynfekujący w sprayu
● **domestic/home appliances** – sprzęt gospodarstwa domowego
electrical goods – urządzenia elektryczne
fashion/designer label – znana marka ubrań
frozen foods – mrożonki
● **garment** – część garderoby (jako towar)
groceries – artykuły spożywcze
haberdashery – artykuły pasmanteryjne
hardware – narzędzia, artykuły metalowe
household goods – artykuły gospodarstwa domowego
leather goods – galanteria skórzana
line – linia, gama (produktów)
menswear – moda męska
perishables / perishable goods – produkty łatwo się psujące
pet food – karma dla zwierząt
stationery – artykuły papiernicze
womenswear – moda damska
tinned food – konserwy
toiletries – artykuły do higieny osobistej
the daily catch – ryba dnia

DESCRIBING GOODS | CECHY TOWARÓW

affordable – w przystępnej cenie
brand-new – zupełnie nowy, fabrycznie nowy
budget – tani, na każdą kieszeń
cheap and cheerful – tani, ale dość dobrej jakości
cut-price – przeceniony
dirt cheap – tani jak barszcz
end-of-line – z końcówki serii
fragile – kruchy, delikatny
impractical – niepraktyczny
in short/low supply – deficytowy
low-cost – tani
low-quality – niskiej jakości
out-of-season – z poprzedniego sezonu
quality – dobry jakościowo
● **reasonably priced** – w rozsądnej cenie
second-hand/pre-owned – używany
shop-soiled – niepełnowartościowy, uszkodzony lub zabrudzony, z wystawy sklepowej
top-quality – najwyższej jakości
unaffordable – nieprzystępny cenowo, zbyt drogi
unavailable – niedostępny
valuable – wartościowy, cenny
value for money – wart swojej ceny
worthless – bezwartościowy

SELLING AND BUYING | SPRZEDAWANIE I KUPOWANIE

● **bargain hunting** – pogoń za okazjami
car boot sale – sprzedaż rzeczy używanych
consumerism – konsumpcjonizm
consumption – konsumpcja
impulse buying – kupowanie pod wpływem impulsu
mail order – sprzedaż wysyłkowa
panic buying – masowe wykupywanie towarów
price comparison website – porównywarka cenowa
protectionism – protekcjonizm
regular customer – stały klient, stała klientka
● **retail profit** – zysk detaliczny
shortage – brak, deficyt
sold out – wyprzedany
spendthrift – człowiek rozrzutny
unsatisfactory purchase – niesatysfakcjonujący zakup
window shopping – oglądanie wystaw sklepowych

IN THE SHOP | W SKLEPIE

aisle – alejka sklepowa
bar code – kod kreskowy
checkout – kasa w sklepie
self-service ~ – kasa samoobsługowa
conveyor belt – taśma, na którą wykładamy towar przy kasie
counter – lada, kontuar
coupon – kupon, bon
● **good range / wide selection (of products)** – szeroki wybór (produktów)
in stock / out of stock – dostępny/niedostępny w sprzedaży
on sale – na sprzedaż /na wyprzedaży
price tag – metka z ceną
queue/line – kolejka
receipt – paragon
storeroom – magazyn, zaplecze (sklepu)
till – kasa (urządzenie)
walkway – pasaż, przejście

PAYMENTS | ŚRODKI PŁATNICZE

cashless – bezgotówkowy
chip and pin device – terminal do kart płatniczych z czipem
contactless – zbliżeniowy
currency – waluta
debit card – karta debetowa
enter your PIN (code) – wprowadzić numer PIN
foot the bill – zapłacić rachunek, ponieść koszty
● **fork out on/for** – wybulić na/za
gift card – karta podarunkowa
insert a card – włożyć kartę
outstanding – zaległy, nieuregulowany (np. rachunek)
pay by bank/online transfer – płacić przelewem bankowym/internetowym
pay by credit/debit card – płacić kartą kredytową/debetową
pay in advance / up front – płacić z góry
pay in/by instalments – płacić w ratach
settle (a bill) – regulować (rachunek)
splash out on – wydać dużo pieniędzy na

BARGAINS | OKAZJE

bargain/haggle over sth – targować się o coś
clearance/closing-down sale – wyprzedaż przed likwidacją sklepu
discounted/reduced – przeceniony
free (of charge) – za darmo
half price – za pół ceny
in the sale(s) – na wyprzedaży
on special offer – w promocji
reasonable prices – rozsądne ceny
reduction – przecena
retail/wholesale price – cena detaliczna/hurtowa
rock-bottom prices – ceny najniższe z możliwych

HIGH PRICES | WYSOKIE CENY

astronomical prices – astronomiczne ceny
costly – kosztowny
daylight robbery – rozbój w biały dzień (szokująco wysoka cena)
exorbitant (prices) – wygórowane, przesadne (ceny)
overpriced – zbyt drogi
rip-off – zdzierstwo

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

● **browse around** – przeglądać towary
buy in bulk – kupować hurtowo
buy on impulse – kupować pod wpływem impulsu
buy up – wykupywać
charge sb – obciążać kogoś opłatą
dispatch goods – wysłać towary
get a good deal – trafić na okazję
give sb the wrong change – źle wydać komuś resztę
● **give/make a donation (to)** – przekazać darowiznę (dla)
hoard – robić zapasy

make a profit – osiągnąć zysk
mark down – obniżyć cenę
order sth online – zamówić coś przez internet
overcharge sb (by) – policzyć komuś za dużo (o)
purchase – kupić, nabyć
put sth aside – odłożyć coś, zarezerwować (w sklepie)
put sth up for auction/sale – wystawić coś na aukcję/sprzedaż
put up the price – podwyższyć cenę
sell out – dobrze się sprzedawać / wyprzedawać się
● **shop around** – rozglądać się, porównywać
spend money like water – szastać pieniędzmi
stock up on (toilet paper) – robić zapasy (papieru toaletowego)
● **swap things** – wymieniać się rzeczami
undercharge sb (by) – policzyć komuś za mało (o)

IDIOMS | IDIOMY

cost a bomb – kosztować fortunę
cost a (small) fortune – kosztować fortunę
cost an arm and a leg – bardzo dużo kosztować
cost a packet – kosztować kupę forsy
● **pay through the nose** – przepłacić

PROMOTION AND ADVERTISING | PROMOCJA I REKLAMA

advertising slogan – hasło reklamowe
affect the sales of – wpłynąć na sprzedaż
banner ad – baner reklamowy w internecie
bombarded with ads – bombardowany reklamami
boost sales – zwiększyć sprzedaż
brand/make – marka
classified ad / small ad – ogłoszenie drobne
commercial – reklama radiowa lub telewizyjna
comparative advertising – reklama porównawcza
direct mail – reklama wysyłana pocztą do domów, gazetki reklamowe
endorse (a product) – lansować, promować (produkt)
endorsement – poparcie, lansowanie, promowanie (produktu)
celebrity ~ – udział gwiazdy w reklamie
filter out unwanted ads – blokować niechciane reklamy
free sample – darmowa próbka
get a big push in the media – zostać nagłośnionym w mediach
giveaway – prezent reklamowy
junk mail – spam (w skrzynce na listy)
on display – na wystawie, ekspozycji
outdoor advertising – reklama uliczna
● **personal shopper** – osobisty stylista, osobista stylistka
prospective customer – potencjalny klient, potencjalna klientka
publicity – reklama, rozgłos
release a product – wypuścić produkt
shop layout – rozkład sklepu
snappy slogan – chwytliwy slogan
subliminal – działający na podświadomość
target audience – docelowi odbiorcy

SERVICES | KORZYSTANIE Z USŁUG

collection/pick-up point – punkt odbioru przesyłek
contract cleaners – firma sprzątająca
courier – kurier
● **create a personal bond (with your clients)** – stworzyć osobistą więź (z klientami)
dating service – serwis randkowy
dry cleaner's / the cleaner's – pralnia chemiczna
handyman – majster, złota rączka
increase retail profits – przyczynić się do wzrostu zysku detalicznego
key cutting (place) – punkt dorabiania kluczy
laundrette – pralnia samoobsługowa
law firm/office – kancelaria prawna
massage therapist – masażysta, masażystka
● **miss out (on a sale)** – przegapić okazję (do sprzedaży)
nail bar – salon manicure/pedicure
optician – optyk
parcel/package locker – paczkomat
photo booth – automat do zdjęć
photographic/photo studio – zakład fotograficzny
● **service provider** – dostawca usługi
service station – stacja paliw, miejsce obsługi podróżnych
shoe/bicycle repair shop – punkt naprawy butów/rowerów
taxi service – usługi taksówkarskie
window cleaner – osoba myjąca okna

FINANCE AND BANKING | FINANSE I BANKOWOŚĆ

account – konto
bank ~ – konto bankowe
current ~ – konto bieżące
deposit/savings ~ – konto oszczędnościowe
branch – oddział
card reader – czytnik kart
cashpoint / cash machine / ATM (Automatic Teller Machine) – bankomat
charge – opłata, prowizja
deposit – wpłata, lokata
exchange rate – kurs wymiany walut
mortgage – hipoteka
overdraft – debet
payday loan – pożyczka krótkoterminowa, „chwilówka"
standing order – stałe zlecenie
statement – wyciąg z konta
stock exchange – giełda
withdrawal – wypłata

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

be in debt – być zadłużonym
be in the red – być na minusie, mieć saldo debetowe
change money – rozmieniać, wymieniać pieniądze
check the balance – sprawdzić stan konta
deduct – potrącać, odliczać
deposit money – wpłacać pieniądze
earn interest on sth – otrzymywać zysk z oprocentowania czegoś
invest – inwestować
open/set up an account – otworzyć konto
owe sb money – być komuś winnym pieniądze
pay interest on sth – płacić odsetki od czegoś
put (money) aside – odkładać (pieniądze)
repay (a loan) – spłacić (pożyczkę)
take out a loan – zaciągnąć kredyt
transfer money – przelać pieniądze
withdraw money – wypłacać pieniądze

COMPLAINTS | REKLAMACJE

chipped – wyszczerbiony
client/customer service adviser – pracownik działu obsługi klienta
cracked – pęknięty
damaged – uszkodzony
defective – wybrakowany, wadliwy
faded – wyblakły
faulty – wadliwy, mający usterki
out of order – zepsuty
past the sell-by date – po dacie przydatności, przeterminowany
proof of purchase – dowód zakupu
scratched – porysowany
stain – plama
store credit – kredyt sklepowy (wartości zwrotu)
torn – rozdarty
under warranty/guarantee – objęty gwarancją

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

file a complaint – złożyć reklamację
get a replacement – otrzymać towar na wymianę
make a (written) complaint – złożyć reklamację (na piśmie)
meet expectations – spełniać oczekiwania
receive a refund / get your money back – otrzymać zwrot pieniędzy
refund sb's money / give sb a refund – zwrócić komuś pieniądze
return an item – zwrócić produkt
shrink – skurczyć się

PRONOUNCE IT

The /schwa/ sound

We often pronounce the vowel sound in unstressed syllables as /ə/ (e.g. *brother*, *about*).

07 08 **Find the stressed syllables in the words below. Then read the words. Which word has two /ə/ sounds? Which one has three? Listen and check.**

electrical haberdashery affordable reduction inspection impractical counter

07 MATURA BOOSTER

ŚRODKI JĘZYKOWE | ZADANIA DODATKOWE

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 The new TV set we wanted to buy was pricy, so we decided to _____pay for it in instalments_____ (*zapłacić za niego w ratach*).

2 Marge wasn't happy with the service she had received and she _____made a written complaint_____ (*złożyła reklamację na piśmie*).

3 I thought that I *was / had been given the wrong change* (*źle mi wydawno resztę*) but when I checked again it turned out it was correct.

4 She decided that she didn't need her old tablet and she _____put it up for sale_____ (*wystawiła go na sprzedaż*) last week.

5 They used to live in the north of Sweden where winters are harsh so they ___used to / would stock up on___ (*mieli zwyczaj robić zapasy*) canned food at the end of autumn.

6 The shopkeeper only accepted cash so I had to *withdraw some money/cash from an ATM / a cashpoint* (*wypłacić trochę pieniędzy z bankomatu*).

SŁOWOTWÓRSTWO

2 Przeczytaj tekst. Wyrazy podane w nawiasach przekształć tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

HOW TO GET THE MOST OUT OF CHARITY SHOPPING?

Charity shops sell a wide range of second-hand items like clothing, books, and household goods. They are a great place for those looking for [1] *affordable* (AFFORD) items while supporting a meaningful cause. Here are a few tips on how to get the most out of charity shopping:

- Start by exploring stores in wealthier areas, where charity shops often stock high-quality clothes, including [2] *designer* (DESIGN) label items.
- Timing is important – Fridays are ideal for [3] *newly* (NEW) stocked items before weekend crowds arrive for their end-of-week shopping.
- Clothes made from quality fabrics are more likely to meet your [4] *expectations* (EXPECT) than fast fashion. Don't rely solely on your eyes, use your hands to feel the texture and check the durability of the clothes.
- Tell the staff what you're searching for. They might have something suitable that hasn't been displayed yet.
- Take advantage of the fact that charity shops typically [5] *undercharge* (CHARGE) their customers by offering items at prices significantly lower than those found in traditional retail stores. Many of these products are available at just a fraction of their original value, whether they are brand new or only lightly used.

SETY LEKSYKALNE

3 W zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 ____*past*____

Products that are ... their sell-by-date cannot be sold even if they've been reduced.

There's a self-service car wash five hundred metres ... the shopping centre.

At five ... nine, the supermarket was already full of people doing their weekend shopping.

2 ____*enter*____

You will be asked to ... your PIN if your contactless card payment is higher than £100.

Customers mustn't ... the shop without a face mask.

It's relatively easy to ... the job market when you want to work in services.

3 ____*raise*____

Be careful with Black Friday bargains as some dishonest shops ... prices instead of reducing them.

The article looks at how much it costs to ... a child in different countries around the world.

The price of the meal must make a lot of people ... their eyebrows. It's a rip-off.

4 ____*free*____

We guarantee that all our toiletries are ... from harmful chemicals.

Is there a place in the centre where dogs can run ...?

The delivery of every order over €50 is ... of charge.

SETY LEKSYKALNE

P

4 Z podanych odpowiedzi A–C wybierz wyraz, który poprawnie uzupełnia oba zdania w każdej parze.

1 We wouldn't have got the money back if we hadn't ____ a complaint.

Excuse me, is this jacket ____ from wool?

A brought **B** written **C** made

2 All the products can also be delivered at weekends ____ an additional cost.

I've been shopping ____ food online lately.

A on **B** for **C** with

3 The shop assistant made a ____ of my number to text me when the product was in stock again.

The new ten-pound ____ isn't made from paper, but a thin plastic called a polymer.

A coin **B** note **C** picture

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

1 Do you like big shopping centres? Why? / Why not?
2 What kind of products do you like to buy online?

UCZEŃ B

1 Where do you usually go shopping for food? Why?
2 Is the brand important to you when you buy clothes? Why? / Why not?

ZADANIE 1 *Students' own answers*

UCZEŃ A

W trakcie studiów w Wielkiej Brytanii wynajmujesz mieszkanie z kolegą/koleżanką. W waszym mieszkaniu zepsuła się pralka. Rozważacie możliwość skorzystania z pralni samoobsługowej (*laundrette*). Rozmawiacie na ten temat. Poniżej podane są cztery kwestie, które musisz omówić.

Cennik pralni samoobsługowej

Sposób, w jaki możecie wykorzystać czas spędzony w pralni

Lokalizacja najbliższej pralni

Jakość prania

Rozmowę rozpoczyna uczeń B.

▶ UCZEŃ B STR. 334

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



1 Why do you think the woman is upset?
2 How do you usually pay in shops: in cash or by card? Why?
3 Tell me about a situation when you or someone you know had a problem while shopping.

ZADANIE 3 *Students' own answers*

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

Studiujesz poza domem i samodzielnie organizujesz sobie posiłki. Rozważasz zrobienie weekendowych zakupów w jednym z trzech miejsc.

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

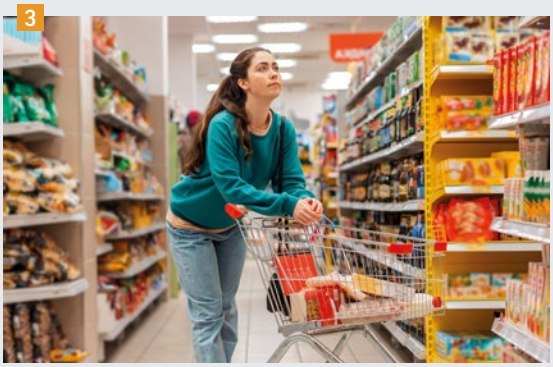
1



2



3



UCZEŃ A

1 Will online shopping completely replace in-store shopping in the future? Why? / Why not?
2 Some people say that women like shopping more than men. Do you agree? Why? / Why not?

UCZEŃ B

1 Should all shops be closed on Sundays? Why? / Why not?
2 What are some techniques that shops use to make customers buy more?

08 PODRÓŻOWANIE I TURYSTYKA

SŁOWNICTWO



1 *trekking holiday*



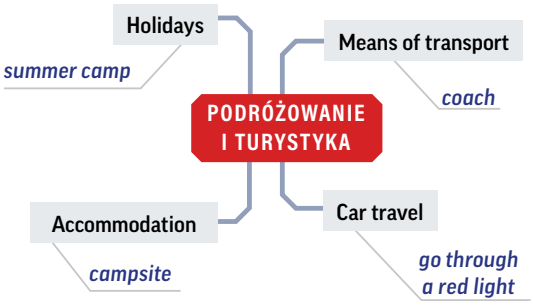
2 *guided tour*



3 *glamping*

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?** *Students' own answers*



HOLIDAYS AND TRIPS | WAKACJE I WYCIECZKI

2 **Match the types of holidays from the box to photos 1–3 above. There is one extra word. How would you describe the type of holiday that is not in any of the photos?**
1 trekking holiday 2 guided tour 3 glamping
staycation: a holiday that you spend relaxing at or near your home rather than travelling somewhere else

glamping guided tour staycation trekking holiday

3 **Match the words from the box to the types of holidays in Exercise 2. Some words can match more than one holiday. What is your favourite type of holiday and why?**
1 hike, in the middle of nowhere, in the wild, secluded, travel light 2 city break, hire a bike 3 hire a bike, holiday retreat, in the middle of nowhere, in the wild, secluded

city break hike hire a bike holiday retreat
in the middle of nowhere in the wild secluded
travel light

ACCOMMODATION | BAZA NOCLEGOWA

4 08 01 **Listen to four people talking about holiday accommodation. Match the types of accommodation from the box to speakers 1–4. There is one extra phrase.**
1 suite 2 boutique hotel 3 youth hostel 4 chalet

boutique hotel chalet dormitory suite
youth hostel

5 08 01 **Listen again and match the features from the box below to the speakers. Use two words for each recording. Then in pairs, choose three types of holiday accommodation and discuss their pros and cons. Give reasons for your answers.**
1 full board, beachfront location 2 pet-friendly, central location 3 en-suite, budget accommodation 4 isolated, self-catering

budget accommodation central location
en-suite full board isolated pet-friendly
seafront location self-catering

SIGHTSEEING | ZWIEDZANIE

6 **Match the words from the box to the photos below. There are two extra words. In pairs, think of other examples of places for the words in the box. What places where you live would you show a visitor from abroad?**
1 fortress (Wisłoujście Fortress) 2 memorial (The Unknown Soldier Memorial in Warsaw) 3 amphitheatre (Forest Opera, Sopot)

amphitheatre fortress memorial
temple theme park



1 _____



2 _____



3 _____

7 **Complete the text with the words from the box. Have you ever visited any unusual tourist attractions?**

admission audio charge guide
guidebook guided packed touristy

MUSEUM OF SOAP AND THE HISTORY OF DIRT IN BYDGOSZCZ

★★★★☆

Not a typical museum

The [1] *guidebook* that I bought says that this is probably one of the most unique museums in Poland or maybe in the world. Take a journey through the history of soap and hygiene, have a look at how soap products and everyday items, like toothbrushes and toilet paper, have changed through the years. Take part in a hands-on soap-making workshop.

They didn't [2] *charge* us much, but spaces are limited, so make sure you book a(n) [3] *guided/audio* tour online. Tours start every ninety minutes and are available in Polish and English.

★★★☆☆

Really fun tour, but too busy

After visiting many museums that usually feel the same, we stumbled upon this gem. We've never seen anything like it. The [4] *admission* price for a family of four was quite reasonable and we booked one of the first tours hoping it wouldn't be busy. However, when we got there, the place was [5] *packed* with tourists and they were all part of our group. The tour [6] *guide* was very knowledgeable and funny but, as it was so crowded, we sometimes couldn't hear her or see everything.

I'd still recommend the place, but try to visit it in low season when it's not so busy.

★★★★★

Amazing visit!

This is probably one of the best places we've visited on our tour of Poland. We had a free morning before going to Toruń. We booked a tour with an English guide online and when we got there, it turned out that there were only five people in our group, so it didn't feel too [7] *touristy*. We really enjoyed the soap-making workshop and the tour, but I really wish they would provide a(n) [8] *audio* guide option so that I could visit the museum at my own pace.

MEANS OF TRANSPORT AND TRAVELLING | ŚRODKI TRANSPORTU I PODRÓŻOWANIE

8 08 02 **Listen to four recordings. What form of travel are they about: rail, air, road or sea?**

1 *air travel* 2 *rail travel* 3 *sea travel* 4 *road travel*

9 08 02 **Complete the collocations from the recordings. Then listen again and check. In pairs, use the words to talk about the last time you took any means of public transport.**

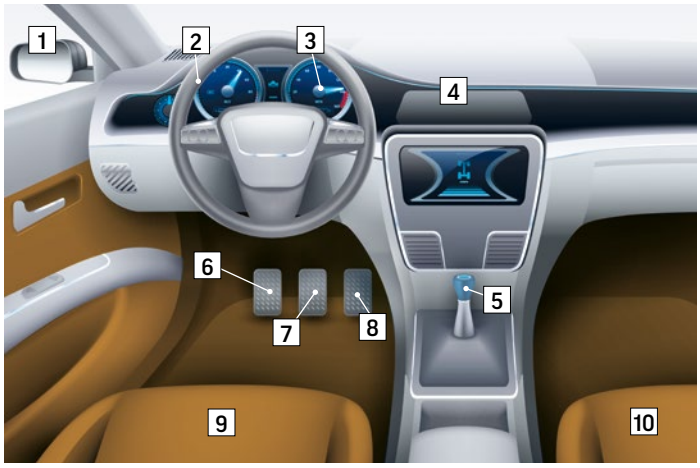
1 *overhead* lockers
2 carry-on *luggage*
3 cabin *crew*
4 shuttle *bus*
5 final *destination*
6 passport *control*
7 *baggage* reclaim
8 *overhead* screens
9 connecting *flight*
10 transcontinental *service*
11 sleeping/dining *car*
12 compartment *number*
13 luggage *rack(s)*
14 rough *crossing*
15 *disembark* the vessel
16 set *sail*
17 *ring* road
18 built-up *area*

CAR TRAVEL | PODRÓŻ SAMOCHODEM

10 **Label the parts of the car with the words in the box. There are two extra words. Then decide where the two extra things are located.**

accelerator bonnet boot brake pedal clutch
dashboard driver's seat gearbox passenger's seat
speedometer steering wheel wing mirror

1 *wing mirror* 2 *steering wheel* 3 *speedometer*
4 *dashboard* 5 *gearbox* 6 *clutch*
7 *brake pedal* 8 *accelerator* 9 *driver's seat*
10 *passenger's seat*



11 **Choose the correct words to complete the steps to driving a car. Then in pairs, put them in the correct order, starting from getting into a car.**

a *Turn over* / *Start* the engine. *3*
b *Fasten* / *Close* your seat belt. *1*
c *Change* / *Put* the car in gear. *5*
d *Release* / *Pull* the handbrake. *4*
e *Pull* / *Switch* on the ignition. *2*
f *Let go* / *Release* the clutch. *6*

08 SŁOWNICTWO

▶ LISTA SŁOWNICTWA STR. 136

CYCLING | JAZDA NA ROWERZE

12 Complete the sentences with the verbs from the box. Have you ever done these things?

adjust oil patch pump replace

1 This morning I noticed a nail in my wheel, so I had to remove the tyre and ___patch___ the puncture.
2 I'm having problems going uphill as one of the gears doesn't seem to be working. I guess I need to get the shop to ___adjust___ them.
3 The chain on my bike has been squeaking for the last few weeks, so I decided to ___oil___ it.
4 I had a bad fall at the jump park yesterday and I damaged the front wheel. Now I have to remove it and ___replace___ it with a new one.
5 I was unlucky during the race – both my tyres went flat, so I had to stop and ___pump___ them up.

TRAVEL ACCIDENTS AND BREAKDOWNS | WYPADKI I AWARIE W PODRÓŻY

13 Complete the collocations with the words from the box. What form of travel are they usually connected with: rail, air, road or sea?

battery belt box disaster landing

1 black _____ 3 flat _____ 5 maritime _____
2 emergency _____ 4 life _____

Exercise 13
1 box (mainly air)
2 landing (air)
3 battery (road)
4 belt (sea)
5 disaster (sea)

14 08 03 **Listen to the news reports and complete the notes.**

1
After the [1]_____ of a train, twenty-five people have been taken to [2]_____. We've been fortunate to hear that there are no [3]_____.

2
After the boat hit some rocks, it [4]_____. A dog walker called the [5]_____ services. The person on the boat was saved by a(n) [6]_____ jacket that a kayaker threw to him.

3
There's been a(n) [7]_____ on the motorway. One car [8]_____ with the driver losing control of the [9]_____.

Exercise 14
1 derailment
2 A&E / hospital
3 fatalities
4 capsized
5 emergency
6 life
7 collision
8 overturned
9 steering

IDIOMS | IDIOMY

15 ŚRODKI JĘZYKOWE Choose the correct translations of the words in brackets. Make questions with the idioms. Then in pairs, ask and answer them. What other two idioms can you find in the exercise?
Other idioms: hit the road, on a shoestring

1 We had to hit the road ___ (*o świcie*).
a at the crack of dusk (b) at the crack of dawn
2 I'm planning a volunteer holiday, somewhere ___ (*w ustronnym miejscu*).
(a) off the beaten track b on an isolated road
3 The hotel's location was ___ (*rzut beretem*) all the amenities.
a a brick's throw from (b) a stone's throw from
4 We were touring Europe on a shoestring, so we decided to ___ (*złapać stopa*) from Prague to Budapest.
a thumbs up (b) thumb a lift

TRAVEL SAFETY | BEZPIECZEŃSTWO W PODRÓŻY

16 Complete the text with the words from the box. In pairs, think of some other travel safety tips.

destination eye flashy insurance
mind precautions scam seasoned
target valuables wary

Travel safety – four simple things to do

It's easy to get sick or robbed on holiday, so if you want to have a relaxing time and avoid having to deal with problems, then follow these tips from [1] ___seasoned___ travellers.

1 Get to know your [2] ___destination___
Before you go, find out as much as possible about the place you're going to. Not just about the hotel, restaurants and tourist attractions, but also about the safety. Be [3] ___wary___ of taxis with broken meters, especially at airports. This is a well-known [4] ___scam___ that can quickly leave you out of pocket.

2 Keep a(n) [5] ___eye___ on people giving you things
If it's free, it's too good to be true. Don't let people put bracelets on your hands or give you flowers. When you try to walk away, they will cause a scene and take your wallet without you noticing. So, don't make yourself a(n) [6] ___target___ of pickpockets.

3 Take safety [7] ___precautions___
Don't wear [8] ___flashy___ jewellery in public and keep all your [9] ___valuables___ in the hotel safe. Better yet, don't bring them with you!

4 Always purchase travel [10] ___insurance___
This will give you added peace of [11] ___mind___ in case something does happen.

Happy travelling!

GO FOR IT

17 In pairs, do the task. Imagine that: a) your cousin and her two young children, b) two of your English friends want to spend two weeks travelling around Poland. They have asked you to help them plan their trip. Discuss the following:

- the itinerary,
- means of transport,
- accommodation in each location,
- things to do,
- how to stay safe during the trip.

Choose option a or b, then write an email to your cousin or friends summarising what you discussed.
Students' own answers

MÓWIENIE Opis ilustracji

1 **In pairs, discuss which three cities you would most like to visit in the world. Give reasons for your answer.** *Students' own answers*

TRENING MATURALNY

2 **Read the tip below. In pairs, look at the photo and first discuss how you would describe it, then how you would answer the questions.** *Students' own answers*



a Do you enjoy organised sightseeing tours? Why? / Why not? *2*

b Is it a good idea to go sightseeing when it's raining? Why? / Why not? *3*

c Would you like to be a tour guide? Why? / Why not? *1*

Gdy usłyszysz pytania związane z tematem zdjęcia, dotyczące twoich opinii, preferencji lub zwyczajów, udziel pełnej odpowiedzi, używając urozmaiconego słownictwa, w tym przymiotników i zwrotów wprowadzających opinie.

3 08 04 **Listen to a description of the photo. In your notebook, match model answers 1–3 in the recording to questions a–c in Exercise 2. How similar are the answers to your own ideas?**

4 **Complete the Useful Phrases box with one word in each gap.**

USEFUL PHRASES ▶ STR. 298

Expressing and justifying opinions

In my opinion, ... / I think ... because ...

It [1] *seems* to me that / My feeling is that ... because ...

If you [2] *ask* me ... because ...

On the one hand ... on the [3] *other* hand ...

Habits and preferences

I prefer to ...

My [4] *personal* preference is for ... because ...

I love/can't [5] *stand* the thought of ...

Dreams and ambitions

My [6] *dream* is to ...

I'd love to ... / I've always/never wanted to ...

▶ ZESTAW ZADAŃ STR. 139

5 **In pairs, take it in turns to ask and answer more questions based on the photo in Exercise 2. Practise using Useful Phrases and remember to justify your opinions.** *Students' own answers*

1 Do you enjoy sightseeing in a city? Why? / Why not?
2 Which Polish city would you recommend to a foreign tourist for a visit? Why?
3 Do you think it's better to do sightseeing with a tour guide or with an app and earphones? Give reasons for your answer.
4 What is your favourite tourist site in Poland? Why?
5 Do you like watching travel or tourism programmes on TV? Why? / Why not?

ZADANIE MATURALNE

6 **In pairs, take it in turns to describe the photos and then answer the questions.**

UCZEŃ A



- Do you like active holidays? Why? / Why not?
- How enjoyable are mountain trips for you?
- If you were going on a hiking trip, who would you like to go with? Why?

UCZEŃ B



- Would you like to travel in a camper van? Why? / Why not?
- What's your favourite way to travel to your holiday destination?
- If you had a camper van, what would be your dream destination?

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer (audio + script) •
Extra exam questions with model answers (audio + script)

ALSO AVAILABLE DIGITALLY
For the student: Smart hint

08 SŁUCHANIE Odpowiedzi na pytania

Exercise 4
doable – possible
going through passport control – entering a country
long-haul flights – long distance air travel
problems – difficulties
South America – Latin America
suppose – imagine



1 **Imagine you want to go on holiday. Where would you go? In pairs, discuss possible destinations.**
Students' own answers
- a holiday off the beaten track
- a holiday to broaden the mind
- a holiday on a shoestring

TRENING MATURALNY

2 **Read the tip below and questions 1–3. In pairs, discuss what you expect the recording to be about.**
Students' own answers
1 How does Richard imagine you can make long-distance air travel less tedious?
2 In what part of Latin America did Joanna once have difficulties entering a country?
3 According to Joanna, what is the only way it will be possible for Richard to stay within budget?

Przeczytaj uważnie zadanie i pytania, a następnie zastanów się, na czym musisz się skupić podczas słuchania. Czasem prawidłowa odpowiedź będzie wyrażona w nagraniu wprost, odnosząc się do określonej informacji, czasem będzie wymagała wyciągnięcia wniosków lub podsumowania wypowiedzi. Najprawdopodobniej w obydwu przypadkach zostanie wyrażona za pomocą innych słów niż w pytaniu.

3 08 05 **Listen to the recording. Is it the sort of recording you were expecting to hear? Why? / Why not?**
Students' own answers

4 **The box contains words and phrases from the recording. Match them with underlined words and phrases with a similar meaning in the questions in Exercise 2.**

doable going through passport control
long-haul flights problems South America
suppose

5 08 05 **Listen again and answer the questions in Exercise 2.** *1 By making yourself nice and tired so you sleep though the flight 2 Lima in Peru 3 By not taking internal flights*

ZADANIE MATURALNE

6 08 06 **Usłyszysz dwukrotnie rozmowę dwojga przyjaciół na temat konkursu telewizyjnego. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4.** *Suggested answers:*
1 Why does Giles assume that Monica has seen *Race Across the World*? *It's a very popular programme / Everybody's watching it.*
2 Why do contestants have precisely £1,329 to spend? *It's the price of a one-way flight from London to Singapore.*
3 How does Giles think Monica will react when she watches the programme? *She'll be blown away (by the breathtaking sights).*
4 Why does Monica assume things go wrong during the programme? *Because otherwise it would be boring.*

7 **SŁOWNICTWO** **Complete the advice with the words from the box.**

far-flung hassle money belt natural renewed

Top tips for travelling to [1] *far-flung* destinations

1 Get your passport [2] *renewed* before you go. Make sure you have six months in date. Take a photo of your passport to avoid the [3] *hassle* of remembering the number in case of loss.

2 If you travel to a different time zone, try not to sleep in the day. If you stay awake you'll be nice and tired and you'll sleep better at night.

3 You will certainly travel to places of [4] *natural* beauty. The scenery will inspire you and you may not be thinking about your bag and your valuables. Wear a [5] *money belt*! It's the safest place to keep your money and documents.

8 **In pairs, imagine you are going to enter *Race across the World* from Poland to Singapore. Discuss the following.**
Students' own answers
- What route would you take and which countries would you visit?
- What forms of transport would you use and where would you sleep?
- How long would it take you and how would you keep the costs low?

Wybór wielokrotny

1 **In pairs, imagine you want to explore a famous city. Consider ways of doing this. Choose one of the options or add your own ideas. Give reasons for your choice.**
Students' own answers
- a walking tour
- a double-decker bus
- a bike trip
- an e-scooter tour

Pytania często zawierają synonimy kluczowych słów lub zwrotów użytych w nagraniu. Aby prawidłowo rozwiązać zadanie, pamiętaj, że ta sama myśl może zostać wyrażona na wiele różnych sposobów, także za pomocą słów o znaczeniu przeciwnym.

ZADANIE MATURALNE P

2 08 07 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania: A, B albo C.**

Tekst 1

1 According to Maya, which e-scooter rule has changed in the UK?
A the speed limit
B the places where you can ride
C the minimum age

2 Maya is
A older than Wojtek.
B the same age as Wojtek.
C younger than Wojtek.

Tekst 2

3 What is different about this sightseeing tour?
A You don't visit important historic buildings.
B You discover places unfamiliar to most tourists.
C You don't explore the city on foot.

4 The guide keeps
A all of the tour fee.
B some of the tour fee.
C none of the tour fee.

Tekst 3

5 At first, Tim thinks walking in towns is
A boring.
B purposeful.
C impossible.

6 The main purpose of the new app is
A to help you find out about street names.
B to show you photos of interesting doors.
C to give you a reason to take a walk.

08 07

CZYTANIE Wybór wielokrotny • Odpowiedzi na pytania 08

1 **How do you think travelling by car has changed in the last hundred years? How do you think it will change in the next hundred years? Read texts A and B on pages 130-131 quickly. Do they mention any of your ideas?**
Students' own answers

TRENING MATURALNY

2 **Read the text below and choose the correct answers for questions 1–2. Then in pairs, give reasons for your choices.**

To: Martina
From: James

Hey Martina!

I'm dreading the day when I have to say goodbye to Archie. He's been with me for twenty-five years now and I consider him a friend. He's not as fast as some of the younger models you see on the road and he's not as attractive as he used to be. There's rust on his bumpers and dents in his bodywork and it takes ages for his engine to get going on a cold winter morning. It sounds like my grandfather clearing his throat. But he's reliable. He's never let me down. He never complains even when I fill up the boot with lots of junk. And whenever I slide into the driver's seat, it's like putting on a comfortable pair of old shoes. I love him. He's not going to last forever, but I'm sure he'll be fine for our trip to the beach tomorrow. What time shall I pick you up?

Cheers,
James

1 What is the main point of this text?
a What the author thinks of his oldest friend.
b How the author feels about his car.
c How the author's car reminds him of his grandfather.
d How important it is for a car to be dependable.

2 Why does the author mention shoes?
a Because he always uses the same pair of shoes when he drives.
b Because it's important to wear suitable shoes for driving.
c Because he forgot a pair of shoes in the boot of his car.
d Because driving his car is as pleasant as wearing well-worn shoes.

3 **Read the tip below. Match tips a–b to questions 1–2 in Exercise 2.**

a W przypadku pytań o myśl główną tekstu lub jego części, opcje do wyboru mogą zawierać informacje prawdziwe, ale tylko jedna z nich będzie zawierała najważniejsze informacje podsumowujące myśl główną. Przeczytaj cały tekst uważnie, zanim dokonasz właściwego wyboru. ___1___
b Niektóre pytania odnoszą się do figur stylistycznych (np. metafor) w tekście. ___2___

▶ ĆWICZENIA 4–8, STR. 130–131

Exercise 2
1 Archie is a car, not his oldest friend, so **a)** is false. The car reminds the author of his grandfather in one way, but that's not the main meaning of the text, so **c)** is false. It's generally true that a car should be dependable, but that's not the main meaning of the text, so **d)** is false. The text tells us about the author's feelings, so **b)** is correct.
2 The author uses the metaphor of wearing a comfortable pair of old shoes to describe how he feels when driving his car, so **d)** is correct.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

08 CZYTANIE

A The Wind in the Willows

The Wind in the Willows **is a well-loved children's book which has been popular with both children and adults since it was first published in 1908. It relates the adventures of four animals with very human characteristics – a mole, a rat, a toad and a badger – who live in the English countryside. The author Kenneth Grahame developed the novel from the bedtime stories he used to tell his son.**



They were strolling along the high-road easily, the Mole by the horse's head, talking to him; the Toad and the Water Rat walking behind the cart talking together, when far behind them they heard a faint warning hum, like the drone of a distant bee. Glancing back, they saw a small cloud of dust, with a dark centre of energy, advancing on them at incredible speed, while from out the dust a faint 'Poop-poop!' wailed like an uneasy animal in pain. Hardly regarding it, they turned to resume their conversation, when in an instant (as it seemed) the peaceful scene was changed, and with a blast of wind and a whirl of sound that made them jump for the nearest ditch. It was on them! The 'Poop-poop' rang in their ears, they had a moment's glimpse of an interior of glittering plate-glass and rich morocco[1], and the magnificent motor-car, immense, breath-snatching, passionate, with its pilot tense and hugging his wheel, possessed all earth and air for the fraction of a second, flung an enveloping cloud of dust that blinded them utterly, and then dwindled to a speck in the far distance, changed back into a droning bee once more.

The old grey horse abandoned himself to his natural emotions. Rearing[2], in spite of all the Mole's efforts, he drove the cart backward towards the deep ditch at the side of the road. It wavered[3] an instant – then there was a heart-rending crash – and the canary-coloured cart, their pride and their joy, lay on its side in the ditch, a wreck.

The Rat danced up and down in the road. 'You villains!' he shouted, shaking both fists. 'You scoundrels, you highwaymen, you road-hogs! I'll report you!'

Toad sat straight down in the middle of the dusty road, his legs stretched out before him, and stared in the direction of the disappearing motor-car. His face wore a placid, satisfied expression, and at intervals he faintly murmured 'Poop-poop!'

The Mole was busy trying to quiet the horse, which he succeeded in doing after a time. Then he went to look at the cart, on its side in the ditch. It was indeed a sorry sight. Panels and windows smashed, axles hopelessly bent, one wheel off.

The Rat came to help him, but their united efforts were not sufficient to right the cart. 'Hi! Toad!' they cried. 'Come and bear a hand, can't you!'

The Toad never answered a word, or budged from his seat in the road; so they went to see what was the matter with him. They found him in a sort of a trance, a happy smile on his face. At intervals he was still heard to murmur 'Poop-poop!' The Rat shook him by the shoulder. 'Are you coming to help us, Toad?' he demanded sternly. 'Glorious, stirring sight!' murmured Toad, never offering to move. 'The poetry of motion! The real way to travel! The only way to travel! Here to-day – in next week tomorrow! Villages skipped, towns and cities jumped – always somebody else's horizon! O poop-poop! O my! O my!'

'O stop being an ass, Toad!' cried the Mole despairingly.

'And to think I never knew!' went on the Toad. 'All those wasted years that lie behind me, I never knew, never even dreamt! But now that I know, now that I fully realise! O what a flowery track lies spread before me! What dust-clouds shall spring up behind me as I speed on my reckless way! What carts I shall fling carelessly into the ditch!'

Adapted from Kenneth Grahame, *The Wind in the Willows*

[1] morocco – fine soft leather
[2] rear – to stand on back legs (used to talk about animals)
[3] waver – to move gently in different directions

ZADANIE MATURALNE

4 Przeczytaj tekst A. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.

1 Why did the cart fall in the ditch?
- **A** Because the Mole didn't try to save it.
- **B** Because the motor car hit it.
- **C** Because the road wasn't wide enough.
- **D** Because the horse got nervous.

2 Which of the following sentences is true?
- **A** The Mole managed to calm the horse.
- **B** The Rat behaved in a calm and mature manner.
- **C** The Toad helped his friends pull the cart from the ditch.
- **D** The Mole sympathised with the Toad's feelings.

3 In the last paragraph, the Toad mentions a flowery track spread before him because
- **A** he was in the countryside.
- **B** the dust in the air smelled of flowers.
- **C** he was optimistic about the future.
- **D** he was worried about using motor cars in the countryside.

4 What does this extract describe?
- **A** The reasons for a journey undertaken by three friends.
- **B** How one of the characters reacts to seeing a car for the first time.
- **C** The disadvantages of travelling with a horse and cart.
- **D** How one of the characters was injured in a road accident.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

TRENING MATURALNY

5 Read the text in Exercise 2 again and answer the questions.

1 What conclusion can be drawn about Archie's engine based on the underlined sentence? *The engine sounds (rough) like an old man (clearing his throat).*
2 Is it a fact or an opinion that James and Martina can rely on the car to take them to the beach? *It's an opinion (James's – he is sure the car will be fine).*

Aby wyciągać wnioski na podstawie jakiejś informacji, skup się najpierw na dokładnym zrozumieniu tekstu, następnie poszukaj w nim fragmentów na poparcie wniosków.

Aby odróżnić fakty od opinii, zwróć uwagę, czy w tekście występują słowa typu *think*, *believe*, *suppose*, *estimate*, *guess*, *sure*, *could*, *might*, *in my view*, *from my point of view* itd.

B Driverless Cars

Cars today are partially automated. They can park and switch on the headlights by themselves. They have GPS and cruise control to reduce speed so you keep a safe distance from the car in front. Some cars can even apply the brakes automatically or steer the car back into the right lane if the driver gets distracted. But now fully automated vehicles are on the way. So what are the pros and cons?

Every year on Britain's roads, about 1,800 people are killed and 22,000 injured. Approximately seventy-five percent of all road accidents are caused by human error. Machines are safer drivers. Driverless cars always give way to pedestrians and cyclists, they don't get tired or distracted, and they never need a breathalyser test. Driverless cars also consume less fuel while cutting down journey times. One study estimated that motorway journeys could be eleven percent faster if all vehicles were fully autonomous. You wouldn't need a driving licence to use an autonomous car. You wouldn't even need to own a car. You could just order one like a taxi. So there would be fewer traffic jams, less congestion and cleaner air.

However, there are some potential problems. Taxi and delivery drivers would lose their jobs. Computers crash, so why wouldn't the software in autonomous cars? And if that caused a real life crash, who would be responsible? The 'driver' or the manufacturer of the vehicle or the software? Just like your computer system can get hacked, blackmailers could hack into your car while you're driving and threaten to crash if you don't pay a ransom. Terrorists could take control and cause head-on collisions and motorway pile-ups.

I must admit I'm in two minds about driverless cars. I would enjoy speeding along while sitting in the driver's seat with a book in my hands. But what about those problems?

ZADANIE MATURALNE

6 Odpowiedz na pytania 1–4 zgodnie z treścią tekstu B tak, aby jak najbardziej precyzyjnie oddać jego sens.

1 What is the main purpose of this text?
To examine the pros and cons of driverless cars.
2 Apart from the fact that driverless cars don't get tired and distracted, why might they cause fewer accidents? *They (always) give way to pedestrians and cyclists and they don't drink alcohol.*
3 What do driverless cars have in common with computer software?
They can both crash and be hacked.
4 What can we conclude from the last paragraph?
Sample answer: There are both good and bad sides of using driverless cars/The author values the benefits of using driverless cars, but seems concerned about potential problems.

7 SŁOWNICTWO Complete the text with the correct form of the verbs from the box.

apply | head-on | park | reduce | speed | steer

My first driving lesson was a disaster. I couldn't even [1] *steer* the car in a straight line. When I tried to change gear, I [2] *applied* the brakes instead. Then I went through a red light and almost caused a [3] *head-on* collision. The next lesson was much better. I kept a safe distance from the vehicles in front. I [4] *reduced* speed appropriately when approaching junctions. I gave way to other vehicles on roundabouts. And I [5] *sped* up on the motorway without breaking the speed limit. My instructor seemed impressed. But then he told me to [6] *park* the car in a tight space next to the pavement and I just couldn't do it. Maybe in the next lesson.

8 In pairs, answer the questions. *Students' own answers*

1 Do you agree that cars are the best way to get around? Why? / Why not? When is it better for you to use a different form of transport?
2 Would you be happy to ride in a driverless car? Why? / Why not?



08 ŚRODKI JĘZYKOWE Tekst z wyborem wielokrotnym

GRAMATYKA

A Complete the second sentence in each pair so the meaning is the same as in the original sentence.

1 'How much did you spend on your holiday last year?' she asked us.
She asked us *how much we had spent on* our holiday last year.

2 'I can pack my suitcase right now,' said Peter to his girlfriend.
Peter told his girlfriend *(that) he could pack his suitcase* right then.

3 'Don't leave the hotel without permission!' the teacher told the students.
The teacher told *the students not to leave the hotel* without permission.

4 'Yesterday I stained my new dress,' said Olivia.
Olivia said *(that) she had stained her* new dress the day before.

5 'You must explain everything to our tour guide,' said one of the passengers.
One of the passengers told *me (that) I had to explain everything to our* tour guide.

6 'I will fly with them next year if they have a good price offer,' my father told me.
My father told *me (that) he would fly with them the following year / the year after if they have* a good price offer.

7 'You should go to the coach without any delay,' said the tour guide.
Our tour guide told me that *I should go* to the coach without any delay.

8 'How long have you been working for this travel agency?' the interviewer asked me.
The interviewer asked *(me) how long I had been working for* that travel agency.

9 'Does this car belong to you?'
The traffic warden asked her *if/whether the car belonged to her*.

B Translate the parts in brackets into English.

1 The waiter asked me *if I had already been served* (*czy zostałam już obsłużona*).

2 Our tour guide wanted to know *when we were going to visit* (*kiedy zamierzamy zwiedzić*) the famous cathedral.

3 The immigration officer asked us *not to leave any* (*żebyśmy nie zostawili żadnego*) question blank in the immigration form.

4 Another passenger wanted to know *where the toilet was* (*gdzie jest toaleta*).

5 John said that he *had been working for this company for five years* (*pracował w tej firmie przez pięć lat*) before he got promoted.

▶ MOWA ZALEŻNA, STR. 270
▶ CZASY GRAMATYCZNE, STR. 244
▶ CZASOWNIKI MODALNE, STR. 259

TRENING MATURALNY

1 Read the tip below and the text. Choose the correct options to complete the text.

SUNNY WEATHER AND OTHER MISFORTUNES: HOLIDAY COMPLAINTS

Tom Smith, who [1]____ in the travel industry for two decades by the end of this year, has just revealed some of the most unusual holiday complaints. According to him, the list was topped by ... high temperatures and melting ice cream.
One British family, who chose Portugal as their holiday destination, talked of their dismay at the hot weather and complained their holiday clothes were too warm. Apparently, the sun was so strong that their ice cream melted too quickly. On the other hand, a man who travelled around Alaska in summer was disappointed about the temperatures [2]____ as high as he had imagined. Another cruise lover [3]____ the sea was too loud while she was on a Mediterranean cruise and thought the cabins had better be more soundproof in the future. Tourists can find fault with almost everything. When one traveller saw that the shampoo in her bag [4]____ during her flight, the woman found fault with the toiletries available in her hotel. As she put it, the incident might not have happened at all, as she [5]____ any cosmetics with her.



1 **a** will work **b** will be working
c will have been working **d** is going to work

2 **a** not being **b** wasn't
c not be **d** hadn't been

3 **a** said **b** asked
c told **d** talked

4 **a** leaked **b** had leaked
c was leaking **d** used to leak

5 **a** can't have brought **b** might have brought
c should have brought **d** needn't have brought

Pamiętaj, że tłumaczenie z angielskiego na polski i odwrotnie nie zawsze jest pomocne. Struktura poprawnie stosowana w języku polskim po dosłownym przetłumaczeniu na angielski może okazać się całkowicie błędna.

ZADANIE MATURALNE

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

AIR TRAVEL MIX-UPS

A medical student was left red-faced after he attempted to fly to Guyana to begin a scholarship but ended up almost 2,000 miles away from his intended destination. Emmanuel Akomanyi, from Ghana, could not find a direct flight to Georgetown, the capital of the South American country. However, he [1]____ what he thought was an indirect service via São Paulo. But when he disembarked the plane, he found himself not in Guyana, but the Brazilian city of Goiânia. Akomanyi spent a week in Brazil, where he was supported by strangers as he was travelling on a [2]____ budget and had no funds. The airline that had sold him the original ticket initially refused [3]____ responsibility but eventually flew him to his intended destination.

It was certainly not the first time a pair of similar sounding place names had led to travel mishaps. In 2013 Lamenda Kingdon, a British woman, hoped to explore the beautiful Alhambra Palace in Granada, Spain. Instead, she mistakenly caught a flight across the Atlantic and [4]____ on the tropical Caribbean island of Grenada. Mrs Kingdon told the immigration officers that she [5]____ her flight reservation over the phone and on receiving the ticket failed to notice that the destination on it was one letter different (and 6,500 km away) from the place she intended to visit. It was only two hours into the flight when a [6]____ passenger broke the surprising news to her.



1	A could have booked	(B) was able to book
	C ought to book	D might have booked
2	(A) tight	B narrow
	C short	D thin
3	A to have taken	B take
	(C) to take	D taking
4	A came out	(B) ended up
	C finished off	D checked in
5	A has made	B made
	C was making	(D) had made
6	A mutual	B common
	C shared	(D) fellow

3 Do you know anybody who has experienced some problems / unexpected situations while travelling by plane? Discuss in pairs. *Students' own answers*

▶ ZADANIA DODATKOWE STR. 138

TRENING MATURALNY

1 Read mini-dialogues 1 and 2. From options a–c, choose the answer which fits each gap.

1 **X:** Do you mind if I take your car? The bus will take too long.
Y: ____
X: That's great!
a Yes, of course. (**b**) No, not at all. **c** Actually, I do.

2 **X:** Could I take your car? The bus will take too long.
Y: ____
X: That's great!
(**a**) Yes, of course. **b** No, not at all. **c** Actually, I do.

2 Read the mini-dialogues in Exercise 1 again. Which language function a–d are they both testing?

a Proponowanie **b** Zdobywanie informacji
(**c**) Pytanie o pozwolenie **d** Pytanie o opinię

3 Read the tip below. In pairs, answer questions 1–2.

1 Why are two different answers correct in mini-dialogues 1 and 2 in Exercise 1?
2 Is it possible to change or replace the final line in mini-dialogue 1 so that option c is correct?

Ta sama funkcja językowa może być wyrażana za pomocą różnych konstrukcji gramatycznych. Przyjrzyj się uważnie konstrukcji użytej w wypowiedzi, na którą masz zareagować. Wybrana odpowiedź musi być poprawna zarówno pod względem znaczenia, jak i gramatyki.

Exercise 3
1 Because different grammar structures are used in the first questions.
2 Yes, it is. Possible answer: 'That's a pity!

ZADANIE MATURALNE

4 Uzupełnij minidialogi 1–3. Wybierz spośród podanych opcji brakującą wypowiedź: A, B lub C.

1 **X:** So what did the guide say?
Y: ____
X: OK, let's do that.
A He told me that the museum was worth visiting.
B He asked me if we could visit the museum.
(**C**) He suggested visting the museum tomorrow.

2 **X:** Excuse me! Could you tell me how much the train ticket to Gdańsk is?
Y: ____
(**A**) Let me check it for you.
B You're right, they're cheaper online.
C No, we don't have group discounts.

3 **X:** How about visiting the castle first and then going to the museum?
Y: ____
X: I'm glad you like my idea.
(**A**) That's fine with me.
B I'm not sure, to be honest.
C We could visit the water park instead.

08 PISANIE Rozprawka opiniująca

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Wiele osób uważa, że rower jest najlepszym środkiem transportu miejskiego. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, odnosząc się do bezpieczeństwa i wygody jazdy.

Wypowiedź powinna zawierać od 200 do 250 słów.

1 Cycling is environmentally-friendly, inexpensive and relatively quick. However, I am not convinced that it's the best option for urban travel. To explain why, I will look at the issue in terms of safety and comfort.

2 Firstly, it is obvious that cycling is not always safe. In my city, for example, there are very few bike lanes. Moreover, the ones we have are terrible. Either they are on the pavement, forcing cyclists to steer past pedestrians, or there is no barrier separating the bike lane from other vehicles. Consequently, most of the time, cyclists have to ride on the road, often in heavy traffic. There is no doubt that even if you wear a helmet, you risk suffering a serious accident in such conditions.

3 I also have some serious doubts about how comfortable cycling is in bad weather. For instance, I am certain most people would prefer to be sitting in a nice warm car, bus or train when it is cold and windy or the rain is pouring down. What is more, if you cycle, you may have to take a change of clothes or shoes. After all, I assume that most people do not want to arrive at work or school in wet clothes, muddy shoes or covered in sweat.

4 All in all, it may well be that cycling is suitable when the weather is fine. However, until cities like mine invest more in safe bike lanes, it seems likely that for most people cars or public transport will be a safer and more comfortable option.

1 **How easy is it to cycle in a town you know well?**
Students' own answers

2 **Read the sample task and the model answer above. Do you agree with the writer's arguments? Give reasons for your answers.**
Students' own answers

3 **Complete the Useful Phrases box with one word from the model answer in each gap.**

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

USEFUL PHRASES ▶ STR. 307

Expressing confidence
I feel confident that ...
I am (absolutely) sure/ [1] *certain* that ...
I am pretty sure that ...
There is no [2] *doubt* (in my mind) that ...
I do not think there can be any/much doubt that ...
It is/seems [3] *obvious* that ...

Making assumptions
I [4] *assume* that ...
It may [5] *well* be that ...
I would guess that ...

Expressing doubt
I am not (100%) sure (about) ...
I am not sure/ [6] *convinced* that ...
I have some/many [7] *serious* doubts about ...
I am in two minds about ...
It seems [8] *likely* that ...
I would not take that for granted.

4 **Complete the sentences with one word from the Useful Phrases box in each gap. Tick the sentences that you agree with and change the ones you disagree with. Then compare your answers in pairs.** *Students' own answers*

1 I am pretty *sure* our trains are the best in the world.
2 I am in *two* minds about the best way to get to school.
3 I would *guess* that the price of petrol will continue to rise.
4 I have some *doubts* about how green electric cars really are.
5 I feel *sure* that I'll pass my driving test before I'm twenty-one.
6 There is no doubt in my *mind* bikes are better than e-scooters.
7 I do not think there can be *any* doubt that air travel is bad for the environment.
8 It seems *likely* that we will stop driving petrol cars soon, but I would not take it for *granted*.

5 **Use the phrases from the Useful Phrases box to write six sentences about travel and transport. Be sure to use phrases from each section of the table. Then compare your sentences in pairs.**
Students' own answers



TRENING MATURALNY

6 **Read the tip below. Then read the sample task and the model answer again. Identify how the author supports their opinions with facts, examples and logical deductions in paragraphs 2 and 3.**

Przed napisaniem rozprawki przedstawiającej opinię najpierw przemyśl dokładnie temat i zajmij określone stanowisko. Pamiętaj, by w tekście poprzeć swoją opinię faktami, przykładami i wnioskami powstałymi na drodze dedukcji.

7 **Match opinions 1–2 to the reasons supporting them a–f. Which of the reasons are facts, which are examples and which are logical deductions?**

1 Our railway system is much worse than it used to be. *B (Fact); C (Example); F (Logical deduction).*

2 The town council should encourage people to walk to school or work. *A (Logical deduction); D (Fact); E (Example).*

a It would mean less congestion and cleaner air.

b Fares have increased by 20% in the last year.

c Last night, for instance, the last train was cancelled for no reason.

d It is only three miles from one side of town to the other.

e To show what I mean, you can walk from my house to the centre in ten minutes.

f This may well explain why passenger numbers keep falling.

8 **In pairs, discuss why more people don't use public transport in Poland. Make notes with facts, examples and logical deductions.** *Students' own answers.*

9 **Think about journeys you have made by car in the last two years. For which ones could you have used an alternative form of transport? Why didn't you? Discuss in pairs.** *Students' own answers.*

ZADANIE MATURALNE

10 **Do the task.**

Wiele osób podróżuje samochodem nawet wtedy, gdy są dostępne dogodne połączenia transportem publicznym. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, uwzględniając czas i koszty podróży.

Wypowiedź powinna zawierać od 200 do 250 słów.

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

W mediach społecznościowych założyłeś/założyłaś grupę pasjonatów podróżowania. Na jej forum chcesz podzielić się swoimi planami wyjazdowymi. W swoim poście:

- poinformuj czytelników o tym, gdzie się wybierasz i jak tam dotrzesz,
- wyjaśnij, dlaczego wybrałeś/wybrałaś to miejsce,
- opisz swoje uczucia związane z wyjazdem oraz przedstaw plan wyjazdu,
- napisz, w jaki sposób zamierzasz przedstawić na forum relację z wyjazdu.

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

I'm sure you're all dying to hear about the new trip I'm planning for the spring break.

I'm going camping in Scotland. I'm going to visit Edinburgh and go trekking in the Highlands. I'm thinking of taking the train. It's expensive, but it's greener than flying.

My initial plan was to visit a big city. I couldn't decide between Paris and Stockholm. I've got friends in Stockholm, but Paris is so beautiful. However, in the end, I realised I couldn't afford either place. In any case, I need a break from city life.

I'm really looking forward to the trip. As long as the weather's fine, I'm sure it will be fantastic. I'm not totally sure where I'm going, but my heart is set on climbing Ben Nevis. I've always dreamt of reaching the highest point of the British Isles.

I'm planning to make this forum more attractive, so I'm thinking of making a video of my trip and posting it here. What do you think?

ZADANIE MATURALNE

1 **Read the sample task and the model answer above, then do the task below.**

Wraz z grupą przyjaciół planujesz wycieczkę po zakończeniu roku szkolnego. Podziel się planami wyjazdowymi na szkolnym forum internetowym. W poście:

- opisz cel podróży i napisz, z jakich środków transportu planujecie skorzystać,
- wyjaśnij, czemu zrezygnowaliście z wyjazdu w inne miejsce,
- przedstaw swoje uczucia związane z wycieczką,
- zaproponuj specjalną atrakcję na zakończenie wyjazdu.

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

FORUM | Students' holiday plans

Only one week to go. Here's what we've planned so far.

Exercise 6
Paragraph 2
Opinion: cycling isn't always safe. - Support: Example: *In my city, for example, there are very few bike lanes.* Opinion: the bike lanes are terrible. - Support: Facts: *they are on the pavement / there is no barrier / cyclists have to ride on the road*; logical deduction: *you risk suffering a serious accident.*
Paragraph 3
Opinion: cycling isn't comfortable in bad weather. - Support: Example: *For instance, I'm certain most people would prefer to be sitting in a nice warm car, bus or train when it's cold or windy or the rain is pouring down.* Opinion: you may have to take a change of clothes or shoes when cycling. - Support: Logical deduction: *I assume that most people don't want to arrive at school or work in wet clothes, muddy shoes or covered in sweat.*

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

08 LISTA SŁOWNICTWA

MEANS OF TRANSPORT AND TRAVELLING | ŚRODKI TRANSPORTU I PODRÓŻOWANIE

MEANS OF TRANSPORT | ŚRODKI TRANSPORTU

camper van – samochód kempingowy
car – samochód
  automatic ~ – samochód z automatyczną skrzynią biegów
  autonomous/driverless ~ – samochód autonomiczny/bezzałogowy
  estate ~ – kombi
  sports ~ – samochód sportowy
cart – bryczka
coach – autokar
double-decker – autobus piętrowy
lorry – ciężarówka
scooter/e-scooter – skuter, hulajnoga / hulajnoga elektryczna
yacht – jacht

RAIL TRAVEL | PODRÓŻ KOLEJĄ

compartment number – numer przedziału
car – wagon
  dining/restaurant ~ – wagon restauracyjny
  sleeping ~ – wagon sypialny
economy/standard class – klasa ekonomiczna
level crossing – przejazd kolejowy
luggage rack – półka na bagaże
railway system – sieć połączeń kolejowych
tracks – tory
train – pociąg
  goods ~ – pociąg towarowy
  transcontinental ~ – kolej transkontynentalna

AIR TRAVEL | PODRÓŻ LOTNICZA

baggage – bagaż
  ~ allowance – dozwolona ilość bagażu
  ~ carousel – taśma bagażowa
  ~ reclaim – odbiór bagażu
  excess ~ – nadbagaż
cabin crew – personel pokładowy
checked/hold/registered luggage/baggage – bagaż rejestrowany
check-in – odprawa biletowo-bagażowa
disembark the plane – wysiąść z samolotu
flight – lot / połączenie lotnicze
  connecting ~ – dalsze połączenie lotnicze
  direct ~ – bezpośredni lot
  domestic ~ – lot krajowy
  long-haul/long-distance ~ – lot długodystansowy
fellow passenger – współpasażer, współpasażerka
final destination – cel podróży
go through passport control/customs/security – przejść odprawę paszportową / odprawę celną / kontrolę bezpieczeństwa
hand/cabin/carry-on luggage/baggage – bagaż podręczny
indirect service – połączenie z przesiadką
jet lag – zmęczenie spowodowane podróżą do innej strefy czasowej
last call – ostatnie wezwanie pasażera na pokład samolotu
leave your luggage unattended – zostawić bagaż bez nadzoru
left luggage office – przechowalnia bagażu
long-distance air travel – długa podróż lotnicza
overhead locker – schowek bagażowy nad siedzeniem
shuttle bus – autobus wahadłowy
stopover – międzylądowanie
taxi – kołować na pasie startowym

SEA TRAVEL | PODRÓŻ MORSKA

cabin – kajuta
canoe – kanadyjka
cruise – rejs
deck – pokład
disembark – zejść z pokładu
liner – statek pasażerski, liniowiec
  cruise ~ – wycieczkowiec
  ocean ~ – transatlantyk
overboard – za burtą
rough crossing – burzliwy rejs, burzliwa przeprawa
row/paddle – wiosłować
seasickness – choroba morska
set sail – wypłynąć w morze
shipyard – stocznia
vessel – okręt, statek
voyage – rejs

CAR TRAVEL | PODRÓŻ SAMOCHODEM

accelerator – pedał gazu
bonnet – maska samochodu
boot – bagażnik
brakes – hamulce
  ● **apply the ~** – użyć hamulca
breathalyser – alkomat
bumper – zderzak
change gear – zmieniać bieg
clutch – sprzęgło
come to a halt – zatrzymać się
dashboard – tablica rozdzielcza
detour sign – znak objazdu
ditch – rów
do/make a U-turn – zawrócić
drop sb off (at the hotel) – wysadzić kogoś (przy hotelu)
fare – opłata za przejazd
fasten your seat belt – zapiąć pas bezpieczeństwa
gearbox – skrzynia biegów
give sb a lift – podwieźć kogoś
give way – ustąpić pierwszeństwa przejazdu
go through a red light / jump a light / the lights – przejechać na czerwonym świetle
handbrake – hamulec ręczny
  put the ~ on – zaciągnąć hamulec ręczny
headlights – światła przednie
hitch a ride / a lift – złapać okazję
hitchhiker – autostopowicz, autostopowiczka
honk – trąbić
indicate – sygnalizować skręt
indicator – kierunkowskaz
number plate – tablica rejestracyjna
● **park in a tight space** – zaparkować w wąskim miejscu
put the car in gear/neutral – wrzucić bieg/luz
● **reduce speed** – zwolnić
registration number – numer rejestracyjny
release the handbrake/clutch – zwolnić hamulec ręczny/sprzęgło
speed camera – fotoradar
speed limit – ograniczenie prędkości
  stick to the ~ – przestrzegać ograniczenia prędkości
speedometer – prędkościomierz
● **speed up** – przyspieszać
start the engine – uruchomić silnik
steering wheel – kierownica
● **steer the car (in a straight line)** – prowadzić samochód (w prostej linii)
swerve – gwałtownie skręcić
switch on the ignition – przekręcić kluczyk w stacyjce
tyre – opona
  spare ~ – koło zapasowe
windscreen – przednia szyba
wing/rearview mirror – lusterko boczne/wsteczne
(windscreen) wiper – wycieraczka (szyby samochodowej)

CYCLING | JAZDA NA ROWERZE

adjust the brakes/gears – regulować hamulce/przerzutki
axle – oś
cycle/bike lane – pas dla rowerów
cycle/bike path – ścieżka rowerowa
frame – rama
go flat – tracić powietrze (o dętce)
handlebars – kierownica
lock – linka do przypinania
oil the chain – oliwić łańcuch
patch a puncture – łatać dziurę
pump – pompka rowerowa
pump up the tyres – pompować dętki
remove and replace the wheel – zdejmować i zakładać koło
saddle – siodełko
valve – wentyl
wear a helmet – nosić kask

ACCOMMODATION | BAZA NOCLEGOWA

accommodation – zakwaterowanie, kwatera, nocleg
  budget ~ – niedrogie zakwaterowanie
  full-board ~ – zakwaterowanie z pełnym wyżywieniem
  half-board ~ – zakwaterowanie z niepełnym wyżywieniem
  self-catering ~ – zakwaterowanie z możliwością korzystania z kuchni
boutique hotel – hotel butikowy
caravan / mobile home – przyczepa kempingowa
chalet – domek w górach
en-suite – z własną łazienką
double-booked – podwójnie zarezerwowany
dormitory – sala wieloosobowa w schronisku
facilities – udogodnienia
good supply (of sth) – dobre zaopatrzenie (w coś)
guesthouse / boarding house – pensjonat
holiday farm – gospodarstwo agroturystyczne
holiday home/cabin – dom wakacyjny
home comforts – domowe wygody
inn – gospoda, zajazd
isolated – odosobniony
location – lokalizacja, położenie
  beachfront ~ – położenie w pobliżu plaży
  central ~ – centralne położenie
  seafront ~ – położenie blisko morza
  sought-after ~ – pożądana lokalizacja
mixed dorm – pokój koedukacyjny
mountain cabin – chata w górach
pet-friendly – przyjazny zwierzętom
pitch / put up a tent – rozbić namiot
rates – stawki, ceny
  seasonal/in-season/off-season ~s – stawki sezonowe / w sezonie / poza sezonem
single/double/triple room – pokój jedno-/dwu-/trzyosobowy
suite – apartament hotelowy
vacancy / vacant room – wolne miejsce / wolny pokój
vacate a room – zwolnić pokój
youth hostel – schronisko młodzieżowe

TRIPS | WYCIECZKI

bike/car rental – wypożyczalnia rowerów/samochodów
city break – krótki wyjazd turystyczny do dużego miasta
● **far-flung destination** – odległe miejsce
glamping – pobyt na luksusowym kempingu
globetrotting – podróżowanie dookoła świata
holidaymaker – urlopowicz, urlopowiczka
go – iść, pojechać
  ~ camping – biwakować
  ~ hiking – iść na wycieczkę
  ~ trekking – iść na wędrówkę
hike – piesza wędrówka
holiday – wakacje, urlop
  backpacking ~ – obóz wędrowny / podróżowanie z plecakiem
  ~ retreat – wakacyjne zacisze
  ~ on a shoestring – wakacje niskobudżetowe

package ~ – wczasy zorganizowane
touring ~ – objazdowy wyjazd turystyczny
trekking ~ – wyjazd trekkingowy
volunteer ~ – wyjazd na wolontariat
in the middle of nowhere – na końcu świata, na odludziu
in the wild – w dziczy
itinerary – plan podróży
keep the costs low – ograniczać wydatki
need a visa – potrzebować wizy
provisions – prowiant, zapasy
● **renew your passport** – wyrobić nowy paszport
secluded – ustronny
see sb off – odprowadzać kogoś
set off/out – wyruszać
staycation – wakacje spędzane w domu
tour – podróż, wycieczka objazdowa
guided ~ – wycieczka z przewodnikiem
sightseeing ~ – zwiedzanie
~ guide – przewodnik
~ leader – pilot wycieczek
travel – podróżować
~ light – podróżować z małym bagażem / bez bagażu
~ on a tight budget – podróżować przy ograniczonym budżecie
urban ~ – podróżowanie po mieście, turystyka miejska
trip – wycieczka, podróż, wyjazd
backpacking ~ – obóz wędrowny / podróżowanie z plecakiem
business ~ – podróż służbowa
one-day ~ – wycieczka jednodniowa
round-the-world ~ – podróż dookoła świata

IDIOMS | IDIOMY

at the crack of dawn – o świcie
be in two minds about (doing) sth – nie móc się zdecydować na coś
get away from it all – oderwać się od szarej rzeczywistości
hustle and bustle – zgiełk, harmider
a stone's throw from – rzut beretem
(the) highways and byways – drogi i bezdroża
hit the road – wyruszyć
live out of a suitcase – żyć na walizkach
off the beaten track – na uboczu
thumb a lift – złapać stopa/okazję
travel broadens the mind – podróże kształcą

SIGHTSEEING | ZWIEDZANIE

admission price – cena za bilet wstępu
attract tourists – przyciągać turystów
audio guide – przewodnik audio
breathtaking/stunning/amazing view (of/over sth) – zapierający dech w piersiach / zachwycający / wspaniały widok (na coś)
charge (fees) – pobierać (opłaty)
guidebook – przewodnik
overcrowded – zatłoczony
packed with tourists – pełen turystów
● **place of natural beauty** – miejsce o szczególnych walorach przyrodniczych
scenery – krajobraz
see the sights – zwiedzać
tacky souvenir – tandetna pamiątka
tourist site – atrakcja turystyczna
touristy – nastawiony na / przyciągający turystów
unspoilt – nienaruszony

PLACES TO SEE | MIEJSCA WARTE ZOBACZENIA

amphitheatre – amfiteatr
amusement park – wesołe miasteczko
drawbridge – most zwodzony
dungeon – loch
fortress – forteca, twierdza
game reserve – rezerwat dzikich zwierząt
historic site – zabytek
marketplace – targ, bazar
medieval – średniowieczny
memorial – pomnik
moat – fosa
picturesque – malowniczy
temple – świątynia
theme park – tematyczny park rozrywki

TRAVEL ACCIDENTS AND BREAKDOWNS | AWARIE I WYPADKI W PODRÓŻY

A&E (Accident and Emergency) / Casualty – szpitalny oddział ratunkowy
black box / flight recorder – czarna skrzynka
breakdown service – pomoc drogowa, laweta
bump into sth – wjechać w coś
capsize – wywrócić się do góry dnem (o łodzi)
casualty/victim – ofiara
(complete) write-off – (kompletny) wrak (o samochodzie)
collide – zderzyć się
collision – kolizja
● **head-on ~** – zderzenie czołowe
derail – wykoleić się
derailment – wykolejenie
drown – utonąć
emergency landing – awaryjne lądowanie
fall in/into a ditch – wpaść do rowu
fatality / fatal victim – ofiara śmiertelna
flat battery – rozładowany akumulator
flat tyre – opona bez powietrza
give sb first aid – udzielić komuś pierwszej pomocy
● **hassle** – uciążliwość, udręka
have a narrow escape – ledwo ujść cało
leave sb / be out of pocket – zostawić kogoś / zostać bez grosza
life belt/buoy – koło ratunkowe
life jacket – kamizelka ratunkowa
maritime disaster / shipwreck – katastrofa morska
motorway pile-up – karambol na autostradzie
multi-vehicle collision – kolizja
overturn – wywrócić się, dachować
oxygen mask – maska tlenowa
rescue/emergency services – służby ratunkowe
skid – wpaść w poślizg
taxi with a broken meter – taksówka z zepsutym licznikiem
tedious – męczący
travel mishap – niefortunny wypadek podczas podróży
turn over – przewrócić się (o statku/łodzi)
wreckage/wreck – wrak, szczątki

ROAD TRAFFIC | RUCH ULICZNY

be held up in a traffic jam – utknąć w korku
built-up area – teren zabudowany
consume fuel – zużywać paliwo
detour – objazd
diversion – przekierowanie/objazd
junction – skrzyżowanie
lane – pas drogowy
bus ~ – buspas
slow ~ – pas wolniejszego ruchu
main/minor road – droga główna/drugorzędna
pedestrian – pieszy, piesza
ring road – obwodnica
roadworks – roboty drogowe
roundabout – rondo
traffic – ruch (drogowy)
heavy ~ – duży ruch
~ is at a standstill – ruch jest sparaliżowany
~ jam/congestion – korek drogowy

TRAVEL SAFETY | BEZPIECZEŃSTWO W PODRÓŻY

be wary of sth – wystrzegać się czegoś
blend in – wmieszać się w tłum
conspicuous/inconspicuous – rzucający się w oczy / dyskretny
get to know your destination – poznać miejsce, do którego się wybieramy
flashy jewellery – krzykliwa biżuteria
get peace of mind – mieć spokojną głowę
keep – mieć, trzymać
~ an eye on sth/sb – uważać na coś/kogoś
~ sth in the hotel safe – trzymać coś w sejfie hotelowym
purchase travel insurance – wykupić ubezpieczenie podróżne
take (safety) precautions (against sth) – podjąć środki ostrożności (na wypadek czegoś)
scam – oszustwo, wyłudzenie
seasoned traveller – doświadczony podróżny
target of pickpockets – cel ataku kieszonkowców
● **wear a money belt** – nosić torebkę-nerkę
valuables – kosztowności

PRONOUNCE IT

Suffixes that move word stress

The stress in some words changes position when a suffix is added to the word. Here are some examples:

- *-ity* (e.g. ***ac**tive – ac**ti**vity*); *-ic* (e.g. *e**co**nomy – e**co**no**mic***); *-ble/-bly* (e.g. *pre**fer** – **pre**ferable/**pre**ferably*); *-ion* (e.g. *in**form** – **form**ation*); *-al* (e.g. ***sub**stance – sub**stan**tial***)

Not all suffixes cause this change:

- *-ment* (e.g. *de**ve**lop – de**ve**lopment*); *-ly* (e.g. *e**co**nomical – e**co**nomically*); *-ance* (e.g. *in**sure** – in**su**rance*)

1 08 08 **Find the stressed syllable in the second word in each pair. Listen and check. Then practise saying the pairs of words.**

1 collide – collision
2 value – valuable
3 season – seasonal
4 fatal – fatality

2 08 09 **Listen to these pairs of words. In which pair does the stress placement change?**

1 refresh – refreshment
2 environment – environmental
3 centre – central
4 allow – allowance

TEKST Z WYBOREM WIELOKROTNYM

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

Can we go any faster?

Japan is probably the first country that comes to [1]____ when we think of the best train journeys. Japanese trains are frequent, punctual and enable passengers to [2]____ the majority of destinations in the whole country, including small towns and villages. Obviously, the most famous Japanese trains are the high-speed trains called Shinkansen. They're so fast that the 552-kilometre distance between Tokyo and Osaka only takes them 2.5 hours. Most of us probably [3]____ our trains were so speedy, but for the Japanese it's not enough. They're still improving and expanding their rail network. Currently a new line [4]____ between Tokyo and Osaka for the new generation of magnetic trains. Thanks to them the travel time between the cities [5]____ have been reduced to less than an hour by 2045. For most visitors to Japan, travelling on a Shinkansen train is an adventure in itself. [6]____ this is not exactly cheap, tourists can buy a special rail pass at a really affordable online price before arriving in Japan.

1	A head	(B) mind	C attention	D thought
2	A arrive	B get	C move	(D) reach
3	A would like	B want	(C) wish	D wonder
4	A has built	B is built	(C) is being built	D is building
5	A would	(B) will	C may	D should
6	(A) Even though		B On the one hand	
	C In spite of		D However	

TEKST Z LUKAMI

2 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

THE CHANGING FACE OF HITCHHIKING: TRADITION MEETS TECHNOLOGY

Hitchhiking, once a popular way for young people to travel cheaply and with a sense of adventure, has largely disappeared from British roads. Concerns about safety have made drivers increasingly less willing to stop for strangers. In a survey conducted by the Automobile Association, only a small number of drivers said they [1] *would* consider picking up a roadside traveller.

However, modern technology has brought a new form of hitchhiking. There are quite a few mobile apps and websites which help people arrange rides [2] *in* advance. These platforms allow hitchhikers and drivers to [3] *take* precautions by using profiles and reviews to make the process safer than simply standing by roadsides.

Even so, some people feel nostalgic for the old way of hitchhiking and accuse crime stories in the media [4] *of* creating distrust in society, which they believe has contributed to its decline. A few enthusiasts, like traveller Amy Woodyatt, still



prefer to thumb a [5] *lift/ride* in the traditional way. She says it's more than just a way to get somewhere – it's about meeting new people and having unique experiences. She finds hitchhiking easier in Europe, but it's still possible in the UK with a positive attitude and good preparation.

All in all, hitchhiking, with its mix of tradition and technology, remains an exciting option for adventurous travellers willing to give it a go.

MINIDIALOGI

P

3 Uzupełnij poniższe minidialogi. Wybierz spośród podanych opcji brakującą wypowiedź: A, B albo C.

1 **X:** Could I borrow your guidebook for a moment?
Y: ____
A Yes, I really need it.
(B) Of course, go ahead.
C Unfortunately, I couldn't.

2 **X:** Where shall we go on holiday this year?
Y: ____
X: It sounds like a good idea.
A You'd better tour around Italy.
B Yes, let's do it!
(C) Why don't we go somewhere exotic?

3 **X:** Excuse me, do you know how to get to the cathedral?
Y: ____
X: Thanks a lot.
A You have to get there soon.
B I wish I didn't. I'm sorry.
(C) Just follow this road until you see it.

4 **X:** Did you like the cruise? I must say I didn't enjoy it at all.
Y: ____
A Me too.
(B) Neither did I.
C I did the same.

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

1 Do you prefer summer or winter holidays? Why?
2 How much luggage do you usually carry when you go on holiday?

UCZEŃ B

1 What's the most interesting place you have ever visited? Why did you like it?
2 Do you enjoy beach holidays? Why? / Why not?

ZADANIE 1 *Students' own answers*

UCZEŃ A

Odwiedza cię kolega/koleżanka z Irlandii. Planujecie kilkudniowy wyjazd nad morze. Poniżej podano cztery kwestie, które musicie omówić.

Transport
Koszty wyjazdu
Zakwaterowanie
Atrakcje

Rozmowę rozpoczyna uczeń B.

▶ UCZEŃ B STR. 334

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



1 Are the men travelling on business? Why do you think so?
2 Do you prefer to travel alone or with a companion? Why?
3 Tell us about a situation when you or someone you know had to cancel travel plans.

ZADANIE 3 *Students' own answers*

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

W ramach obchodów Europejskiego Tygodnia Zrównoważonego Transportu (*European Mobility Week*), twoja klasa chce zachęcić uczniów do korzystania z ekologicznych środków transportu. Wyraź swoje zdanie na temat wykorzystania w waszej kampanii poniższych plakatów.

- Wybierz plakat, który będzie, twoim zdaniem, najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



UCZEŃ A

1 Is it a good idea to take a driving course just after turning eighteen?
2 Should cars be banned from the centres of popular tourist resorts? Why? / Why not?

UCZEŃ B

1 What are the disadvantages of using public transport?
2 What is the safest form of transport? Why do you think so?

01-08 POWTÓRZENIE KUMULATYWNE

SŁUCHANIE

ODPOWIEDZI NA PYTANIA

1 08 10 **Usłyszysz dwukrotnie tekst na temat wpływu mediów społecznościowych na nawyki żywieniowe. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5.**

1 What suggests that people sometimes care more about taking good photos than about the food?
the temperature of the food (fact that it is cold / fact that it is no longer hot); people let their food go cold as long as they can be sure they get the best photos

2 How is fast food usually presented in the pictures posted on social media?
Fast food is often shown as being cool and sociable (because it is often eaten at parties or other social gatherings).

3 What do photos of healthy food typically point out?
Healthy food posts focus on the nutritional value of the meal.

4 How does the number of followers on social media influence people's behaviour?
When something becomes popular, people can get desperate to be part of the new trend.

5 When did the the traditional media start to take interest in kale?
When the marketing company got a trendy restaurant to add it to their menu.

DOBIERANIE ZDAŃ DO WYPOWIEDZI

2 08 11 **Usłyszysz dwukrotnie pięć wypowiedzi na temat podróży lotniczej. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions

A safety measures that passengers must follow on board.

B a free service provided for some travellers after their journey.

C problems due to a lack of airline staff assisting passengers.

D using technology at the airport.

E a factor that makes flying in a specific way uncomfortable.

F a wide range of quality in-flight entertainment.

1	2	3	4	5
D	A	E	B	C

ŚRODKI JĘZYKOWE

TEKST Z LUKAMI

3 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

A brief history of advertising

Advertising and marketing have been around for a long time, but branded product ads didn't appear [1] *until* the 18th century when print advertising became the norm. In the 1800s, the first billboards and ad agencies opened. Some time later, companies began marketing their whole brands, not just their products, as [2] *well* as sponsoring public events where they could easily target a particular group of consumers. An interesting instance of this was when soap manufacturers started to sponsor radio (and later TV) dramas which were very popular among housewives – hence the name soap opera, which stuck to these productions and is still applied today to a specific form of TV entertainment that is often [3] *nothing* more than an excuse for companies to show off their products to a wide audience.

The first actual television commercial appeared [4] *on* screens in the US in 1941, and that's when advertising budgets started increasing on an unprecedented scale. But that is almost ancient history now because the real game-changer was the widespread adoption of [5] *the* internet, which offered advertisers the perfect opportunity to engage the growing network of millions of users. The following decades saw consumers being swamped with various types of online ads that are displayed based on their own tastes.

SETY LEKSYKALNE

4 W zadaniach 1–5 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 *flat*

I was about 100 km from the nearest petrol station when I realised that I had a ... tyre.

Jake wanted to call his parents and ask them to pick him up, but his battery was ... .

The area was ... as a pancake – there were no hills or mountains as far as I could see.

2 *off*

Her idea of a perfect holiday is a small hut in the woods, somewhere ... the beaten track.

My cousin Rose saw me ... at the railway station and I started the next leg of my journey.

Mick and Jake hit it ... immediately – they were clearly on the same wavelength.

3 *time*

I came to the airport ahead of ... because I knew going through security would take ages.

My parents made a point of spending some quality ... with me every weekend when I was small.

With ... , Mike understood that taking a gap year after high school was a good idea.

140

4 ____out____

I don't think Jim is cut ... to be a chef – he likes to eat, but not to cook.

Anne hated travelling for work and living ... of a suitcase, so she quit her job as a financial manager.

The renovation of my flat left me completely ... of pocket; I had to take out a bank loan to survive.

5 ____road____

There was a huge traffic jam on the ring ... so we just parked the car and went for a walk in the forest.

It's already past 10 p.m. and we have a long way to go so it's high time we hit the ... !

Mary signed up for a yoga course and says she's on the ... to self-discovery.

TEKST Z WYBOREM WIELOKROTNYM

5 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

Message in a bottle

In 2018, an Australian family found the world's oldest known message in a bottle, almost 135 years after it was thrown into the sea. They came across the bottle in the sand on a beach [1]____ the beaten track in Western Australia. In the bottle, there was some damp paper, but they had no idea what it was until they returned home and put it in the oven to dry. It was later [2]____ by experts in Germany that it was an authentic message from a German ship.

Dated 12 June 1886, the note in the bottle came from the German ship Paula. It was part of [3]____ by the German Naval Observatory on ocean and shipping routes. As the German ships [4]____ sail and crossed the oceans, the crew on board would throw the bottles into the sea making a note of their position and then documenting the position where any of them were later found. They reasoned that the bottle from the Paula [5]____ into the Indian Ocean while the ship was sailing from Wales to Indonesia.

The project lasted sixty-nine years and thousands of bottles were thrown into the sea during that time. Prior to the bottle [6]____ in Australia, the last bottle with a note was recovered in Denmark in 1934.

1	**A** on	**B** off
	C along	**D** in
2	**A** convinced	**B** contrasted
	C compared	**D** confirmed
3	**A** a project	**B** an enquiry
	C an experiment	**D** a test
4	**A** set	**B** steered
	C started	**D** switched
5	**A** could have thrown	**B** was being thrown
	C must have been thrown	**D** ought to have been thrown
6	**A** had been finding	**B** being found
	C was being found	**D** had been found

TEKST Z WYBOREM WIELOKROTNYM

6 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

Buy Nothing Day

Buy Nothing Day, founded by the Canadian artist Ted Dave back in the early 90s, [1]____ people to go the whole day without buying a thing – not a pint of milk, not even a bus ticket. It is hoped that by highlighting the ways in which consumption is often promoted as the defining human [2]____, individuals, communities, businesses and even governments may change their attitude.

At present, 17% of the world's population consume 80% of the world's resources. This is not just [3]____, creating huge differences in standards of living, it also cannot be indefinitely sustained. While acknowledging that we all need to consume to live and that everyone has a right to a decent standard of living, Buy Nothing Day aims to focus on the excesses and the increasing 'throwaway' culture. Our society discourages people from reusing and recycling. [4]____ of repairing an item, we throw it away and buy a new one. We may be able to buy cheap clothes in any high-street shops, but they [5]____. In order to supply these items at such low prices, companies rely on the labour of developing countries.

Buy Nothing Day [6]____ a fairly popular event over the years and some people like to see it as an indication of society's move against mass-consumerism, though it remains to be seen if it isn't just a fad.

1	**A** explains	**B** urges
	C claims	**D** suggests
2	**A** routine	**B** type
	C occupation	**D** characteristic
3	**A** unreliable	**B** unfair
	C inefficient	**D** insincere
4	**A** Despite	**B** Apart
	C Instead	**D** Besides
5	**A** cost a fortune	**B** are low-cost
	C cut down the costs	**D** come at a cost
6	**A** has become	**B** had become
	C will become	**D** would become

09 KULTURA

SŁOWNICTWO



1 busker



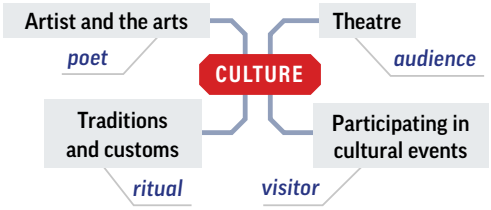
2 street artist



3 mime

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?**
Students' own answers



ARTISTS AND THE ARTS | TWÓRCY I DZIEDZINY KULTURY

2 **Name the people in the photos above.**

3 **Complete the table with the words from Exercise 2. Then add the words from the box. Some words can go into more than one category. Which form of culture is your favourite? Give reasons for your answer.**

cellist choir conductor costume designer director of photography extra ghostwriter playwright understudy

Film	costume designer, director of photography, extra
Literature	ghostwriter, playwright
Music	busker, cellist, choir, conductor
Theatre	costume designer, mime, playwright, understudy
Visual arts	street artist

4 **Match the words to make film collocations. Then in pairs, explain their meanings.**

1 advance *f*	**a** film
2 director's *c*	**b** premiere
3 end *d*	**c** cut
4 feature *a*	**d** credits
5 voiceover *e*	**e** artist
6 world *b*	**f** screening

5 **Match the words from the box to the descriptions. There is one extra word. Then in pairs, give examples of the films below.**

costume drama low-budget film prequel sequel silent film trailer

This film ...

1 is set in a historical period with the actors wearing clothes from that particular period. *costume drama*
2 portrays events that happened before an existing film. *prequel*
3 continues on from a previous work. *sequel*
4 is made with no or very little money. *low-budget film*
5 is a series of scenes put together to advertise a film. *trailer*

6 **Complete the text with the words from the box. There are two extra words.**

avid copies genre heroine linear plot rhyme verse

Could it end differently?

Have you ever read a book and thought 'I wish it ended differently,' or 'That character shouldn't have done that'? Do you know that there are books that let you change the [1] *plot* by deciding what the hero or [2] *heroine* should do? They're called 'gamebooks.' The [3] *genre* originated in the 1930s with the height of its popularity coming in the 1980s. Having sold more than 250 million [4] *copies* by the end of the twentieth century, the Choose Your Own Adventure book series was one of the most popular at the time.

How does a gamebook work? You read part of the story and, at certain points, you're asked what you want the character to do. Based on your answer, you're taken to a different paragraph or chapter. This means that a book is never read in a(n) [5] *linear* way, instead, the reader 'jumps' around the book. With the appearance of e-books and the Internet, gamebooks have made something of a resurgence in the form of 'interactive fiction'. Publishers are looking for various ways to attract new readers, especially younger ones.

However, at present, the most [6] *avid* readers prefer to stick to traditional narratives. It will be interesting to see what the future brings for book publishing.

7 **In pairs, answer the questions.** *Students' own answers*

1 Which type of books do you prefer: paperbacks, hardbacks or e-books? Why?
2 What's the last book that you read that you couldn't put down?
3 Would you call yourself an avid reader? Why?/Why not?
4 What do you think about gamebooks? Have you ever read any?

8 09 01 **Listen to six short pieces of music. Match the instruments from the box to the recordings. Check the answers at the bottom of page 144. In pairs, say which instrument sound you like the most and why.**

drums violin grand piano organ recorder trombone

1 *violin* 2 *drums* 3 *grand piano*
4 *recorder* 5 *organ* 6 *trombone*

9 **Complete the text with the words from the box. There are two extra words.**

accomplished chorus composing genre hit singles instruments released song lyrics performed

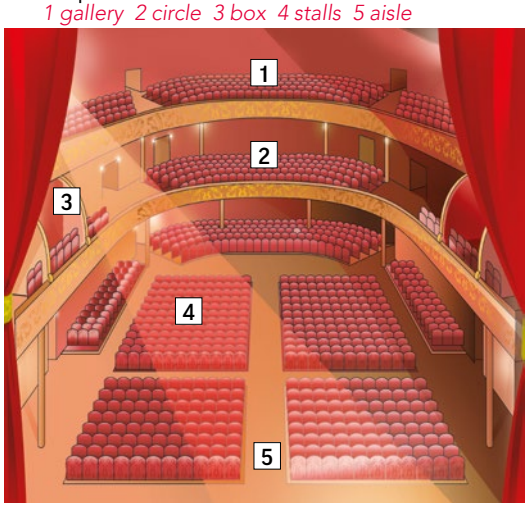
With over seven number one [1] *hit singles* and nine studio albums, Taylor Swift is one of the most prolific and [2] *accomplished* artists in the world. She's known for [3] *composing* her music, and for her narrative [4] *song lyrics* which focus on her own experiences and life. She also plays several [5] *instruments*, like the piano, guitar, banjo and the ukulele. Having been inspired by Shania Twain, Swift was initially interested in pursuing country music, and her first album, [6] *released* in 2006, was very much influenced by that [7] *genre*. She later moved to more mainstream music with folk inspirations still present in her latest albums.

10 09 02 **Listen to a phone conversation. Answer questions 1 and 2 using the words from the box, then match the words to places 1–5 in the picture.**

aisle box circle gallery stalls

1 What type of seat do the people choose? Why?
2 Why aren't they happy with the other options?

1 gallery 2 circle 3 box 4 stalls 5 aisle



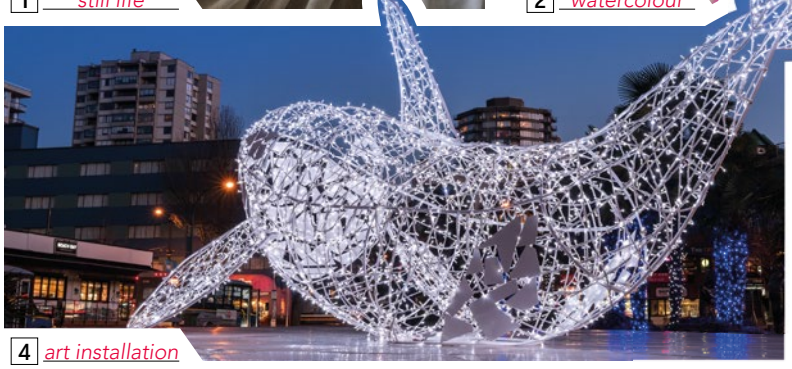
11 **Label the pictures below with the words from the box. There are two extra words. What type of visual arts do you like? Which ones have you tried yourself?**

art installation doodles engraving living statue self-portrait still life watercolour


1 *still life*


2 *watercolour*


3 *living statue*


4 *art installation*


5 *doodles*

Exercise 10
1 They choose seats in the circle because it's the best option for both of them.
2 Box seats: They provide obstructed views. Seats in the gallery: They're too far. The boy wouldn't see the stage. Seats in the stalls: They're at ground level. The girl would need to tilt her head back all the time. Aisle seats: People might be walking past them all the time.

09 SŁOWNICTWO

▶ LISTA SŁOWNICTWA STR. 154

PARTICIPATING IN CULTURAL EVENTS | UCZESTNICTWO W KULTURZE

12 ŚRODKI JĘZYKOWE **Complete the sentences in each pair with the same word.**

1 ___show___
The amateur actress was perfect in the performance and she completely stole the ... .
I always like to ... my friends around my city when they come to visit.

2 ___put___
She found the books so compelling that she just couldn't ... it down.
Listening to his favourite vinyl records can always ... him in a better mood.

3 ___reader___
Anna has always been an avid ... – she would go to the library twice a week to get a new book.
I've never been a voracious ..., I mostly read on the bus while I'm commuting.

4 ___crticial___
The exhibition was met with wide ... acclaim and was very popular among art lovers.
She never cared for ... opinions of other people – she doesn't need other people's recommendations.

13 **Match the people from the box to the definitions. There are two extra words.**

bookworm culture vulture movie buff spectator viewer visitor

This person ...

1 goes to a place to experience something, usually as a tourist. ___visitor___
2 watches a sporting event in person. ___spectator___
3 attends one cultural activity after another. *culture vulture*
4 watches things on TV or another device. ___viewer___

14 **Match the words from the boxes to the sentences. In each box, there is one extra word. Then in pairs, use the adjectives to talk about cultural events that you have recently participated in.**

appealing controversial convincing intricate

1 The statue consisted of 10,000 tiny elements all cut out of wood and then glued together by hand. ___intricate___
2 The actor was believable in his portrayal of an innocent prisoner. ___convincing___
3 Several countries banned the screening of the film because of its political nature. *controversial*

hilarious radical spectacular thought-provoking

4 The fireworks display was massive and very colourful. It was hard to miss. *spectacular*
5 Our latest book club read has made us all reconsider our beliefs and dig deeper into ourselves. *thought-provoking*
6 The stand-up comedian had us all in stitches. I can't remember the last time I had so much fun. ___hilarious___

Exercise 16
play it by ear: act on the spot, without preparation
play second fiddle: not be as important as someone else
try every trick in the book: do everything possible to achieve something
do everything by the book: follow the rules, laws, etc.
be an open book: reveal everything about yourself
be music to my ears: be very pleasant to hear
face the music: deal with the consequences of something that you have done
set something to music: provide music for a poem, performance, presentation, etc.

THE MEDIA | MEDIA

15 09 03 **Listen to four recordings and choose the correct options. Which words helped you choose the answers?**

1 The speakers are discussing ____.
(a) film footage **b** a news column **c** a cover story

2 The girl enjoys reading ____.
a broadsheets (b) gossip columns **c** tabloids

3 The speaker is ____.
a an agony aunt (b) a talk show host **c** an investigative journalist

4 The speaker wants to cancel his ____.
a subscription **b** phone-in programme (c) press conference

IDIOMS | IDIOMY

16 **Complete the sentences in each group with one word. Then explain the meaning of the idioms in bold.**

1 I still haven't decided what I'm going to sing at the talent competition – I'll just ___play___ **it by ear**.
One of the members of the boy band decided to leave the group as he didn't want to ___play___ **second fiddle** to the rest of the group.
There are currently auditions being held to find an actress to ___play___ the lead in a new feature film.

2 I **tried every trick in the** ___book___ to get myself noticed by the director, but he still kept me at the back of all the other extras.
He'll never download illegal copies of films as he **does everything by the** ___book___.
The actress was advised to not give out too much information in interviews, but despite that, **she's always an open** ___book___.

3 The fact that there are so many favourable reviews of my new novel **is** ___music___ **to my ears**.
As tickets sales were underwhelming, the concert organisers will have to **face the** ___music___ and cancel the gig.
The photo slideshow looks great, but it will make a bigger impact if you **set it to** ___music___.

GO FOR IT

17 **In pairs, do the task. Your school wants to organise a culture festival for members of the local community and has asked you to put forward proposals for the programme. Discuss:**

- what events the local community would find most appealing,
- how to attract all age groups to the festival,
- how you could take the opportunity to support local charities.

Justify your answers.
Students' own answers

Exercise 8 answer key 1 violin 2 drums 3 grand piano 4 recorder 5 organ 6 trombone

MÓWIENIE Wypowiedź na podstawie materiału stymulującego

09

1 **In pairs, discuss your favourite categories of photos: the ones you take, or ones you look at. Consider the themes in the box or your own ideas. What makes a good photograph?** *Students' own answers*

buildings food interiors landscapes people selfies sunsets wildlife

TRENING MATURALNY

2 09 04 **Read the task. In pairs, discuss which of the three photos you would choose and why. Then listen to a model answer and compare your ideas.**
Students' own answers

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.
W twojej szkole organizowany jest konkurs fotograficzny pt. *The Great Outdoors*. Masz za zadanie wybrać zdjęcie, które zachęci do udziału w konkursie.

- Wybierz zdjęcie, które wydaje ci się najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

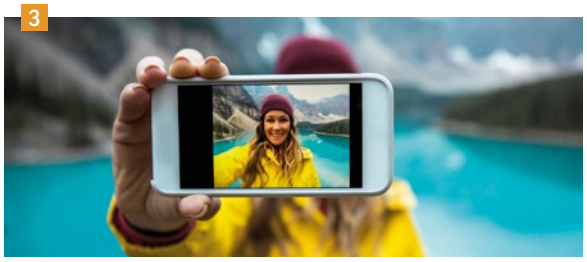
1



2



3



3 09 05 **Read the tip below. In pairs, discuss the follow-up question. Which two advantages would you choose to talk about? Listen to a model answer and compare your ideas.**
Students' own answers

- What are the pros of having photography or art competitions in school?

W odpowiedzi na pytanie o wady lub zalety jakiegoś rozwiązania warto skupić się na kilku z nich i szerzej je omówić, zamiast wyliczać wszystkie, które przyjdą ci do głowy, bez podawania uzasadnienia.

4 **In pairs, discuss two more follow-up questions. Use the Useful Phrases above.** *Students' own answers*

1 What are the advantages of joining photography clubs, art clubs or book clubs?
2 What are the drawbacks of devoting more time in the school curriculum to arts subjects like art, music and drama?

▶ ZESTAW ZADAŃ STR. 157

USEFUL PHRASES ▶ STR. 298

Arguments for and against

One/The (obvious) advantage/benefit is that ...
I can see potential drawbacks of ... / A potential drawback of ... is ...
I think there are several reasons ...
One / Another / The main reason is that ...
There is a strong argument for/against ...
On the one hand, ... / On the other hand, ...
As I see it ... / In my experience ... / I strongly believe ...

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

5 09 06 **Listen to a student answer the questions in Exercise 4. Compare the model answer with your own ideas.** *Students' own answers*

ZADANIE MATURALNE

6 **In pairs, take it in turns to do the task below.**

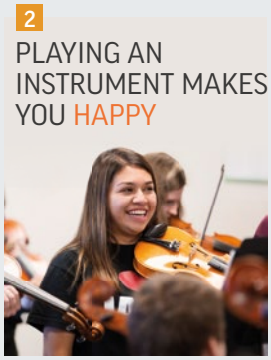
Popatrz na Plakat 1., Plakat 2. i Plakat 3.
Plakaty promują program edukacyjny zachęcający młodzież do gry na instrumencie muzycznym. Która z propozycji, twoim zdaniem, najbardziej przemówi do potencjalnych uczestników programu?

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

1



2



3



1 What are the pros of teaching young children how to play an instrument?
2 What are the disadvantages of getting a friend to teach you how to play an instrument?
3 What are the benefits of group music lessons compared with one-to-one?

09 04 09 05 09 06

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer (audio + script) •
Extra exam questions with model answers (audio + script)

Taking centre st(r)a(n)ge



Maurice Baquet in Chamonix, 1957

A Usually, professional musicians play indoors on stage in theatres or concert halls or outdoors at music festivals. Other musicians busk on streets, in parks or underground tunnels. However, there is a long tradition of musicians playing music under extreme conditions in very strange places. In 1957, for example, French actor and cellist Maurice Baquet heaved his cello high up into the Alps near Chamonix to perform a concert that was captured on film by his friend, the famed photographer, Robert Doisneau. This tradition of playing music in weird and wonderful places is still very much alive in the twenty-first century.

B A cello in its case with its bow and other accessories weighs about ten kilos. It's not the kind of instrument you want to carry up a mountain. But that's what American cellist Ruth Boden does. Ruth is a classically trained musician who loves rehearsing in the wild. In the short documentary *Andante* directed by filmmaker Gavin Carver in 2014, we follow Ruth as she treks through Oregon's Wallowa mountains before performing the soothing music of J.S. Bach on a peak at a height of 3,000 metres. This inspiring film is highly recommended. It has a poignant soundtrack that can move you to tears.

C In 2016, composer and pianist Ludovico Einaudi took centre stage while floating in the Arctic Ocean. The critically-acclaimed Italian maestro put on a spellbinding show as he performed his own creation, *Elegy for the Arctic*, in front of the Wahlenbergbreen glacier off the coast of Norway. The aim was to try to bring public attention to the problem of melting ice at the North Pole due to climate change. It was not reported if there were any polar bears in the audience, but if there had been, I'm sure they would have given Einaudi's masterful concerto a standing ovation.

D It's not easy to play the bagpipes marching in a band at the Highland Games, but it's even trickier to strike the right note while falling head-first at 80.5 kilometres-per-hour. That's what piper Roddy Garden did in 2017 when he jumped into the River Garry while playing *Scotland the Brave*. As a true Scot, he made the extraordinary forty-metre-high bungee jump in his kilt! Amazingly, he managed to keep in tune during his sensational performance and only played a few wrong notes as he was pulled back up. Impressive! But can you imagine the stage fright he must have felt?

1 **In pairs, make a list of places (indoors and outdoors) where you can see a musical performance. Does it matter for you where the performance is held?** *Possible answers: a theatre, a concert hall, a park, an art gallery, a museum, a pub, a café, a nightclub, a beach, etc. Students' own answers*

TRENING MATURALNY

2 **Read the text and identify the key words and phrases. Then decide if sentences 1–5 are true or false.**

In May 2013, Canadian astronaut Chris Hadfield played Christmas carols on his guitar while travelling around the Earth in the International Space Station. He followed that up by videoing himself playing the David Bowie hit *Space Oddity*, which is about an astronaut (Major Tom) who gets lost in space and presumably dies. Hadfield, however, changed Bowie's lyrics so that the hero doesn't lose contact with ground control, but instead, receives orders enabling him to land safely. It was, as far as we know, the first time anyone had recorded a music video in space. The video went viral and has had millions of views.

1 The International Space Station is going around our planet. ____
2 David Bowie composed a song called *Space Oddity*. ____
3 The character in *Space Oddity* is an astronaut who goes missing. ____
4 A Canadian astronaut rewrote the words so that it had a happy ending. ____
5 A Canadian astronaut was the first person to shoot a music video in space. ____

Przed dobieraniem zdań do akapitów przeczytaj każdy fragment tekstu uważnie i znajdź w nim kluczowe słowa.

3 **In pairs, discuss which sentence 1–5 best summarises the main idea of the text in Exercise 2. Give reasons for your answer.** *Sentence 5 because sentences 1–4 give minor details about the text, not the main idea.*

ZADANIE MATURALNE

4 **Przeczytaj podzielony na cztery części tekst oraz pytania do niego. Do każdego pytania 1–5 dopasuj właściwą część tekstu A–D. W jednej części tekstu znajdują się odpowiedzi na dwa pytania.**

In which paragraph does the author ...

1 refer to an awareness-raising campaign? *C*
2 talk about a musician who sometimes combines hiking and performing music? *B*
3 report on a musician who played an instrument while moving? *D*
4 give an early example of an unusual musical performance? *A*
5 describe the outfit an artist was wearing during his/her performance? *D*

5 **In pairs, answer the questions.** *Students' own answers*

1 Which of the performances in the text would you most like to have seen in person? Give reasons for your answers.
2 Have you ever seen or heard about a musical performance in an unusual place? Where was it? What was it like?

6 **SŁOWNICTWO** **Complete these sentences with words from the text. The first letter of each word has been given.**

1 That musical was **h***ighly* **r***ecommended*, but I felt disappointed.
2 This **c***ritically*-**a***cclaimed* novel is set in the future.
3 It was a simply **e***xtraordinary* performance.
4 There are motorbikes and tigers in their **s***ensational* new music video.
5 It's a magical, **s***pellbinding* story that really makes you think.
6 At the age of eighty, he is still a **m***asterful* performer.
7 It's a gentle, **p***oignant* film that made me cry.

7 **SŁOWNICTWO** **Match sentences 1–7 to sentences a–g. Use the underlined words to help you.**

1 Everyone feels stage fright sometimes. *b*
2 Being a solo artist is very stressful. *e*
3 The audience gave her a standing ovation. *f*
4 She didn't always keep in tune when she sang in the karaoke bar. *a*
5 She's not afraid to take centre stage. *c*
6 Many people were moved to tears. *g*
7 The comedian struck the right note in her speech at the awards ceremony. *d*

a Despite that, everyone enjoyed the fact she tried.
b However, there are ways to control it.
c In fact, she enjoys being the star of the show.
d It was neither too sentimental nor too light-hearted.
e It's obvious when you play a wrong note.
f They clapped and cheered and shouted for more.
g They'd seldom seen such an emotional performance.

CULTURE BIT | Joshua Bell

In 2007, a world-renowned violinist carried out an unusual experiment to see if people were able to recognise great musical talent. He busked in a subway station in Washington. Although many people walked by him, very few stopped to listen and he made just over fifty dollars (including a twenty-dollar bill from one person who did recognise him). Seven years later, in 2014, he returned to perform in the same subway station. This time, however, his concert was announced and thousands of people turned up to listen and to give him a standing ovation.

Exercise 2
Key words, e.g. astronaut, played, around the Earth, International Space Station, videoing, song; lost in space, dies, changed the lyrics, doesn't lose contact with ground control, receives orders, land safely, first time, played a song in space, video went viral. All the sentences are true.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

09 P CZYTANIE Dobieranie wypowiedzi do zdań • Uzupełnianie luk

A

QUEEN'S PARK CULTURE
On the main stage — Sunday 1 May

- The National Orchestra with soprano Mariana Rossi: a classical music concert including pieces from the opera *Carmen*.
- Award-winning theatre group Theatrin': their new play *Peaches*, based on fairy tales and Mathilda Dale's novels, stars Maxine Cooper in the leading role.
- Rock band Iron Age: a live performance by the group that reached the charts with their debut album *Indy Love*.

A great day at a great venue. Don't miss it!

B

From: Aimée To: Tomek

Hi Tomek,
Guess what! I passed the audition! I'm the new singer with Iron Age! We're playing in Queen's Park on May 1st. Then we're going to a recording studio to record a new album. We're going to shoot a music video, too. And in June, we're going on a world tour! Our first concert's in Warsaw and we'll be touring for six weeks in front of huge audiences. I'm so happy! My solo career was going nowhere. You get paid so badly playing in bars and clubs. I even had to go back to performing in the streets for a while. But now money's no problem. I'm going to be a star!

Call me. I'd love to see you after the concert.

Love,
Aimée

C

Aimée **Musicians play an important role in society. So I think governments should pay us to help promote culture. What do you think?**

Jake
Good idea. Do they do that anywhere?

Tomek
They've just introduced a plan in San Francisco to pay musicians $1,000 a month.

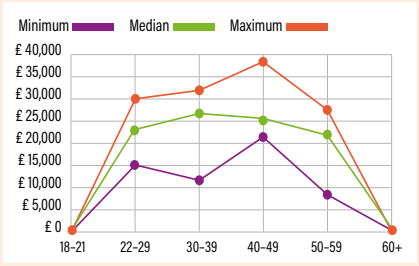
Claude
Yeah, I saw that. And in Australia, they offer one-off payments to help you make a record or to go on tour.

Tomek
Scandinavia's good, too. In Norway, the government spends about $50 million a year on music.

Aimée
It makes sense because successful groups and singers earn a lot of money for their countries, right?

D

Salary of Musicians in the UK



This graph from the UK Office for National Statistics shows the money earned by musicians and singers according to how old they are. The first thing to notice is that, on average, music performers do not earn much. Many fail to reach the UK average salary of about £29,000 per year at any point during their careers. Secondly, artists tend to earn more in their thirties and early forties. Their income drops considerably after that.

ZADANIE MATURALNE

1 Przeczytaj teksty A–D. Do każdego zdania 1–3 dopasuj właściwy tekst A–D. Jeden tekst nie pasuje do żadnego zdania.

1	This text describes how an individual's financial situation has improved.	B
2	This text includes information on financial assistance for music artists.	D
3	This text compares how well musicians of different ages are paid.	C

ZADANIE MATURALNE

2 Przeczytaj wiadomość Tomka do Moniki. Uzupełnij luki zgodnie z treścią tekstów A–D tak, aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim. W każdą lukę można wpisać maksymalnie trzy wyrazy.

To: Monika From: Tomek

Cześć Moniko,

nie uwierzysz, ale Aimée została wokalistką Iron Age! Wkrótce jedzie z zespołem na światowe tournée, które rozpoczną od występu w Warszawie. Aimée napisała, że chce się ze mną spotkać po koncercie. Przed trasą Iron Age nagrywają nowy album. Mam nadzieję, będzie pełen hitów jak ich [1] *debiutancki album / pierwszy album / debiut płytowy*, którym zdobyli listy przebojów. Ostatnio dowiedziałem się, że w [2] *Australii* można otrzymać jednorazowe wsparcie finansowe na nagranie płyty. Zawsze myślałem, że bycie muzykiem to dobrze płatna praca. Okazuje się jednak, że często jest odwrotnie. Na przykład, połowa brytyjskich muzyków w wieku 40 lat zarabia poniżej [3] *£25 000 / 25 000 funtów*, a w późniejszym okresie życia ich dochody jeszcze maleją. Aimée w przeszłości też miała trudności finansowe. Aby się utrzymać, przez jakiś czas musiała nawet ponownie występować [4] *na ulicy*. Teraz oczywiście nie martwi się już o pieniądze.

Miałabyś ochotę zobaczyć Iron Age na żywo?

Tomek

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

SŁUCHANIE Wybór wielokrotny

09

1 **In pairs, discuss how you would explain the following Polish customs to a foreign visitor: *topienie marzanny*, *noc kupały*, and *śmigus dyngus*. What other Polish customs can you think of and how would you explain them?** *Students' own answers*
1 topienie marzanny = The drowning of Marzanna
2 Noc Kupały = Midsummer
3 śmigus dyngus = Wet Monday, Easter Monday

TRENING MATURALNY

2 **Read the tip below. Then decide if sentences 1–6 describe facts (F) or opinions (O). In pairs, compare your answers. Do you agree with the opinions?**

1 Personally, my favourite time of year is Christmas, especially when it snows. _O_
2 It seems to me that people have forgotten the real reason for Christmas and it's become too commercialised. _O_
3 In a recent survey, 50% of children reported being disappointed with their Christmas presents. _F_
4 I can't imagine Christmas without roast turkey and all the trimmings. _O_
5 The upbeat Christmas song *Jingle Bells* was the first song ever played in space on 16 December 1965 on board a NASA spacecraft. _F_
6 In Ukraine, spiders are considered symbols of good luck at Christmas. _F_

Rozróżnianie faktów i opinii to ważna umiejętność. Fakty czasami są poparte danymi, liczbami lub badaniami. Opinie w nagraniu mogą być poprzedzone wyrażeniami typu *Personally*, *It seems to me* itd.

3 09 07 **Listen to a podcast about an Icelandic Christmas tradition. Which of the following are stated in the recording as facts (F) and which as opinions (O)?**

1 *Jolabokaflod* began as a result of goods shortage during wartime. _F_
2 The Icelandic people are able to find creative solutions in times of need. _O_
3 December is a good time to read a compelling story. _O_

4 **Think of a Polish Christmas tradition. Write down some facts and opinions about it in your notebook. In pairs, compare your ideas.** *Students' own answers*

ZADANIE MATURALNE

5 09 08 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi A–C lub A–D wybierz właściwą, zgodną z treścią nagrania.**

Tekst 1

1 Tom Browne's new book is about
A the history of portrait painting through the ages.
(B) the cultural clues hidden in portraits.
C the significance of embroidery in portraits.

Tekst 2

2 During the interview at Stonehenge, what is stated as a fact, not an opinion?
(A) People hold a festival there every year to give thanks to nature.
B People come there dressed in costumes similar to those in *Game of Thrones*.
C People originally built Stonehenge to watch the summer solstice sunrise.

Tekst 3

3 The Museum of International Folk Art was set up to
A compete with objects that were made in factories.
B provide a platform for the artistic cooperation between countries.
C display the widest range of handicrafts in the world.
(D) remind people of the value of things made by hand.

4 African necklaces, Polish wood carvings and Mexican dance masks are
A clues to how people used to live in ancient times.
B some of the most important exhibits in the museum.
(C) all linked to important traditions in those places.
D examples of folk art representing unusual rituals.

5 One of the exhibitions
(A) featured items which provided aid for people affected by a natural disaster.
B was set up to make money for folk artists from disaster zones.
C centred around art created in prison by young offenders.
D was organised to show how art can help people change.

6 Which of the following is in the recording as a fact, not an opinion?
A Online exhibitions make the museum more attractive.
B You can't understand people's cultural lives without folk art.
C People talk more about cultural identity after visiting the museum.
(D) Blog posts are a popular part of the museum website.

6 **SŁOWNICTWO** **Make sure you understand all the words in bold. Check them in the audioscript. Complete the sentences with your own ideas.** *Students' own answers*

1 A famous art gallery in Poland where you can see **masterpieces** is called _____.
2 When I see **a mural**, I think _____.
3 An **age-old** Polish tradition when people get married is _____.
4 Examples of **folk** art or typical **handicrafts** in Poland are _____.
5 I think **deep-rooted** traditions and **rituals** are _____.

7 **In pairs, compare your ideas in Exercise 7. How important is it to maintain customs and traditions in Poland?** *Students' own answers*

09 07 06 08

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

09 ŚRODKI JĘZYKOWE Tłumaczenie fragmentów zdań

GRAMATYKA

A Complete the sentences using the verbs in brackets in passive.

1 People who live below the threshold of absolute poverty must *not be forgotten* (not forget).
2 Coral reefs *will be wiped out / will have been wiped out* (wipe out) by the end of the century.
3 So far few cases of the illness *have been reported* (report) in this area.
4 I don't like *being told* (tell) what to do by my older siblings.
5 I failed the test because I *was not taught/hadn't been taught* (not teach) how to handle the stress of test taking.
6 My little brother is still in hospital – he *is being treated* (treat) for asthma.

B Rewrite the sentences using passive.

1 He loves it when young people look up to him.
_____
2 They will ask you questions about your educational background and work experience.
_____
3 Does the hotel provide transportation to and from the airport?
_____
4 The jury couldn't acquit the defendant because of the evidence stacked against him.
_____
5 The tour guide didn't show the tourists the entrance to the castle.
_____
6 The rain has ruined my plans for a walk on the beach.
_____
7 They are holding the next conference in Paris.
_____

C Rewrite the sentences in the correct tense using *have something done*.

1 A native speaker proofread my Master's thesis.
_____
2 A mechanic is going to repair John's car.
_____
3 A hairdresser has cut her hair.
_____
4 Two men are painting their house now.
_____
5 They always deliver our parcels on time.
_____

Exercise B
1 He loves being looked up to by young people.
2 You will be asked questions about your educational background and work experience.
3 Is the transportation to and from the airport provided by the hotel?
4 The defendant could not be acquitted by the jury because of the evidence stacked against him.
5 The tourists were not shown the entrance to the castle by the tour guide. / The entrance to the castle was not shown to the tourists by the tour guide.
6 My plans for a walk on the beach have been ruined by the rain.
7 The next conference is being held in Paris.

Exercise C
1 I had my Master's thesis proofread (by a native speaker).
2 John is going to have his car repaired (by a mechanic).
3 She's / She has had her hair cut (by a hairdresser).
4 They're / They are having their house painted now (by two men).
5 We always have our parcels delivered on time.

▶ STRONA BIERNA, STR. 273
▶ KONSTRUKCJA *HAVE SOMETHING DONE*, STR. 273

1 Read the sentence. Translate the words in brackets into English so that the sentence is logical and grammatically correct. Use up to five words in the gap.

Despite *being considered a star* (*że jest uznawana za gwiazdę*), the young actress doesn't look down on other people and is always friendly towards everyone.

2 Compare your answer in Exercise 2 with options a–e. Which option completes the sentence correctly? Is it the same as your answer in Exercise 2? Why are the other options incorrect?

a the fact that she is considered a star *przekracza określoną w poleceniu maksymalną liczbę wyrazów, chociaż jest poprawna językowo*
b be considered a star *po jej wstawieniu zdanie jest niepoprawne gramatycznie*
c people consider her a star *po jej wstawieniu zdanie jest niepoprawne gramatycznie*
d being considered a star *poprawna*
e behaving like a star *nie jest tłumaczeniem fragmentu podanego w nawiasie, a po jej wstawieniu zdanie staje się nielogiczne*

3 Translate the words in brackets into English so that the sentences are logical and grammatically correct. Use up to five words in each gap.

1 The film director has confirmed that his new film *will be set* (*będzie rozgrywać się*) in the same place as the previous trilogy of films.
2 This fragment *must have been added* (*musiał zostać dodany*) to later editions of the book. I'd never read it before.
3 Even though I *'d/had been warned / was warned* (*zostałem ostrzeżony*) about the spoilers, I couldn't resist and read all the reviews.
4 Unfortunately, yesterday's performance *had to be cancelled* (*musiało zostać odwołane*) due to an unfavourable weather forecast.
5 The stage curtains *must have been made* (*musiały zostać zrobione*) of very high-quality velvet fabric – they're simply gorgeous.
6 The director hopes *to have his film edited/cut* (*mieć swój film zmontowany*) to take to film festivals.

4 Rewrite each sentence so that it contains the correct form of *have something done* or *have somebody do something*. Write two versions of each sentence if possible. Then translate them into Polish.

1 Ella was disqualified from the poetry competition because her elder sister had written her poem for her.
_____
2 The film producers are considering whether to employ somebody to adapt their film to a series.
_____
3 A famous costume designer will create the lead actors' outfits two months before the premiere.
_____
4 Employing a professional stunt man or woman to perform dangerous stunts is a necessity in the TV and film industry.
_____

5 **Complete the questionnaire by translating the words in brackets into English. Use up to five words in each gap.**

Are you a culture vulture?
Answer these questions to find out.

1 If *you were invited* (*gdybyś został zaproszony*) to a ballet by someone you didn't like, would you accept the invitation?

2 *You've / You have been shown* (*Oprowadzono cię*) around an extremely interesting but very pricey museum. Do you think you will visit it again?

3 Would you like *to have your room decorated* (*zlecić udekorowanie swojego pokoju*) with some abstract paintings by local artists?

4 The poem you want to read *hasn't / has not been translated* (*nie został przetłumaczony*) into your language. Would you still make an effort to read it?



6 **In pairs, ask and answer the questions in Exercise 5. Give more details about each answer. Do you think your partner could be described as a culture vulture?**
Students' own answers

ZADANIE MATURALNE

7 **Fragmenty podane w nawiasach przetłumacz na język angielski tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 A new documentary series *will be released* (*zostanie wprowadzony na ekrany*) next month at the earliest.
2 Robert asked me *if I'd / I had already read* (*czy przeczytałam już*) the editorial about the future of electric cars.
3 Last month I *had my violin tuned* (*zleciłam strojenie moich skrzypiec*) by a professional musician.
4 I heard *the audience boo the artist* (*jak widownia wygwizdała artystę*) off stage and couldn't help feeling sorry for him.
5 For the fifth time, the director *had the scriptwriter rewrite* (*zlecił scenarzyście przepisanie*) the script.

TRENING MATURALNY

1 **Read the tip below. Then decide which option a–c completes sentence 1 correctly and why the other two options are incorrect. For sentence 2, translate the words in brackets into English so that the sentence is logical and grammatically correct. Use up to five words in the gap.**

1 The theatre director ____ (*zlecił zbudowanie sceny*) by two local carpenters.
   a has had the stage built *poprawna*
   b has built the stage *nie jest tłumaczeniem fragmentu podanego w nawiasie, ponadto po jej wstawieniu zdanie jest niepoprawne gramatycznie*
   c have had the stage built *użyta jest błędna forma czasownika posiłkowego 'have'*
2 She's decided to *to have her portrait painted* (*zlecić namalowanie swojego portretu*) by a well-known young artist.

Przeczytaj dokładnie zdanie i zastanów się, jaka struktura gramatyczna jest potrzebna, aby w kontekście całego zdania dobrze przetłumaczyć podany w nawiasie fragment. W zdaniu zamkniętym przetłumaczony przez siebie fragment porównaj z odpowiedziami do wyboru.

W zadaniu otwartym zawsze podana jest maksymalna liczba wyrazów, które można wpisać w lukę. Pamiętaj, by nie przekroczyć tej liczby.

Na koniec przeczytaj całość jeszcze raz i sprawdź, czy wybrana odpowiedź pozwoliła utworzyć zdanie, które jest logiczne i poprawne gramatycznie.

ZADANIE MATURALNE

2 **Fragmenty podane w nawiasach przetłumacz na język angielski tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 We *were informed* (*poinformowano nas*) yesterday that the performance would be cancelled due to the actor's illness.
2 The action of the film *takes place* (*rozgrywa się*) in the 1960s in the southern part of the United States.
3 She hopes *to have her poems reviewed* (*jej wiersze zostaną zrecenzowane*) by people who are genuinely interested in poetry.
4 Do *you mind if* (*masz coś przeciwko temu, że*) I take a photo of your dog?
5 Rock music *is being played live* (*jest grana na żywo*) in the venue right now, I can hear the beat of the drums!

▶ ZADANIA DODATKOWE STR. 156

Exercise 4
1 Ella was disqualified from the poetry competition because she'd / she had had her poem written (by her elder sister). / she'd / she had had her older sister write her poem.
2 The film producers are considering whether to have their film adapted to a series. / to have somebody adapt their film to a series.
3 The lead actors will have their outfits created (by a famous costume designer) two months before the premiere. / will have a famous costume designer create their outfits two months before the premiere.
4 Having dangerous stunts performed by a professional stunt man is a necessity in the TV and film industry. / Having a professional stunt man perform dangerous stunts is a necessity in the TV and film industry.

09 PISANIE Rozprawka za i przeciw

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Niektórzy sądzą, że muzyka, taniec czy zajęcia plastyczne powinny być równie ważne jak przedmioty ścisłe w programie szkoły średniej. Napisz rozprawkę, w której przedstawisz zalety i wady przykładania większej wagi do zajęć artystycznych.

Wypowiedź powinna zawierać od 200 do 250 słów.

1 **Discuss in pairs whether you think cultural school subjects such as music, dance and art should be obligatory throughout secondary education. Give reasons for your answers.** *Students' own answers*

2 **Read the sample task and the model answer above. What are the arguments for and against giving cultural subjects more importance?**
For: create healthier, more rounded people; improve creativity and critical thinking.
Against: harm young people's career prospects and the economy.

3 **In pairs, ask and answer the questions.**

1 Which arguments in the model text do you think are strongest? Why?

2 Can you think of any more arguments for and against giving cultural subjects more importance?

4 **Complete the Useful Phrases box with the words from the model answer.**

USEFUL PHRASES ▶ STR. 307

Considering hypothetical situations

If that were [1] *so*, students might grow up to become healthier.

If that [2] *were* to happen, then ... would/might...

Were that to happen (one day), then ... would/might ...

[3] *Should* schools reduce the time ..., then ... would/might ...

Let us suppose / Suppose/ Supposing that...

[4] *Imagine* (if) culture were given more importance.

Hypothetically, it is possible / could be that ...

Reacting to arguments

If that were true / the case, then ... would/might ...

That may well be true but ...

To a certain extent that is true but ...

It is undoubtedly true that culture helps people. [5] *However*, it may harm ...

There is no guarantee that that would happen.

On the other hand, ...

▶ ZDANIA WARUNKOWE, STR. 279

Exercise 3

1 Students' own answers

2 Students' own answers, e.g. For: create teaching jobs for arts graduates; make school more fun; encourage artistic creators such as songwriters and film directors that could raise the country's international cultural profile and lead to a profitable cultural industry. Against: Artistic subjects are something we can and should study in our free time; They are already given enough importance.

1 In most educational systems cultural subjects such as Music, Dance and Art are considered less important than Maths and Science. They are often optional rather than compulsory, and less time is dedicated to them. Here I consider the pros and cons of giving culture greater status in secondary schools.

2 One of the greatest advantages of teaching children artistic subjects is that it helps create more rounded people. Therapists often use music, painting, sculpture or dance to improve people's mental health. So, imagine if culture were given more importance in schools. If that were so, students might grow up to become healthier, more balanced individuals. Another point in favour of teaching cultural subjects is they improve creativity and critical thinking, which are vital skills in the modern world.

3 On the other hand, we should not forget that an essential part of education is to prepare young people for work. One disadvantage of dedicating more school hours to culture is that there are very few career opportunities for musicians, dancers and artists. Should schools reduce the teaching time devoted to Maths and Science, then young people might find it harder to get good jobs. If that were to happen, then the economy would suffer, and there would be less money available for education.

4 In conclusion, it is undoubtedly true that culture helps people to become happy and well-adjusted and to develop important skills. However, devoting more time in schools to cultural subjects may harm young people's career prospects.



ALSO AVAILABLE DIGITALLY
For the student: Flashcards

TRENING MATURALNY

5 Read the tip below and identify similar examples in the model answer.

Pisząc rozprawkę, warto zachować logiczną kolejność zdań tak, aby tekst był jasny w odbiorze.

Przykład 1:

1 Stwierdzenie faktu
Science is taught in schools.
2 Hipoteza
However, suppose science wasn't taught in schools.
3 Wniosek
People would be scientifically illiterate.

Przykład 2:

1 Argument za/przeciw
Some people claim that arts funding is a waste of money.
2 Rozwinięcie argumentu
However, studies show that the creative arts contribute a lot to the economy.

6 Order sentences a–f into two groups of three including a factual statement, a hypothetical situation and a logical conclusion. *1 f, d, c 2 a, e, b*

a Most actors find it hard to earn a living.
b Then the career opportunities for both actors and filmmakers would be brighter.
c We would have a lot more successful music groups in the country.
d But let's suppose there was a professional recording studio in every school.
e However, imagine the government invested more in theatre, film and TV.
f Presently, it is impossible for most secondary students to record their own songs.

7 Add a hypothetical, positive situation and a logical conclusion to these statements. *Students' own answers*

1 Most teenagers in my school don't read novels.
2 We don't make any big budget movies in my country.
3 It costs a fortune to see an opera.

9 Read the news article below. Then imagine you were given money to spend on culture. What would you spend it on? Discuss in groups. *Students' own answers*

Happy birthday!

Here's € 400 (from the government!)

The Spanish government has announced plans to give every teenager in the country a €400 'culture pass' on their 18th birthday. Starting next year, the new policy would allow young people to buy books, go to concerts or buy cinema tickets. The aim is to help the Spanish culture industry while at the same time encouraging young people to participate in artistic and cultural events.

ZADANIE MATURALNE

10 Do the task. *Students' own answers*

Rządy niektórych europejskich krajów planują rozdawać młodym ludziom bony na dowolne cele kulturalne. Napisz rozprawkę, w której przedstawisz zalety i wady takiego projektu.

Wypowiedź powinna zawierać od 200 do 250 słów.



Exercise 5

1 A factual statement: *Therapists often use music, painting, sculpture or dance to improve people's mental health.*
2 A hypothetical situation: *Imagine if culture was given more importance in schools.*
3 A logical conclusion: *Students might grow up to be healthier, more balanced individuals.*

OR

1 A factual statement: *There are very few career opportunities for musicians, dancers and artists.*
2 A hypothetical situation: *Should schools reduce the teaching time spent on maths and science…*
3 A logical conclusion: *… then young people might find it harder to get good jobs.*
1 An argument: *It is undoubtedly true that culture helps people to become happy and well adjusted.*
2 A reaction to it: *However, devoting more time in schools to cultural subjects may harm young people's career prospects.*

LIFE SKILLS | Strong and weak arguments

8 Should governments support culture financially? In pairs, decide which of these arguments are strong and which are weak. *Students' own answers*

- Creative industries can make a country money.
- Taking part in art improves people's mental health and makes society brighter and better.
- Spending money on culture reduces crime and antisocial behaviour.
- Some forms of culture cannot make a profit and will die without state aid.
- By helping culture in our country, we're protecting our history.

09 LISTA SŁOWNICTWA

THE ARTS | DZIEDZINY KULTURY

creative industries – sektor kreatywny
entertainment – rozrywka
cinematography – przemysł filmowy, kinematografia
graphic arts – grafika (dziedzina sztuki)
mime – pantomima
opera – opera
performance – przedstawienie, występ
sculpture – rzeźba
visual arts – sztuki plastyczne

ARTISTS AND THEIR WORKS | TWÓRCY I ICH DZIEŁA

FILM PRODUCTION | PRODUKCJA FILMOWA

adapt – zaadaptować
  ~ a film to a series – przerobić film na serial
advance screening – pokaz przedpremierowy
appear in a film – pojawić się / grać w filmie
based on a novel / a true story / real events – na podstawie powieści / prawdziwej historii / prawdziwych wydarzeń
cast – obsada
director of photography – autor, autorka zdjęć do filmu
director's cut – wersja reżyserska
double – dubler, dublerka
double for sb – być czyimś dublerem
edit/cut – montować
editor – montażysta, montażystka
extra – statysta, statystka
film crew – ekipa filmowa
filmmaker – filmowiec
film premiere / opening night – premiera filmu
lead – główna rola; główny aktor, główna aktorka
  play the ~ – grać główną rolę
opening credits / end credits – czołówka / napisy końcowe
production designer / art director – scenograf
prop – rekwizyt
release a movie – wprowadzić film na ekrany kin
rewrite the script – przepisać scenariusz
screenplay/script – scenariusz
screenwriter / script writer – scenarzysta, scenarzystka
shoot a video – nakręcić film
shot – ujęcie
stunt – wyczyn kaskaderski
  perform a ~ – dokonać sztuczki kaskaderskiej
  ~ man/woman – kaskader/kaskaderka
subtitled / with subtitles – z napisami
supporting actor/actress – aktor drugoplanowy / aktorka drugoplanowa
the film features – w filmie występuje/występują
the film is set in – akcja filmu rozgrywa się w
title role – rola tytułowa
voice-over – głos lektora
voiceover artist – lektor, lektorka
world premiere – premiera światowa

TYPES OF FILMS | RODZAJE FILMÓW

blockbuster – hit kinowy
costume drama – film kostiumowy
feature film – film fabularny
low-budget film – film niskobudżetowy
prequel – film nawiązujący do innego filmu, dotyczący wcześniejszych wydarzeń
psychological thriller – thriller psychologiczny
rom-com – komedia romantyczna
sequel – kontynuacja, dalsza część filmu
silent film – film niemy
tear-jerker – wyciskacz łez
trailer – zwiastun filmu
trilogy of films – trylogia filmowa

LITERATURE | LITERATURA

blurb – notka wydawnicza na okładce książki
chapter – rozdział
copy – egzemplarz
e-book – książka elektroniczna
edition – wydanie
game book – gra książkowa, opowieść interaktywna
genre – gatunek literacki
ghostwriter – autor piszący za kogoś (np. wspomnienia, autobiografię)
graphic novel – powieść graficzna
hardback – książka w twardej okładce
hero/heroine – bohater/bohaterka
make/be a(n) excellent/great read – stanowić wspaniałą lekturę
narrative – narracja, opowiadanie
non-fiction – literatura faktu
novel – powieść
novelist – powieściopisarz, powieściopisarka
paperback – książka w miękkiej okładce
paragraph – akapit
plot – fabuła
poetry competition – konkurs poezji
rhyme – rym/wierszyk; rymować się
stanza – strofa, zwrotka
storyline – fabuła
tale – opowieść, bajka
verse – zwrotka, strofa/wiersz/wers

MUSIC | MUZYKA

announce a concert – zapowiadać koncert
aria – aria
audition – przesłuchanie
  go to an ~ – wziąć udział w przesłuchaniu
  pass the ~ – przejść pomyślnie przesłuchanie
backing track – podkład muzyczny
busk – występować jako grajek uliczny
busker – grajek uliczny
cellist – wiolonczelista, wiolonczelistka
choir – chór
chorus – refren
composer – kompozytor, kompozytorka
conductor – dyrygent, dyrygentka
debut album – debiutancka płyta
drummer – perkusista, perkusistka
gig – koncert muzyki popularnej, występ
  cancel a ~ – odwołać koncert
  do/play/have a ~ – dawać koncert
hit single – przebój
hold a performance – zorganizować występ
lip-synch – śpiewać z playbacku
music genre – gatunek muzyczny
musician – muzyk
note – nuta
  play a wrong ~ – zagrać nieczysto
  sing a wrong ~ – fałszować
  ● **strike the right ~** – zagrać odpowiednią nutę, zagrać czysto
opera house – opera (gmach)
perfect pitch – słuch absolutny
perform music – wykonywać muzykę
pianist – pianista, pianistka
piper – dudziarz
play an instrument – grać na instrumencie
reach the charts – trafić na listy przebojów
read music – czytać nuty
recording studio – studio nagrań
rehearse – odbywać próby
release an album – wydać płytę
score – nuty, partytura
set sth to music – skomponować/dodać muzykę do czegoś
● **solo artist** – artysta występujący solo, artystka występująca solo
song lyrics – tekst piosenki
support band – mniej znany zespół, który rozgrzewa publiczność przed koncertem gwiazdy
tour / go on tour – jeździć na tournée
tune – melodia
  ● **in/out of ~** – nastrojony/rozstrojony
  sing in / out of ~ – śpiewać czysto / fałszować
  ~ an instrument – stroić instrument
violinist – skrzypek, skrzypaczka
vocalist – wokalista, wokalistka

INSTRUMENTS | INSTRUMENTY

bagpipes – dudy
banjo – banjo
bassoon – fagot
bow – smyczek
brass instruments – instrumenty dęte blaszane
cello – wiolonczela
clarinet – klarnet
double bass – kontrabas
drums / drum kit – perkusja
flute – flet poprzeczny
grand piano – fortepian
harp – harfa
organ – organy
percussion instruments – instrumenty perkusyjne
recorder – flet prosty
string instruments – instrumenty strunowe
trombone – puzon
ukulele – ukulele
violin – skrzypce
wind instruments – instrumenty dęte

THEATRE, DANCE AND BALLET | TEATR, TANIEC I BALET

aisle – przejście (między rzędami krzeseł)
box – loża
box office – kasa biletowa
circle – balkon (w teatrze)
costume designer – kostiumograf, kostiumografka
curtain – kurtyna
  ~ call – wywołanie na scenę aktorów po zakończeniu spektaklu
dancer – tancerz, tancerka
drama school – akademia teatralna
dress rehearsal – próba generalna
gallery – najwyższy balkon, jaskółka
interval – antrakt
mime – mim
obstructed view – ograniczona widoczność
performer – wykonawca, wykonawczyni
playwright – dramatopisarz, dramatopisarka
prompter – sufler, suflerka
put on a play/show – wystawiać sztukę
spoiler – informacja zdradzająca zakończenie filmu lub książki
stage – scena; występować na scenie, inscenizować, wystawiać
● **stage fright** – trema
  control ~ – panować nad tremą
  feel ~ – odczuwać tremę
stalls – miejsca na parterze
stand-up comedian – komik występujący solo
stand-up comedy – stand-up, solowy monolog komika
troupe – trupa (teatralna)
understudy – dubler, dublerka; pracować jako dubler

VISUAL ARTS | SZTUKI PLASTYCZNE

abstract painting – malarstwo abstrakcyjne, obraz abstrakcyjny
art installation – instalacja artystyczna
doodles – bazgroły
engraving – grafika, grawerunek
exhibit – eksponat
fine arts – sztuki piękne
living statue – żywy posąg
● **masterpiece** – arcydzieło
modern art – sztuka nowoczesna
● **mural** – mural, malowidło ścienne
nude – akt
oil painting – obraz olejny
portrait – portret
  ~ painting – malarstwo portretowe
sculptor – rzeźbiarz, rzeźbiarka
self-portrait – autoportret

still life – martwa natura
street artist – artysta uliczny, artystka uliczna
watercolour – akwarela

IDIOMS | IDIOMY

be an open book – być jak otwarta książka, nie skrywać żadnych tajemnic
by the book – zgodnie z zasadami
every trick in the book – wszystkie możliwe sposoby
face the music – ponosić odpowiedzialność/konsekwencje
have sb in stitches – rozśmieszać kogoś do łez
it's music to my ears – to mnie bardzo cieszy
play it by ear – wymyślić coś na poczekaniu
play second fiddle (to sb) – grać drugie skrzypce / odgrywać drugorzędną rolę (przy kimś)
● **take centre stage** – być w centrum uwagi

PARTICIPATING IN CULTURAL EVENTS | UCZESTNICTWO W KULTURZE

audience – publiczność, widownia
avid reader – zapalony czytelnik, zapalona czytelniczka
boo (sb off stage) – wygwizdać (kogoś ze sceny)
bookworm – mól książkowy
can't put sth down – nie móc się oderwać od czytania czegoś
critic – krytyk, krytyczka
cultural background – kontekst kulturowy
culture vulture – osoba biegająca z jednej imprezy kulturalnej na drugą
movie buff – miłośnik, miłośniczka filmów
show around – oprowadzać
spectator – widz (wydarzenia na żywo)
● **standing ovation** – owacja na stojąco
venue – miejsce (w którym odbywa się koncert, występ)
viewer – widz (telewizyjny lub filmowy)
voracious reader – osoba pochłaniająca książki
well-read – oczytany

TALKING ABOUT ART | ROZMAWIANIE O SZTUCE

bore sb to death – zanudzić kogoś na śmierć
character – postać
  main ~ – główny bohater, główna bohaterka
consider sb a star – uznawać kogoś za gwiazdę
convey – przekazywać (idee i uczucia)
critical opinion – opinia krytyczna
give food for thought – dawać do myślenia
● **move to tears** – poruszać do łez
offend (people's feelings) – obrażać (czyjeś uczucia)
pose questions – stawiać pytania
put in a good mood – wprowadzać w dobry nastrój
receive critical acclaim – zdobyć uznanie krytyków
reviewer – recenzent, recenzentka
reviews – recenzje
  favourable ~ – pochlebne recenzje
  win/receive/earn (rave) ~ – dostać (entuzjastyczne) recenzje
steal the show – przyćmić resztę obsady

ADJECTIVES TO TALK ABOUT ART | PRZYMIOTNIKI W ROZMOWIE O SZTUCE

accomplished – znakomity, utalentowany
action-packed – o wartkiej akcji
appealing – pociągający
award-winning – obsypany nagrodami
comical – komiczny
compelling – wciągający
controversial – kontrowersyjny
convincing/unconvincing – przekonujący/nieprzekonujący
● **critically acclaimed** – chwalony przez krytyków
disturbing – niepokojący
exceptional – wyjątkowy
● **extraordinary** – nadzwyczajny
eye-catching – przyciągający wzrok
far-fetched – naciągany
● **highly recommended** – gorąco polecany
hilarious – zabawny
impressive – wywierający wrażenie, poruszający
intricate – misterny, skomplikowany, wymyślny
intriguing – intrygujący
● **masterly/masterful** – mistrzowski
meaningful – znaczący
memorable – zapadający w pamięć
mesmerizing – hipnotyzujący
● **poignant** – przejmujący
prolific – płodny
politically involved – zaangażowany politycznie
profound – głęboki, dogłębny
radical – radykalny
relevant – istotny, trafny
● **sensational** – rewelacyjny, sensacyjny
soothing – kojący
sophisticated – wyrafinowany
spectacular – spektakularny, widowiskowy
● **spellbinding** – urzekający
spellbound – oczarowany, urzeczony
stunning – zachwycający
subtle – subtelny
superficial – powierzchowny
thought-provoking – zmuszający do myślenia
true-to-life / realistic – autentyczny
upbeat – wesoły, optymistyczny
vivid – sugestywny, obrazowy
world-renowned – światowej sławy

TRADITIONS AND CUSTOMS | TRADYCJE I ZWYCZAJE

● **age-old** – odwieczny
bead necklace – naszyjnik z koralików
carol – kolęda
customary – zwyczajowy
dance mask – maska używana podczas tańców
● **deep-rooted** – głęboko zakorzeniony
the drowning of Marzanna – topienie marzanny
embroidery – haft
fable – przypowieść
● **folk art** – sztuka ludowa
folk beliefs – wierzenia ludowe
folklore – folklor
garland – girlanda
● **handicraft** – rękodzieło
headdress – stroik (na głowę)
legendary – legendarny
Midsummer Day – noc kupały, sobótka
motif – motyw
mystic/mystical – mistyczny
oral tradition – przekaz ustny
originate (in) – pochodzić (z)
pottery – ceramika, garncarstwo
● **ritual** – rytuał
robe – szata
rooted in – zakorzeniony w
summer solstice – przesilenie letnie / noc świętojańska
time-honoured – starodawny
Wet Monday – śmigus-dyngus / lany poniedziałek
wood carving – rzeźbienie w drewnie
wreath – wieniec

THE MEDIA | MEDIA

agony aunt – redaktorka rubryki porad osobistych
breaking news / newsflash – wiadomość z ostatniej chwili
broadsheet / quality paper – gazeta dużego formatu, zwykle kojarzona z wyższą jakością artykułów
caption – podpis pod ilustracją
circulation – nakład
column – stała rubryka, felieton
  gossip ~ – kronika towarzyska
cover story – artykuł zapowiedziany na okładce
film footage – materiał filmowy
go viral – błyskawicznie rozprzestrzeniać się w internecie
information leak – przeciek informacji
investigative journalist – dziennikarz śledczy, dziennikarka śledcza
issue – numer (czasopisma), wydanie
make/hit the headlines – trafić na pierwsze strony gazet
phone-in (programme) – program z telefonicznym udziałem widzów lub słuchaczy
press conference – konferencja prasowa
prime time – godziny największej oglądalności
subscription – abonament
tabloid – brukowiec
talk show host – osoba prowadząca talk-show

PRONOUNCE IT

/ə/ in adjectives

The sound /ə/ is the most common vowel sound in English. It is found in unstressed syllables and it can be spelt with any vowel letter. It appears in many words, including the suffixes which we use to create adjectives: ***-ous*** /əs/ (e.g. ***dangerous***); ***-al*** /əl/ (e.g. ***intentional***); ***-able/ible*** /əbl/ (e.g. ***comfortable***); ***-ful*** /fəl/ (e.g. painful); ***-less*** /ləs/ (e.g. ***restless***).

1 09 09 **Find the unstressed syllable with the sound /ə/ in each adjective. Listen and check. Then practise saying the words.**

comical exceptional hilarious masterful
memorable voracious

2 **Find the unstressed syllables with the sound /ə/ in the underlined words. Then practise saying the sentences.**

1 Most of the show reviews were <u>favourable</u>.
2 If the text is to be <u>meaningful</u>, you need to get your facts right.
3 The subject of the documentary is quite <u>sensational</u>.

SŁOWOTWÓRSTWO

1 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

THE BANANA DEBATE – ART OR ABSURDITY?

In 2019 an Italian visual artist, Maurizio Cattelan, created a unique piece of art named Comedian, which was simply a banana taped to a wall. It was meant to make people think about what society values and considers important in art.

The banana first appeared at an art fair in Miami and quickly gained fame, inspiring curiosity and debate. It had to be taped to a wall precisely 160 cm from the ground and had to be [1] *replaced* (PLACE) on a regular basis since bananas quickly spoil. Over time, it wasn't just the artwork itself that drew attention, as the banana was actually eaten by visitors on two occasions – during exhibitions in Miami and Seoul. The act of consuming the bananas turned into its own kind of [2] *performance* (PERFORM), becoming a key part of the story and inspiring further discussions about the meaning of art and its boundaries. Finally, a Chinese cryptocurrency entrepreneur, Justin Sun, purchased Comedian for £4.9 million, which was far more than its estimated value. However, he didn't buy the work of art itself but a certificate proving his [3] *ownership* (OWN) of the concept.

In this way a simple banana, transformed by duct tape and imagination, has become a [4] *memorable* (MEMORY) symbol of humour and creativity. While some may find the concept [5] *unconvincing* (CONVINCE) or even absurd, it has left a lasting impact, showing how even the simplest objects can challenge ideas and spark conversations.



TŁUMACZENIE FRAGMENTÓW ZDAŃ

2 **Fragmenty podane w nawiasach przetłumacz na język angielski tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 A sequel to the successful film *has just been announced* (*właśnie został zapowiedziany*) by the film studio.
2 Angela is *an avid reader* (*zapaloną czytelniczką*) of detective novels and has a bookcase full of them.
3 The guests *must get/have their make-up done* (*muszą mieć zrobiony makijaż*) before they are interviewed on live TV.
4 You *shouldn't / should not have borrowed* (*nie powinieneś był pożyczać*) my violin without asking me first.
5 The concert *had to be cancelled* (*musiał zostać odwołany*) when the lead singer developed a sore throat.
6 His latest novel *would have received critical acclaim* (*zdobyłaby uznanie krytyków*) if he had focused more on the main character's feelings.
7 I'm not sure what to do when we get there – we *will play it by ear* (*wymyślimy coś na poczekaniu*), I guess.
8 The documentary I saw last night *gave me food for thought* (*dało mi do myślenia*), it presented historical events in a completely new light.

TŁUMACZENIE FRAGMENTÓW ZDAŃ P

3 **Fragmenty podane w nawiasach przetłumacz na język angielski tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 The film *will be shot/filmed/made* (*będzie kręcony*) in Poland over the summer.
2 The *church was built* (*kościół został zbudowany*) in the twelfth century and has many interesting architectural features.
3 Be quiet, please. *The rehearsal has already started* (*Próba już się zaczęła*).
4 That was *the most disappointing* (*najbardziej rozczarowujący*) film I've seen all year.
5 We have a painting at home that has been handed down *from generation to generation* (*z pokolenia na pokolenie*).

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

1 What music puts you in a good mood? When do you listen to it?
2 Do you watch the news? Why? / Why not?

UCZEŃ B

1 Do you watch films with English subtitles? Why? / Why not?
2 Do you like modern art? Why? / Why not?

ZADANIE 1 *Students' own answers*

UCZEŃ A

Jesteś na wakacjach u kolegi/koleżanki w Londynie. Planujecie wspólne wyjście do teatru w sobotni wieczór. Poniżej podano cztery kwestie, które musicie omówić.

Rodzaj przedstawienia

Zakup biletów

Strój

Dojazd do teatru i powrót

Rozmowę rozpoczyna uczeń B.

▶ UCZEŃ B STR. 334

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



1 Why do you think the man is playing in front of the camera?
2 Would you like to work in the music industry? Why? / Why not?
3 Tell us about a cultural event that you took part in.

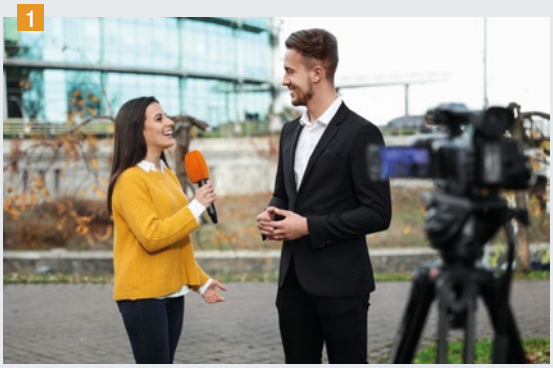
ZADANIE 3 *Students' own answers*

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

Wspólnie z kolegami i koleżankami ze szkoły założyliście koło dziennikarskie. Zamierzacie promować działalność koła w internecie. Masz za zadanie wybrać zdjęcie, które umieścicie na stronie internetowej koła.

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

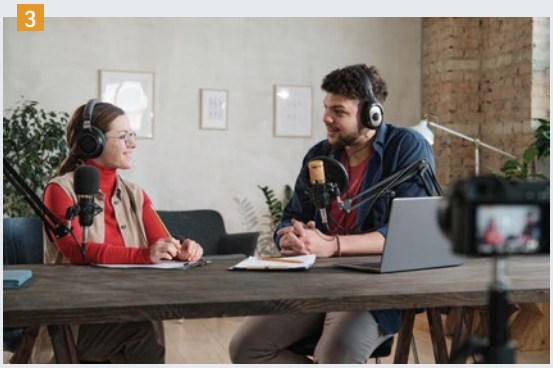
1



2



3



UCZEŃ A

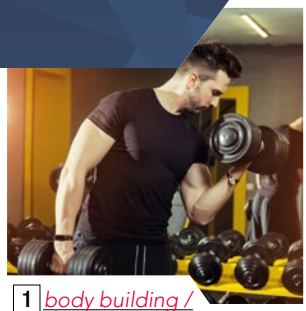
1 Why do you think so few young people read traditional newspapers?
2 Why is the media so interested in the lives of celebrities?

UCZEŃ B

1 What skills and abilities should a journalist have today?
2 In what ways does the media influence people?

10 SPORT

SŁOWNICTWO



1 *body building / weight training*



2 *archery*



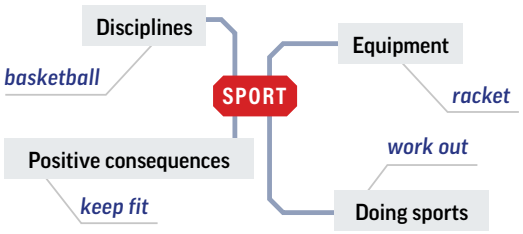
3 *baseball*



4 *kayaking*

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?** *Students' own answers*



SPORTS DISCIPLINES | DYSCYPLINY SPORTU

2 **Name the sports disciplines in photos 1–4. Do you practise any of these sports? Have you ever tried them?**

3 **In pairs, answer the questions using the words from the box.**

biathlon cross-country skiing curling
figure skating free skiing hang-gliding
parachuting skydiving speed skating
the breaststroke the crawl the discus
the high jump the hurdles the javelin
the long jump

Which words refer to ...

1 track and field events? *the discus, the high jump, the hurdles, the javelin, the long jump*
2 swimming styles and strokes? *the breaststroke, the crawl*
3 sports done on ice? *curling, figure skating, speed skating*
4 sports done on snow? *biathlon, cross-country skiing, free skiing*
5 sports done in the air? *hang-gliding, parachuting, skydiving*

SPORTS EQUIPMENT | SPRZĘT SPORTOWY

4 **Name seven pieces of equipment in the photos in Exercise 2 using the words from the box. There are six extra words. What sports are the other pieces of equipment used in?**

basket bat bench bow cue dumbbells
helmet kayak paddle puck pull-up bar
shuttlecock target

Exercise 4
1 dumbbells
2 bow, target
3 bat, helmet
4 kayak, paddle
basket: basketball
bench: body building/weight training
cue: snooker, pool
puck: hockey
shuttlecock: badminton

SPORTS FACILITIES | OBIEKTY SPORTOWE

5 **Complete the sentences with the words from the box. There is one extra word. Then explain the words and phrases in bold. What sports facilities are there where you live?**

designated slopes golf course ice rink
nursery slope racetrack skatepark sledge rental

1 The *ice rink* is being resurfaced this afternoon, so all ice hockey and skating lessons are cancelled.
2 Our newly-opened *golf course* comprises eighteen **challenging holes**, a club house and a fine-dining restaurant.
3 All children start on the *nursery slope* before they can start skiing on the **green runs**.
4 Skiing **off piste** is strictly forbidden. Please don't be tempted by the fresh snow and stay on the *designated slopes*.
5 Due to heavy snow the **toboggan run** is temporarily closed. Please note that *sledge rental* is also unavailable at present.
6 The *skatepark* has recently been refurbished and new rails, **ramps** and steps have been added. All users must wear a helmet.

SPORTING EVENTS | IMPREZY SPORTOWE

6 **Choose the correct words to complete the sentences.**

1 One of the shortest boxing *plays* / *matches* in history lasted 17 seconds and was between Daniel Jimenez (Puerto Rico) and Harald Geier (Austria) in 1994.
2 Probably one of the worst *self* / *own* goals in Polish ice hockey history was when JKH GKS Jastrzębie goalkeeper David Zabolotny moved the puck into his own net when they were 2:0 down.
3 The 2019 World Record for the most three-point *throws* / *shots* in basketball is 31 in a row in one minute, set by Anthony Miracola.
4 The longest *doubles* / *singles* game (6 hours 9 minutes) ever played at Wimbledon was between Daniel Nestor (Canada) and Mark Knowles (Bahamas) and Simon Aspelin (Sweden) and Todd Perry (Australia) in 2006.

7 **Look at the lists of words and phrases below. What famous sporting events might each list refer to? Then in pairs, imagine you watched one of the events live or on TV and describe it to your partner using all the words listed.**

1 cup, offside, extra time, penalty shootout
a football championship, e.g. FIFA World Cup, UEFA European Championship, UEFA Champions League
2 stage, peloton, lap, sprint finish, overtake
a cycling race, e.g. Tour de France, Tour de Pologne
3 grass surface, grand slam, serve, game, set *a tennis championship, e.g. Wimbledon, grand slam tournaments*

8 **Match the words to make collocations. Then in pairs, decide which sport the collocations are mostly associated with.**

1 approach	e	*(cycling, running, etc.)*	**a** somebody out
2 catch up	b	*(cycling, running, swimming, rowing, etc.)*	**b** with somebody
3 knock	a	*(boxing)*	**c** the time
4 let in	d	*(football, handball)*	**d** a goal
5 make up	c	*(cycling, speedway, etc.)*	**e** the finishing line

9 **Complete the sentences using the collocations from Exercise 8.**

1 Marathon runner, Hyvon Ngetich, collapsed as she was *approaching the finishing line*. She crawled on her hands and knees to complete the race.
2 Goalkeeper Mazarópi holds the world record for not *letting in a goal* for the longest time – 1,816 minutes.
3 In 1947, Mike Collins *knocked out* Pat Brownson in four seconds, which is the fastest finish in boxing history.
4 During a round-the-world yacht race, Raphaël Dinelli's vessel started sinking. British yachtsman Pete Ross responded to his mayday message and turned back to rescue Dinelli. He then *caught up with* the other racers and eventually finished in fifth place.
5 When runner John Landy accidently stepped on another runner's arm who had fallen in front of him, he stopped and made sure the runner was fine. Landy still managed to *make up the time* and finish the mile race in 4 minutes 42 seconds.

PEOPLE IN SPORT | OSOBY ZWIĄZANE ZE SPORTEM

10 **Match the words from the box to the definitions. There is one extra word. Can you name any people who match these words?**

cheerleader defending champion linesman
personal trainer runner-up striker substitute player

This person ...

1 is currently holding the title and is playing to be the overall winner again. *defending champion*
2 is an official in a sport who decides when a ball has gone out of the playing area. *linesman*
3 tells you what to do to get fit and exercises with you if necessary. *personal trainer*
4 replaces another player for part of a game. *substitute player*
5 is part of a team that dances and chants in support of a team, for example in basketball or American football. *cheerleader*
6 took second place, behind the winner. *runner-up*

DOING SPORTS | UPRAWIANIE SPORTU

11 10 01 **Listen to four short recordings. Match activities a–e to speakers 1–4. There is one extra activity. Have you ever tried doing these types of activities?**

Speaker 1 *d* Speaker 2 *b*
Speaker 3 *c* Speaker 4 *e*





b stretching exercises

a pull-ups



c push-ups



e lunges



d sit-ups

12 10 01 **Listen again. Match speakers 1–4 to statements a–e. There is one extra statement. Then look at the audioscript and find a synonym for each correct answer. Do you know any other activities for items a–e?**

According to the speaker, this activity ...

a is massively popular.
b helps you to tone up.
c helps you to work on your posture.
d is something you can do now and again.
e is tedious.

1 *b (is the perfect exercise to make your muscles firmer and stronger)*
2 *e (a bit boring)*
3 *a (this exercise that everyone does)*
4 *c (a great exercise for promoting a straight back)*

10 01

10 SŁOWNICTWO

▶ LISTA SŁOWNICTWA STR. 170

POSITIVE AND NEGATIVE CONSEQUENCES OF DOING SPORT | POZYTYWNE I NEGATYWNE SKUTKI UPRAWIANIA SPORTU

13 Choose the correct words to complete the texts. More than one answer might be correct. Then in pairs, discuss what you would say to Liam about the positive and negative effects of doing sport that you have experienced.

Board: Teens and sport



Liam

I'm working on a school project about the positive and negative effects of doing sport. Can anyone help me, please?



AmayaGirl

For me, it's all been positive. Sport has always helped me [1]*prevent* / *lose* / *keep* weight and stay healthy. I regularly go [2]*on* / *for* / *at* a jog which helps me [3]*reduce* / *cope with* / *boost* stress. I'm happy to help you with your project.



MasterBlake

Oh, I can tell you about the negative consequences. I'm a professional body builder. Sure, it's great to be [4]*as fit as a fiddle* / *in good shape* / *short of breath*, but when I first started out, I found it difficult to work out more than once a week. I now also have a [5]*recurring injury* / *muscle strain* / *pulled muscle* which prevents me from training.



NicolaFit4Life

Well, I used to be really unfit and was overweight. My doctor said I needed to [6]*return* / *get* / *go* back into shape. So I joined a club and started doing aerobics three times a week. I'm now able to [7]*stay* / *keep* / *hold* pace with the instructor and work [8]*out* / *at* / *off* all of the day's stress.

MODERN SPORTS PROBLEMS | PROBLEMY WSPÓŁCZESNEGO SPORTU

14 Complete the text with the words from the box.

banned substance disqualified from doping test
performance-enhancing suspended tested positive

Several years ago, one of the best athletes in the world got [1]*suspended* from playing her sport for two years for using a [2]*banned substance*. The drug had been legal until a month before a [3]*doping test* revealed that she had [4]*tested positive* for it. She was immediately [5]*disqualified from* a big tournament, but she didn't give up fighting for her name. A court ruled that she hadn't been using the substance as a [6]*performance-enhancing* drug, but only as medicine for a condition that she had. As a result, her sentence was reduced. She has since retired from professional sport.

15 Complete the questions with the words from the box. Then in pairs, ask and answer the questions.

doping freak injury testing

1 If there is ___*doping*___ on a team, should all the players be suspended or disqualified?
2 Do you think every professional athlete should undergo drug ___*testing*___ before every important tournament? Why? / Why not?
3 Do you know anyone who has had a sport-related ___*injury*___? What happened to them?
4 Is being a fitness ___*freak*___ something positive or negative? Give reasons for your answers.

IDIOMS | IDIOMY

16 ŚRODKI JĘZYKOWE Choose the correct options to complete the pairs of sentences with the same word in each gap. Then in pairs, explain the meaning of the idioms in bold.

1 The athlete was being attacked with questions from the journalists, but he **was on the** ____ and answered them all without losing patience.
I wanted to get a sports scholarship to study in the US, so I **got the** ____ **rolling** by contacting several universities there. *be on the ball, get the ball rolling*
a bat **b** ball **c** bow

2 The young footballer aspired to play for the national team, but after a serious injury, he learned that he wouldn't ____ **the cut**.
The kayakers are unable to ____ **much headway** as they're travelling against a strong current. *make the cut, make headway*
a have **b** do **c** make

3 You can't **take your** ____ **off the ball** just before the tournament. Keep training and stay focused.
The coach **hit the bull's** ____ when he talked about the club needing more sponsors in order to keep running. *take your eye off the ball, hit the bull's eye*
a gaze **b** eye **c** head

GO FOR IT

17 In pairs, do the task. You want to attend a sports camp during the summer holidays. Choose a sport that interests you both and discuss:

- the type of equipment that will be needed,
- what you're probably going to learn during the camp,
- the pros of doing this sport,
- the potential problems you may have when doing this sport.

Give reasons for your answers.
Students' own answers

MÓWIENIE Rozmowa z odgrywaniem roli

1 **In pairs, discuss which sports are often used to raise money for charity.** *Students' own answers*

TRENING MATURALNY

2 **Read the task below. In pairs, discuss what you might say about the four topics.** *Students' own answers*

Rozmawiasz z kolegą/koleżanką o planach zorganizowania imprezy sportowej w celu zebrania pieniędzy na zakup sprzętu sportowego dla waszej szkoły. Poniżej podano cztery kwestie, które musicie omówić. Rozmowę rozpoczyna uczeń A.

- Typ imprezy
- Miejsce organizacji imprezy
- Cena biletów
- Potencjalne problemy

3 10 02 **Listen to the role-play conversation. Do the students mention any of your ideas in Exercise 2?** *Students' own answers*

4 **Read the tip below. What doubts does Student B express about each of Student A's suggestions for the four topics?**

Rozmówca może czasem podać w wątpliwość twoje pomysły lub nie zgodzić się z nimi. W takiej sytuacji pamiętaj, by odpowiadać stosownie do sytuacji, tak żeby wykazać się umiejętnością prowadzenia naturalnej rozmowy.

5 10 02 **Listen again and check your ideas in Exercise 4. Then complete the Useful Phrases box with one word in each gap.**

USEFUL PHRASES ▶ STR. 298

Expressing doubts and objections

Really? I'm not (at all) sure (that) ...
I don't think that's a good idea.
I'm not [1] *convinced* that ...
I don't think that will work ...
But [2] *what* if ...?
I think it's highly unlikely that ...
That's not very realistic/practical/sensible, is it?

Disagreeing, responding to opinions and views

I disagree / I don't agree.
No, I agree, but ...
Maybe not, but I think it's [3] *worth* a try.
I [4] *take* your point, but ...
You're right, but the point is ...
[5] *Good* thinking.
(That's a) good point/idea.

▶ ZESTAW ZADAŃ STR. 173



6 **Imagine Student A has made the following suggestions as a way of raising money. Think of an appropriate response showing doubt or objecting.** *Students' own answers*

1 **A:** How about doing the Berlin marathon?
B: Really? I'm not _____.
2 **A:** We could do a sponsored swim.
B: I don't _____.
3 **A:** Why don't we do a 100-kilometre cycle ride?
B: That's not _____.
4 **A:** What about climbing the Rysy mountain?
B: But _____.
5 **A:** Let's organise a basketball tournament?
B: I think _____.

Exercise 4
which sport? – not sure about football because it may be difficult to find a football pitch
where to hold the event? – doubts about availability of the school football pitch.
price of tickets – doubts about the price, too expensive.
potential problems – food and drink / weather.

7 **In pairs, do the task from Exercise 2. Use your own ideas.** *Students' own answers*

ZADANIE MATURALNE

8 **In pairs, do the task below.**

UCZEŃ A

Rozmawiasz z kolegą/koleżanką o zbliżających się urodzinach waszej wspólnej koleżanki, która jest pasjonatką sportu. Chcecie zorganizować dla niej specjalne wyjście związane z uprawianiem jednego z jej ulubionych sportów. Poniżej podano cztery kwestie, które musicie omówić. Rozmowę rozpoczyna uczeń A.

- Aktywność sportowa
- Potrzebny sprzęt
- Rady dla początkujących
- Plany na resztę dnia

▶ UCZEŃ B STR. 335

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer (audio + script)

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

10 02

10 SŁUCHANIE Dobieranie zdań do wypowiedzi

1 **Name parasports 1–3. How many other parasports can you list?**



1 *skiing* 2 *running* 3 *wheelchair basketball*

2 10 03 **Listen to some commentary from paragames. Which event is the commentator describing?**
100-metre (sprint) final

3 10 03 **Which options complete sentences 1–3 correctly? Then listen again and check.**

The speaker mentions

1 a runner who has already won *two* / *three* gold medals.
2 a race where a champion *retains* / *loses* a title.
3 another athlete's reaction towards the *winner* / *loser*.

TRENING MATURALNY

4 **Read the tip below. In the audioscript, find the information that matches each sentence in Exercise 3.**
1 Johnson did not get to defend her title
2 She's broken down in tears
3 She's done so much for parasport

Kluczowa informacja szczegółowa może pojawić się w każdym fragmencie nagrania, nawet na jego końcu. Pamiętaj, by skupić się na sensie całego tekstu, gdyż informacje są zazwyczaj wyrażone innymi słowami niż w zdaniach na stronie.

ZADANIE MATURALNE

5 10 04 **Usłyszysz dwukrotnie pięć wypowiedzi na temat parasportu. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

The speaker ...

A mentions a statistic referring to a group of people he/she belongs to.
B shares their own experiences of holding onto a sports title.
C gives a reason why it is important to stay on top form.
D announces that an opening event will take place after summer.
E reports on a change in statistics over a few years.
F identifies the sports that no longer feature in the Paralympic Games.

1	2	3	4	5
F	A	D	B	E

CULTURE BIT | Gender equality at the Paralympics

Given its origins as a way of rehabilitating injured soldiers after the Second World War, it is perhaps understandable that for much of its early history the Paralympic movement was dominated by male athletes. In Sydney 2000, only twenty-five percent of the athletes were female, but by Tokyo 2020 this had already risen to over forty percent. The International Paralympic Committee (IPC) are committed to gender equality, but it is interesting to note that only four out of fourteen IPC own Governing Board members are women.

6 **SŁOWNICTWO** **Complete the statements with the correct form of the words in the box. There are two extra words.**

channel enter host practise retain set stay win

1 Getting into shape and *staying* on top form is not worth the sacrifice.
2 In most sports, it's easier to *retain* a title than to win it for the first time.
3 *Hosting* big international sporting events is a total waste of public money.
4 There is no point in *entering* a competition unless you think you can win it.
5 *Setting* a personal best is no consolation at all for losing a race.
6 Top athletes only succeed when they *channel* all their energy into training.

7 **In pairs, discuss whether you agree or disagree with the statements in Exercise 6.** *Students' own answers*



10 03 10 04

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

Uzupełnianie luk

1 **In pairs, discuss what you know about common sport-related injuries.** *Students' own answers*

- In what different ways do sports people get injured?
- What can sports people do to avoid getting injured?
- Have you, or a famous sports person you admire, ever got injured doing sport?

TRENING MATURALNY

2 10 05 **Read the tip below. Then in pairs, discuss the information you need to complete the text. Then listen and complete the gaps.**

Parental guidance

A lot of children injure themselves on trampolines. Before you put up your new trampoline, please read the following information.

- There is no guarantee that accidents will not occur [1] *with adults / with parents / when adults/parents are* present.
- Allowing more than [2] *one child* at a time on a trampoline is likely to lead to injury.
- Children under [3] *six* should not be allowed on a trampoline under any circumstances.

Let's make trampolining safe!

W zadaniu na uzupełnianie luk w tekście informacje mogą być podane w innym kontekście niż w nagraniu, czyli na przykład po wysłuchaniu rozmowy trzeba uzupełnić harmonogram, instrukcje lub formularz zamówienia. Po uzupełnieniu tekstu sprawdź ortografię zapisanych odpowiedzi i upewnij się, że są logiczne i poprawne w danym kontekście.

ZADANIE MATURALNE P

3 10 06 **Usłyszysz dwukrotnie rozmowę na temat kontuzji. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

Rehabilitation program

Recommendations for an injured [1] *back*:

- No running or gym work for at least [2] *five to six weeks*
- Swimming or gentle yoga to maintain mobility and fitness, but not cause [3] *pain*

Comments:

- Important to plan a varied swimming program to keep this athlete motivated while making the muscles [4] *stronger*
- No need to rush rehab – there are three and a half months to go before [5] *the (London) marathon*

10 05 10 06

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

CZYTANIE Wybór wielokrotny • Uzupełnianie luk 10

1 **Look at the titles of two texts. In pairs, discuss what you think each text is about. Then read quickly the texts on pages 164–165 and check.** *Students' own answers*
Text A is a story about two teenage twins who go out cycling and meet an old man who used to be a professional cyclist and who still cycles every day. Text B is the story of the origin, development and characteristics of one of the world's toughest ultramarathons.

The Marathon of the Sands

Racing Against Time

TRENING MATURALNY

2 **Read the paragraph about Elisabet Barnes. Put events a–d in the order in which she did them.**

Elisabet Barnes

In 2015, Swedish runner Elisabet Barnes finished the *Marathon des Sables* in first place. It was a surprise for everyone. Elisabet hadn't been the favourite. Although she'd been running marathons for a long time, she'd only taken up ultrarunning a few years earlier. However, after following an intensive four-month-long training regime, she was on top form when she arrived at the starting line in Morocco. Much to the surprise of the sports journalists covering the race, she won the first stage easily, eight minutes ahead of the second-placed runner. They agreed she'd probably run far too fast on the first day and assumed she wouldn't be able to keep it up. However, she won every stage of the race and set new course records in four of them.

a She won the *Marathon des Sables*. *4*
b She began to participate in ultramarathons. *1*
c She trained very hard for four months. *2*
d She broke the course record for the first stage of the race. *3*

Niektóre pytania wymagają uporządkowania informacji chronologicznie.

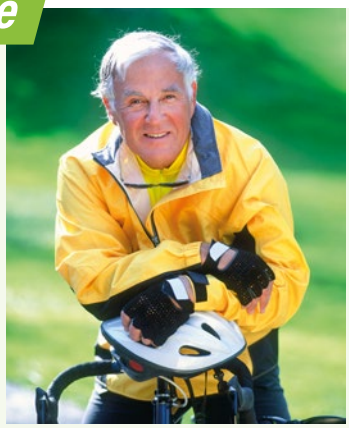
- Przeczytaj uważnie pytania, znajdź w nich słowa kluczowe, a następnie poszukaj powiązanych słów w tekście.
- Zwracaj uwagę na czasy gramatyczne, np. czas Past Perfect oznacza czynność, która miała miejsce przed czynnością wyrażoną w czasie Past Simple.
- Zwracaj uwagę na słowa typu *before*, *after*, *while*, *next*, *then*, *earlier* itd., ponieważ określają, co wydarzyło się wcześniej, a co później.
- Nie zakładaj z góry, że pierwsze opisane w tekście wydarzenie miało miejsce jako pierwsze.

▶ ĆWICZENIA 3–7, STR. 164–165

10 CZYTANIE

A

Racing Against Time



It was the first day of the summer holidays. Mandy had intended to spend all day in bed, but then her ever-so-slightly annoying twin brother Mark burst into her room, pulled open the curtains and with a dazzling smile said, 'Come on, sis, get up. It's a glorious day. Let's make the most of it!'

Mandy groaned. No wonder everyone called Mark 'Sparky.' He was as bright as the sun that was shining through the window from the bluest of blue skies.

'Come on! There'll be plenty of time to lie in bed when you're old and grey,' he said.

'What do you want to do?' she asked.

Forty minutes later, the twins were cycling in the country park. They'd both received new racing bikes for their birthday a few days earlier and this was only the second time they'd tried them out. Mark had convinced her they should use the holidays to challenge themselves physically, to get in shape and to increase their stamina and that cycling was just the way to do it. 'What's more, everyone knows aerobic sport helps boost your mood, which is just what a grumpy girl like you needs.'

She'd thrown her pillow at his head, but as they cycled through the countryside, Mandy had to admit that her brother had been right. She felt young and full of life.

Mark had set off fast and, even though Mandy suspected it would be wiser for them to pace themselves, she'd forced herself to keep up with him. Inevitably, as soon as they reached the first steep hill, they found it impossible to keep up the pace and even though they changed down to the lowest gear, they began to struggle.

Suddenly, another cyclist overtook them. As he passed them by, he gave them a cheery wave.

'Wow!' said Mark, 'He must be the fittest pensioner on the planet!'

Mandy was so out of breath all she could do was nod. The cyclist looked older than her grandfather.

They stood up on their pedals and tried to catch up, but no matter how hard they pedalled, they couldn't narrow the gap. In fact, the other cyclist kept pulling further ahead.

When they reached the summit, red-faced and out of breath, the elderly cyclist was there admiring the view. They dismounted and stood next to him. Mandy told him how impressed she'd been with how easily he'd climbed the hill.

'Easily!' he protested. 'You're kidding! It was murder! When I was your age, I could have done it without breaking sweat, but these days every climb is a challenge.'

'Do you mind if I ask you how old you are?' asked Mandy.

'Eighty-five.'

'How long have you been cycling?'

'All my life. I was regional champion three years running when I was young. I went professional and, in 1962, I completed the Tour de France.'

The kids' jaws dropped. The Tour de France!

'I still go out cycling every day, but I haven't entered a competition for years. These days, at my age, I only race against time.'

'Do you always cycle on your own?' asked Mandy.

The man nodded. His eyes glistened. 'I used to go out with my mate Tommy, but he died last year, so now I go alone.'

Mandy and Mark looked at their feet. They couldn't think what to say.

The man got on his bike, but just as he was about to cycle down the other side of the hill, he turned his head and said, 'Well, are you coming or what?'

The twins glanced at each other and smiled.

ZADANIE MATURALNE

3 Przeczytaj tekst A. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.

1 Which of the following happened first chronologically?

A The summer holidays began.
B Mark woke up his sister.
C The twins got bikes for their birthday.
D The twins went to the country park.

2 What happened when the twins were climbing the steep hill?

A Mandy fell behind her brother.
B They had to get off their bikes.
C They saw their grandfather.
D Someone sped past them.

3 How did the man react after Mandy complimented him on his cycling?

A He felt sure she wasn't being serious.
B He regretted how unfit he was compared to when he was young.
C He told the twins they should be fitter than they were.
D He compared the hill he'd climbed to riding in a professional race.

4 What does the man mean when he says he races against time?

A He's getting older and older, so he must cycle while he can.
B He likes to time himself whenever he goes cycling.
C It's been a long time since he took part in a race.
D He can take his time now that he always cycles on his own.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

B

The Marathon of the Sands

In 1984, a twenty-eight-year-old French music promoter called Patrick Bauer did something extraordinary. He crossed 350 kilometres of the Sahara Desert alone and on foot. His route led him across an uninhabited landscape with no villages or oases, so he had to be self-sufficient. He carried a rucksack weighing 35 kilograms with all the water and food he needed for the journey. It took him twelve days. His adventure was to inspire one of the world's toughest footraces. Two years later, twenty-three athletes took part in the first *Marathon des Sables*. This seven-day-long ultramarathon takes place in southern Morocco every year. At 250 kilometres, it's the equivalent of six normal marathons. Since it is such a long race, there are frequent medical checkpoints to make sure the runners are fit enough to continue. The organisers provide communal tents and water, but each competitor must carry their own food and other items including a sleeping bag, a head torch, a compass, a whistle, sun cream and an antivenom pump in case of snake bites. The backpacks weigh up to 15 kilograms and it's forbidden to lighten the load by littering. Another problem is the climate. Temperatures often reach 50°C and violent sandstorms can reduce visibility to zero. In 1994, an Italian runner got lost in the desert during a sandstorm. He was discovered in Algeria nine days later and over 160 kilometres off course. Despite these difficulties, it's a popular race with a waiting list to take part. In 2019, 1,200 people signed up for the 34th edition, 800 runners from 52 countries made it to the start line and 752 completed the race. The winner, Moroccan Rachid El Morabity, registered a time of just over 18 hours 31 minutes. The last competitor took over two days longer!



TRENING MATURALNY

4 Complete the gaps in the paragraph to summarise the meaning of the text in Exercise 2 as precisely as possible. Use up to three words in each gap.

Most observers felt [1] *(extremely) surprised* when Swede, Elisabet Barnes, won the 2015 *Marathon des Sables*. However, since Elisabet [2] *had been training / had trained hard/intensively* for four months before the race, she knew she stood a good chance of winning.

Zanim uzupełnisz streszczenie tekstu, przeczytaj je bardzo dokładnie, by zrozumieć, jakich informacji brakuje. Następnie poszukaj informacji w tekście i sparafrazuj je tak, aby prawidłowo uzupełniały lukę.

ZADANIE MATURALNE

5 Uzupełnij luki 1–4 zgodnie z treścią tekstu B tak, aby jak najbardziej precyzyjnie oddać jego sens. W każdą lukę możesz wpisać maksymalnie pięć słów. Luki należy uzupełnić w języku angielskim.

The *Marathon des Sables* has its origin in a Frenchman's amazing [1] *journey across / adventure in / achievement in* the Sahara Desert in 1984. The race lasts seven days and is as long as running [2] *six (normal) marathons*. Although the participants are provided with water and shelter, they must carry everything else they need. They are not allowed to [3] *litter / drop litter / throw things away* in order to reduce the weight of their packs. Potential dangers include venomous snakes, [4] *high temperatures / tremendous heat* and violent sandstorms. Despite these drawbacks, it's a very popular race.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

6 SŁOWNICTWO Complete the questions with words from the texts. The first letter of each missing word has been given. Then in pairs, ask and answer the questions.

1 What do you think is the best way to **g***et* in shape?
2 One time I **s***et* off too fast in a race and I couldn't **k***eep* up the pace. Has that ever happened to you?
3 Can you tell me a good way to **i***ncrease* your stamina?
4 Can you imagine yourself **s***igning* up for a marathon one day?
5 Why is it a good thing to **c***hallenge* yourself? When was the last time you did it?
6 How can you **b***oost* your mood when you feel down in the dumps?
7 Apart from running, in what other areas of life is it a good idea to **p***ace* yourself?

7 In pairs, answer the questions. *Students' own answers*

1 Which sports do you enjoy doing? How seriously do you take them?
2 What are the pros and cons of competitive cycling and long-distance running?
3 Why do you think people get hooked on sports?

10 ŚRODKI JĘZYKOWE Gramatykalizacja

GRAMATYKA

A Match each sentence beginning to its ending to form conditional sentences.

1 If he doesn't play by the rules, *d*
2 If he had taken a short break halfway through the workout, *b*
3 If he wants to retain his title, *a*
4 If he warmed up properly before each training session, *c*

a he needs to put in much more work on the training ground.
b he wouldn't have worn himself out.
c he would have a good chance of preventing an injury.
d he will be severely penalised.

B Choose the correct verb forms to complete the sentences.

1 We're having a great time in Bournemouth. I wish you *are* / *were* / *had been* here.
2 It's high time you *had learnt* / *will learn* / *learnt* Italian. You need to communicate with Paolo.
3 I wish you *not do* / *wouldn't do* / *don't do* it. It's so annoying!
4 Matthew wishes he *has* / *had* / *had had* a boat. He's in the Sea Scouts and loves sailing.
5 You'd better to *get down* / *get down* / *got down* to work before the boss returns.
6 If only I *knew* / *would know* / *had known* then what I know now.

▶ ZDANIA WARUNKOWE, STR. 279
▶ KONSTRUKCJE WYRAŻAJĄCE ŻYCZENIA, STR. 277

TRENING MATURALNY

1 Read the sentences and the tip below. Complete sentences 1–4 with the correct form of the words in brackets. You can add more words if necessary, but you must not change the order of the words given. Use up to five words in each gap.

1 One of the officials admitted that the International Fencing Federation *had already started an investigation* (*already* / *start* / *investigation*) into match-fixing.
2 If Mark hadn't hit the post right before the final whistle instead of scoring a goal, *we'd / we would have qualified* (*we* / *qualify*) for the final.
3 If only I *'d/had served an ace* (*serve* / *ace*) on match point in my last game! I would be the school tennis champion now!
4 In yesterday's last race, one of the speed skaters *managed to narrow the gap* (*manage* / *narrow* / *gap*) on the final straight.

Zastanów się, jaką funkcję pełni zdanie, które masz uzupełnić
Oto wskazówki do zdań w ćwiczeniu 1:
1 Upewnij się, że używasz prawidłowej formy czasownika, przytaczając czyjąś wypowiedź.
2 Czy to zdanie warunkowe odnosi się do teraźniejszości, przyszłości czy przeszłości?
3 Który czas jest stosowany po *if only* do wyrażenia żalu związanego z sytuacją z przeszłości?
4 Jakiej formy czasownika używa się po czasowniku *manage*?

2 Rewrite each sentence using the beginning provided and the correct form of the words in brackets. Do not change the meaning of the original sentence.

1 We didn't win the last match so we were relegated to a lower league.
We *wouldn't / would not have been relegated to a lower league if we had won the last match* (*not* / *relegate*).
2 He won't get in shape if he doesn't exercise at least five times a week.
Unless *he exercises at least five times a week, he won't get in shape* (*he* / *exercise*).
3 Steve won't set his personal best because he doesn't train hard enough.
If Steve *trained harder, he would set his personal best* (*train* / *hard*).

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

1 You *'d/would have made more progress* (*make* / *much* / *progress*) than you did if you had got a personal trainer.
2 If she builds up a good lead right from the start, she *'ll/will complete the race* (*complete* / *race*) in a medal-winning position.
3 Our goalkeeper isn't strong enough. If he *was/were a bit/ a little bit stronger* (*be* / *bit* / *strong*), he would save every penalty!
4 I'm sure I *'d/would beat you at wrestling* (*beat* / *you* / *wrestling*) if I had a chance.
5 My coach *would rather I increased* (*rather* / *I* / *increase*) my stamina first before trying to go for a record.
6 If you really want to go professional, it's high time *you committed (yourself) to* (*you* / *commit*) extensive training on a regular basis.
7 I wish my boyfriend *would stop taking (his) workout(s)* (*stop* / *take* / *workout*) so seriously. That's all he ever does and talks about!
8 If only the player from the opposing team *had been sent off earlier* (*send off* / *early*) in the match! We would have had an advantage and might have won!
9 You *'d/had better not try* (*better* / *not try*) to compete with Steve at golf. You don't stand a chance!
10 If you don't mind, I *'d/would rather you practised* (*rather* / *you* / *practise*) penalties somewhere else. In our garden the goal is too close to the windows!

4 **Add two regrets you have about your Physical Education classes in primary school and two wishes you have about sport on television.**
Sample answers:

PE classes in primary school
- I wish we had learnt to play rugby.
- I wish *our PE classes had been longer*.
- If only *we hadn't had to do cross-country running in the winter*.

Sport on television
- It's time they stopped showing football on TV all the time.
- I'd rather *they showed more live events instead of recorded programmes*.
- I'd prefer *television to focus on individual sports more*.

5 **In pairs, compare your lists and talk about them. Are your regrets and wishes similar or different?** *Students' own answers*

6 **Read the discussion on the Internet forum. Complete the sentences with the correct form of the words in brackets. You can add more words if necessary, but you must not change the order of the words given. Use up to five words in each gap.**

Can You Call Yourself A True Sports Fan?
Join our discussion

Patricia: Yes, definitely. I support my local basketball and football teams – both of them are at the top of their leagues. But if one of them suddenly [1]*started losing / to lose matches* (*start / lose / match*), I would stand by them anyway. For me, a true sports fan sticks by their team through the thrill of victory and the agony of defeat. I wish more sports fans [2]*had the same attitude* (*have / same / attitude*)!

Dave: Well, it depends on your definition of a true sports fan. My grandfather was a huge volleyball fan. I used to go with him to watch our local volleyball team play every week. Home and away matches – week in, week out. If only I [3]*had continued this/the tradition* (*continue / tradition*) after my grandfather passed away a year ago! For me, being a true sports fan means supporting one team for a long time. Well, I [4]*had/'d better check* (*better / check*) where my local volleyball team are playing next week!

Sam: Yes, of course. For one thing, I never miss any major tennis tournaments on TV. I'd rather my favourite player [5]*won all the matches* (*win / all / match*) he plays, but I'm fine if he loses from time to time! And if you ask me the name of, for example, the 1996 Wimbledon champion, I [6]*will/'ll know the answer instantly* (*know / answer / instant*). True sports fans know their stuff!

7 **In pairs, talk about which person from the above forum you identify with. Would you call yourself a true sports fan?**
Students' own answers

ZADANIE MATURALNE

8 **Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów, ale dodaj wszystkie niezbędne elementy tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.**

1 If only the *spectators hadn't / had not booed* (*spectators / not boo*) the national anthem of the opposing team – it was so disrespectful!
2 Ella has got through to the semi-finals, while last year *she was knocked out* (*she / knock*) in the first round.
3 If *Ian had entered a/the triathlon* (*Ian / enter / triathlon*), he might have won.
4 I *have/'ve lost to Becky* (*lose / Becky*) a couple of times in the last few years, which isn't bad because she's a much more experienced player.
5 If *you had to decide* (*you / have / decide*) where to host the next Olympic Games, which city would you go for?

▶ ZADANIA DODATKOWE STR. 172



10 PISANIE Rozprawka za i przeciw

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Choć wiele osób preferuje gry zespołowe, istnieje duża grupa zwolenników sportów indywidualnych. Napisz rozprawkę, w której przedstawisz zalety i wady sportów indywidualnych.

Wypowiedź powinna zawierać od 200 do 250 słów.



1 **In pairs, brainstorm the advantages and disadvantages of taking part in individual sports compared to team sports.** *Students' own answers*

2 **Read the sample task and the model answer above. Which of your ideas from Exercise 1 are mentioned in the text? Which are the strongest arguments mentioned in the text?** *Students' own answers*

TRENING MATURALNY

3 **Read the Useful Phrases box and tick the expressions which are used in the model answer.**

USEFUL PHRASES ▶ STR. 307

Presenting and sequencing arguments

To start with, ... / For a start, ...
One thing to bear in mind is ... ✓
Another thing to consider / take into account is ... ✓
It's (definitely) worth noting/remembering ... ✓
We shouldn't forget / ignore / fail to notice that ... ✓
We shouldn't lose sight of the fact that ...
Last but not least, ... ✓
Considering (all) the above, ...

1 Many people enjoy team sports because of the friendship and support they get from teammates. However, many others prefer the freedom of training and competing on their own. Here I discuss the advantages and disadvantages of participating in individual sports.

2 One thing to bear in mind with individual sports is you can train whenever you and the sports facility you need are free. You are in charge: you don't depend on other people's timetables and you can go at your own pace. Another thing to take into account is that individual sports, especially solitary activities such as cross-country running or swimming provide time to think and peace of mind. Last but not least, individual sports teach you to be self-reliant and how to motivate yourself.

3 On the other hand, we shouldn't forget that there is less incentive to train and play. There are no teammates relying on you, nobody forcing you to put on your trainers or grab your goggles. Consequently, you may end up training less than you should. Another disadvantage is that you have no teammates to console you when you lose or to celebrate with when you win. It is also worth remembering that some people simply find individual sports boring.

4 To sum up, individual sports are undoubtedly easier to organise and to take part in. However, they seem more suited to people with a busy work schedule, to those who have no problem self-motivating and to those who enjoy the solitude of competing against themselves.

4 **Rewrite the sentences using the Useful Phrases and the correct form of the words in brackets.**

1 To start with, you must realise that not everyone is naturally gifted for sport. (thing / bear)
2 Secondly, you have to consider that sport takes up a huge amount of time. (thing / account)
3 We should definitely be aware that sport often causes injuries. (worth / note)
4 It's important to remember that luck plays a big part in winning and losing. (shouldn't / sight)
5 Finally, it's important to remember that taking part is more important than winning. (least / forget)
6 Firstly, we shouldn't forget that some sports are expensive. (start / notice)
7 Taking all of that into account, it seems clear that sport is good for you. (considering)

Exercise 4

1 One thing to bear in mind is that not everyone is naturally gifted for sport.
2 Another thing to take into account is that sport takes up a huge amount of time.
3 It's definitely worth noting that sport often causes injuries.
4 We shouldn't lose sight of the fact that luck plays a big part in winning and losing.
5 Last but not least, we shouldn't forget that taking part is more important than winning.
6 To start with / For a start, we shouldn't fail to notice that some sports are expensive.
7 Considering all of the above, it seems clear that sport is good for you.

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

5 **In pairs, say if you agree or disagree with the sentences in Exercise 4. Give reasons.** *Students' own answers*

6 **Use the Useful Phrases, the words from the box or your own ideas to write four sentences explaining why people prefer watching live sports to sport on TV. Then compare your sentences in pairs.** *Students' own answers*

> atmosphere crowd exciting fans food hear real sing shout smell stadium support view

7 **In pairs, think of reasons why some people prefer taking part in competitive sports rather than just doing sport for fun.** *Students' own answers*



ZADANIE MATURALNE

8 **Do the task.**

Wiele osób uprawia sport tylko dla przyjemności lub utrzymania formy. Istnieje jednak duża grupa sportowców, dla których liczy się przede wszystkim uczestnictwo w konkursach lub zawodach. Napisz rozprawkę, w której przedstawisz zalety i wady współzawodnictwa w sporcie.

Wypowiedź powinna zawierać od 200 do 250 słów.

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Jutro bierzesz udział w ważnym wydarzeniu sportowym. W e-mailu do koleżanki:

- przedstaw wydarzenie,
- opisz swoje uczucia i wątpliwości związane z tą imprezą sportową,
- zaproś koleżankę do kibicowania i wyjaśnij, czemu zależy ci na jej obecności,
- wyraź przypuszczenie, co może się wydarzyć podczas imprezy.

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

Hi Cheryl,
Well, it's here at last. The big day.
It's my first big tennis tournament, the regional championships, and I'm playing in the final. I still can't believe it! It's tomorrow at 3 p.m. at the King's Club in Willesden.
I must admit I don't feel too confident. In fact, I'm really worried. My opponent's a lot more experienced than me. And to make things worse, she's the local favourite: she's from Willesden!
I know you love tennis and I need all the support I can get, so would you like to come? I'd be delighted if you were there to cheer me on. I've got some free tickets, so don't worry about the cost.
My brother says I don't have the slightest chance of winning, but I think he's joking. After all, anything could happen in a final! As long as I keep calm, I know there's a chance I can win.
Hope to see you tomorrow,
XYZ

ZADANIE MATURALNE

1 **Read the sample task and the model answer above, then do the task below.**

Podczas rocznej przerwy w nauce mieszkasz u swojej rodziny w Wielkiej Brytanii. W najbliższą sobotę idziesz na mecz drużyny piłkarskiej, której kibicujesz. Masz jeszcze jeden wolny bilet. W e-mailu do kolegi:

- wyjaśnij, czemu mecz jest ważny,
- zaproś kolegę na mecz i zachęć go do przyjęcia biletu,
- opisz swoje uczucia związane z meczem i je uzasadnij,
- wyraź przypuszczenie, jaki może być wynik meczu.

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

Hi Sam,
Great news! I've got tickets for a big match on Saturday.

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

10 LISTA SŁOWNICTWA

SPORTS DISCIPLINES | DYSCYPLINY SPORTU

abseiling – zjeżdżanie na linie
archery – łucznictwo
athletics / track and field – lekkoatletyka
backstroke / back crawl – styl grzbietowy
baseball – bejsbol, baseball
biathlon – biatlon, dwubój zimowy
body building / weight training – kulturystyka
bowling – gra w kręgle
breaststroke – styl klasyczny, żabka (w pływaniu)
caving – alpinizm jaskiniowy
competitive sports – sport wyczynowy
(the) crawl / overarm stroke – kraul
cricket – krykiet
curling – curling
darts – gra w rzutki
(the) discus – rzut dyskiem
diving – nurkowanie
free ~ – nurkowanie bez akwalungu
scuba ~ – nurkowanie z akwalungiem
fencing – szermierka
hammer throw – rzut młotem
handball – piłka ręczna
hang-gliding – lotniarstwo
high jump – skok wzwyż
horse racing – wyścigi konne
hurdles – bieg przez płotki
individual sports – sporty indywidualne
(the) javelin – rzut oszczepem
kayaking – kajakarstwo
kite surfing – kite surfing
long jump – skok w dal
martial arts – sztuki walki
parachuting – spadochroniarstwo
pole vaulting – skok o tyczce
pool – pool (rodzaj bilardu)
rafting – spływ pontonem
whitewater ~ – spływ pontonem górską rzeką
rollerblading – jazda na rolkach
running – bieganie
cross-country ~ – biegi przełajowe
long-distance ~ – biegi długodystansowe
shooting – strzelectwo
shot put – pchnięcie kulą
skating – łyżwiarstwo
figure ~ – łyżwiarstwo figurowe
speed ~ – łyżwiarstwo szybkie
skiing – narciarstwo
cross-country ~ – narciarstwo biegowe
downhill ~ – narciarstwo zjazdowe
free ~ – narciarstwo akrobatyczne
water ~ – narciarstwo wodne
skydiving – skoki spadochronowe akrobatyczne
snooker – snooker (rodzaj gry bilardowej)
snorkelling – nurkowanie z rurką
speedway – wyścigi żużlowe
Spinning® – ćwiczenia na rowerze stacjonarnym
team sports – sporty zespołowe
triathlon – triatlon, trójbój
ultrarunning – biegi ekstremalne
wrestling – zapasy

SPORTS EQUIPMENT | SPRZĘT SPORTOWY

badminton/tennis/squash racket – rakieta do badmintona/tenisa/squasha
barbell – sztanga
baseball/cricket bat – kij bejsbolowy/krykietowy
basket – kosz
bench – ławka
binding – wiązanie nart
bow – łuk
cue – kij bilardowy
dumbbells/weights – hantle
elliptical machine – orbitrek
exercise bike – rower treningowy
goal – bramka
goggles – gogle, okulary ochronne
swimming ~ – okulary pływackie
harness – uprząż
helmet – kask
hockey stick – kij do hokeja
jumping rope – skakanka
kayak – kajak
kit – sprzęt, strój
net – siatka
oar – wiosło (jedno z pary)
pad – ochraniacz
knee ~ – ochraniacz na kolano
paddle – wiosło
pole – tyczka
puck – krążek hokejowy
pull-up bar – drążek do podciągania
punching bag – worek treningowy
rowing machine – ergometr / wioślarz treningowy
shuttlecock – lotka do badmintona
ski suit – strój narciarski
table tennis bat – rakietka do tenisa stołowego
target – tarcza
trainers – obuwie sportowe
trampoline – trampolina
treadmill – bieżnia stacjonarna
wall bars – drabinka
wet suit – pianka do nurkowania

SPORTS FACILITIES | OBIEKTY SPORTOWE

challenging holes – wymagające dołki (na polu golfowym)
climbing wall – ścianka wspinaczkowa
court – kort (tenisowy), boisko (do koszykówki)
designated slope – wyznaczona trasa (narciarska)
golf course – pole golfowe
golf club – klub golfowy
grass surface – nawierzchnia trawiasta
(green) run – (zielona) trasa (narciarska)
ice/skating rink – lodowisko
nursery slope – ośla łączka
paddock – padok
pitch – boisko (do piłki nożnej, krykieta)
piste – trasa narciarska
floodlit ~ – oświetlona trasa narciarska
off ~ – poza trasą (narciarską)
racetrack – tor wyścigowy
rail – poręcz
ramp – rampa
ring – ring
skatepark – skate park
sledge rental – wynajem sanek
stable – stajnia
toboggan run – tor saneczkowy
track – bieżnia

SPORTING EVENTS | IMPREZY SPORTOWE

basketball tournament – turniej koszykówki
boo – wygwizdać
cheer sb on – dopingować kogoś
cup – puchar
cycle ride – wycieczka rowerowa; przejażdżka
cycling race – wyścig kolarski
FIFA World Cup – mistrzostwa świata w piłce nożnej
fight / boxing match – walka bokserska
final – finałowy
~ score – ostateczny wynik
~ straight – ostatnia prosta
~ whistle – gwizdek końcowy
first/second quarter – pierwsza/druga kwarta
football/tennis championships – mistrzostwa w piłce nożnej / tenisie
footrace – wyścig pieszy
front-runner – faworyt, faworytka; główny kandydat, główna kandydatka
game/set/match – gem/set/mecz
gap (between the opponents) – dystans, odległość (między zawodnikami)
narrow the ~ – zmniejszyć dystans
grand slam tournament – turniej wielkoszlemowy
half-marathon – półmaraton
halfway point – półmetek
hold (a sporting event) – organizować (imprezę sportową)
hold a world record – być światowym rekordzistą
home/away win – zwycięstwo na własnym boisku / wyjeździe
● **host (a sporting event)** – być gospodarzem (imprezy sportowej)
league – liga
(be) at the top of the ~ – (być) na szczycie ligi / na najwyższej pozycji w lidze
be relegated to a lower ~ – spaść do niższej ligi
lose a title – utracić tytuł
medal-winning position – miejsce medalowe
Paralympic Games / the Paralympics – igrzyska paraolimpijskie, paraolimpiada
penalty shoot-out – seria rzutów karnych
preliminary / qualifying round – eliminacje / runda kwalifikacyjna
qualify for the final – zakwalifikować się do finałów
race – wyścig
● **retain / hold onto a title** – zachować tytuł
round – runda
semi-finals – półfinały
sponsored swim – pływanie zorganizowane w celu zebrania pieniędzy od sponsorów
stage – etap
Summer/Winter Olympic Games – letnie/zimowe igrzyska olimpijskie
tennis tournament – turniej tenisowy
(the) final(s) – finał(y)
yacht race – wyścig jachtów, regaty

DOING SPORT | UPRAWIANIE SPORTU

adrenaline rush – skok adrenaliny
agony of defeat – ból po przegranej
approach the (finishing) line – zbliżać się do mety
arrive at the starting line – pojawić się na linii startu
beat sb at sth – pokonać kogoś w czymś
be short of / out of breath – mieć zadyszkę
break a record – pobić rekord
break sweat – zacząć się pocić (z wysiłku)
build up a good lead – zbudować dużą przewagę
catch up with sb – dogonić kogoś
● **challenge yourself** – rzucić sobie wyzwanie
commit (yourself) to extensive training – podjąć intensywne treningi
compete against yourself – konkurować z samym/samą sobą
complete a race – ukończyć wyścig
defend a title – bronić tytułu
dismount – zsiadać (z roweru, z konia)
do – wykonywać, robić, uprawiać
~ cardio – wykonywać ćwiczenia cardio
~ crunches/sit-ups – robić brzuszki
~ pull-ups – podciągać się
~ push-ups/squats / stretching exercises – robić pompki/przysiady / ćwiczenia rozciągające
doubles – debel
~ game – gra deblowa
draw with sb – zremisować z kimś
● **enter a competition** – wziąć udział w zawodach
equal a record – wyrównać rekord
extra time – dogrywka
false start – falstart
finish (up) in (third place) – skończyć, wylądować na (trzecim miejscu)
foul – faulować; faul
free kick – rzut wolny
gifted for sport – sportowo uzdolniony
go for a record – dążyć do osiągnięcia rekordu
go professional – przejść na zawodowstwo
hit the pole/post – trafić w słupek
● **in/on top form** – w szczytowej formie
incentive to train – zachęta do ćwiczeń
inhale/exhale – wdychać/wydychać
injury time – doliczony czas gry

LISTA 10 SŁOWNICTWA
● SŁOWNICTWO – SŁUCHANIE ● SŁOWNICTWO – CZYTANIE

join a gym / sign up for a gym membership – zapisać się na siłownię
keep pace with sb – dotrzymywać komuś kroku
● **keep up the pace** – utrzymywać tempo
knock sb out – znokautować kogoś
lap – okrążenie
lead by (20 points) – prowadzić (20 punktami)
let in a goal – puścić gola
lift your upper body – unieść górną część ciała
lose matches – przegrywać mecze
lose to sb – przegrać z kimś
lunge – wypad (nogą)
make progress – robić postępy
make up the time – nadrobić stracony czas
no jump – nieważny skok
offside – spalony
overtake – wyprzedzać
own goal – bramka samobójcza
● **pace yourself** – narzucić sobie tempo
pedal – pedałować
practise penalties – ćwiczyć rzuty karne
pull ahead – wysunąć się naprzód
recreational activity – aktywność służąca do rekreacji
rivalry – rywalizacja
save a penalty – obronić rzut karny
score a goal – strzelić gola
send sb off – wyrzucić kogoś z boiska
serve – serwować
~ an ace – zdobyć asa serwisowego
set a course record – ustanowić rekord biegu
● **set a personal best** – ustanowić osobisty rekord
● **set off** – wystartować
shoot – strzelać
● **sign up for a basketball team** – zapisać się do drużyny koszykarskiej
sign up for a run/marathon – zapisać się na bieg/maraton
sprint finish – przyspieszenie przed metą
stand a chance (of winning) – mieć szansę (na wygraną)
start off – rozpoczynać
substitute – zastąpić, zmienić (zawodnika)
tedious – monotonny
three-point shot – rzut za trzy punkty
thrill of victory – radość ze zwycięstwa
tone up – wzmacniać
training session – sesja treningowa
transfer – dokonać transferu (zawodnika)
warm up – rozgrzewać się; rozgrzewka
win by (a head) – wygrać (o głowę)
winning goal – zwycięski gol, zwycięska bramka
without breaking sweat – bez wysiłku
work on (your posture) – pracować nad (postawą)
workout – ćwiczenia, trening

IDIOMS | IDIOMY

as fit as a fiddle – zdrowy jak ryba
be on the ball – mieć głowę na karku
get the ball rolling – zaczynać
give sth your best shot – dać z siebie wszystko
hit the bull's eye – trafić w dziesiątkę
make the cut – przejść eliminacje
make headway – robić postępy
move the goalposts – zmieniać reguły gry
neck and neck – łeb w łeb
play by the rules – postępować zgodnie z zasadami
skate on thin ice – ryzykować
take your eye off the ball – stracić czujność

PEOPLE IN SPORT | OSOBY ZWIĄZANE ZE SPORTEM

archer – łucznik, łuczniczka
athlete – sportowiec, sportsmenka, lekkoatleta, lekkoatletka, atleta, atletka
body builder – kulturysta, kulturystka
cheerleader – cheerleaderka
coach – trener, trenerka
competitive (swimmer) – (pływak) wyczynowy, (pływaczka) wyczynowa
contestant/competitor – zawodnik, zawodniczka
cup holder – zdobywca, zdobywczyni pucharu
defending champion – zawodnik broniący tytułu mistrzowskiego, zawodniczka broniąca tytułu mistrzowskiego
fan/supporter – kibic
figure skater – łyżwiarz figurowy, łyżwiarka figurowa
goalkeeper – bramkarz, bramkarka
gold/silver/bronze medallist – złoty/srebrny/brązowy medalista, złota/srebrna/brązowa medalistka
gymnast – gimnastyk, gimnastyczka
linesman – sędzia liniowy (w piłce nożnej)
opponent – przeciwnik, przeciwniczka
personal trainer – trener osobisty, trenerka osobista
racer – uczestnik, uczestniczka wyścigów
referee – sędzia
reserve/substitute player – zawodnik rezerwowy, zawodniczka rezerwowa
runner – biegacz, biegaczka
runner-up / second-placed runner – zdobywca, zdobywczyni drugiego miejsca
speed skater – panczenista, panczenistka
striker – napastnik, napastniczka
teammate – kolega, koleżanka z drużyny
umpire – sędzia (m.in. w tenisie)
wrestler – zapaśnik, zapaśniczka
yachtsman/yachtswoman – żeglarz/żeglarka

POSITIVE AND NEGATIVE CONSEQUENCES OF DOING SPORTS | POZYTYWNE I NEGATYWNE SKUTKI UPRAWIANIA SPORTU

● **boost your mood** – poprawiać nastrój
bulk up – budować masę mięśniową
burn sth off – spalać
cause injuries – powodować obrażenia/kontuzje
● **channel your energy into training** – całą energię włożyć w trening
cope with stress – radzić sobie ze stresem
destress – odstresować się
excuse – wymówka
fit/unfit – w dobrej/złej formie
get hooked on sports – uzależnić się od sportu
● **increase stamina** – zwiększać wytrzymałość
lead an active lifestyle – żyć aktywnie
long-term impact/effect – długotrwały wpływ/efekt
moderate physical effort – umiarkowany wysiłek fizyczny
muscle strain – naciągnięcie mięśnia
overweight – nadwaga
prevent injury – zapobiegać kontuzji
pulled muscle – naciągnięty mięsień
recurring injury/pain – nawracający uraz/ból
reduce stress – redukować stres
sculpt your body – rzeźbić ciało
shape – kondycja
be in good ~ – być w dobrej formie
get back into ~ – wrócić do formy
● **get in ~** – wyrobić sobie kondycję
stay healthy – być zdrowym
step by step – krok po kroku
strain – nadwyrężyć
strengthen muscles / make muscles stronger – wzmacniać mięśnie
sustain an injury – doznać urazu
teach sb to be self-reliant – uczyć kogoś być samowystarczalnym
wear yourself out – zmęczyć się
work off (stress) – pozbyć się (stresu)

MODERN SPORTS PROBLEMS | PROBLEMY WSPÓŁCZESNEGO SPORTU

anabolic steroids – sterydy anaboliczne
banned substances – niedozwolone substancje
disqualification – dyskwalifikacja
disqualified from sth – zdyskwalifikowany, wykluczony z czegoś
doping – stosowanie środków dopingujących
~ test – test antydopingowy
drug testing – badanie na obecność substancji niedozwolonych
fitness freak – osoba obsesyjnie dbająca o kondycję fizyczną
fix a match – ustawiać mecz
illegal deal – nielegalny interes
match-fixing – ustawianie meczów
penalise – ukarać
performance-enhancing drugs – środki dopingujące
preferential treatment – uprzywilejowane traktowanie
sport-related injury – kontuzja sportowa
suspend sb – zawiesić kogoś
test positive/negative – mieć dodatni/ujemny wynik testu
throw a match – celowo przegrać mecz
unfair advantage – nieuczciwa przewaga

PRONOUNCE IT

The /ŋ/ sound

You can hear the sound /ŋ/ in words like *rang*, *English* and those ending in *-ing* (e.g. *singing*). In writing it is usually followed by the letter *k* (e.g. *tank*) or g (e.g. *wrong*).

1 10 07 **Listen and repeat the words. What do they all have in common?**

2 10 08 **Look at the words below. Which ones are NOT pronounced with /ŋ/? Listen and check.**

1 challenge
2 rink
3 strengthen
4 ring
5 long
6 lunge

10 MATURA BOOSTER

ŚRODKI JĘZYKOWE | ZADANIA DODATKOWE

GRAMATYKALIZACJA

1 Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów, ale dodaj wszystkie niezbędne elementy tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

1 I wish *we'd / we had bought tickets* (*we / buy / tickets*) for the final because it turned out to be a very thrilling match.

2 If he *had taken better care of* (*take / good / care*) his health than he did, he wouldn't have needed to consult a physiotherapist last year.

3 She broke her ankle, which *prevented her from running* (*prevent / she / run*) for quite some time.

4 It's only the third day, and some athletes *have already been disqualified* (*already / disqualify*) from the tournament for doping.

5 The race to the finish line was so close that any of the runners *could have won* (*could / win*) it.

DOBIERANIE Z PRZEKSZTAŁCANIEM

2 Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

belong care fit rival strong win

WALKING RUGBY: A SPORT FOR ALL AGES

Walking rugby is gaining popularity, especially among older adults, as a gentler alternative to traditional rugby. Initially seen as part of a rehabilitation therapy or light exercise, it has now become a widely enjoyed activity, helping to [1] *strengthen* both physical health and social connections. Participants, including both newcomers and former players, find joy in being part of a [2] *caring* community. For example, Brian Watkins was encouraged to join after heart surgery and found it more challenging than expected but immensely rewarding.

This slower-paced sport suits various fitness levels and differs from traditional rugby in several ways, featuring smaller teams and smaller size balls, shorter halves, and prohibiting physical contact. While focusing on enjoyment, walking rugby lets players experience the excitement of teamwork and friendly [3] *rivalry*. Clubs like Canterbury RFC attract players of all ages, including families and couples seeking a shared activity. Across the UK, walking rugby provides a space for older individuals to reconnect, relieve loneliness, and improve mental health.

Beyond the pitch, regular meet-ups, tournaments, and social events create a deep sense of [4] *belonging*. Many players describe walking rugby as transformational – offering not just a sport, but a way of life. Light-hearted competition brings players together, making walking rugby enjoyable and accessible for everyone.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

P

3 Fragmenty podane w nawiasach przetłumacz na język angielski tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 You would be much more flexible *if you did yoga* (*gdybyś ćwiczył jogę*) twice a week.

2 I wish I *wasn't so hopeless at* (*nie był taki kiepski w*) football because I would like to play in the school team.

3 If she wanted to be fitter, *she would take up* (*zaczęłaby uprawiać*) a new sport.

4 I *have been out of shape* (*nie jestem w formie*) since my cycling injury last year.

5 If you pass me the ball, I *will score the winning goal* (*strzelę zwycięskiego gola*)!

6 If only they *didn't break the rules* (*nie łamaliby zasad*) of the game, we would have a better chance of winning.

GRAMATYKALIZACJA

P

4 Uzupełnij zdania. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów, ale dodaj wszystkie niezbędne elementy tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

1 If you had listened to me, you *wouldn't / would not have injured yourself* (*not injure / you*) on the track.

2 Unfortunately, my football team is *the least successful of* (*less / successful*) all those in the league.

3 Maria is tired because *she's / she's been cycling* (*she / cycle*) for two hours.

4 The coach *'d/would rather not train us* (*rather / not train / we*) in the evening.

5 If you *forget to bring your* (*forget / bring / you*) football boots, you won't be able to play in the match tomorrow.

6 It's high time little Dave *learnt/learned to cycle* (*learn / cycle*) – at the moment he's useless at it!

7 We will have a big party to celebrate at school *if Jon wins the race* (*Jon / win / race*).

8 Our goalkeeper *had his towel stolen* (*have / towel / steal*) while he was warming up before the match.

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

1 Would you consider getting a personal trainer? Why? / Why not?
2 Do you like playing team sports? Why? / Why not?

UCZEŃ B

1 Do you lead an active lifestyle? Why? / Why not?
2 What makes football so popular around the world?

ZADANIE 1 *Students' own answers*

UCZEŃ A

W twojej szkole goszczą uczniowie i uczennice z Irlandii, z którymi realizujecie wspólnie projekt propagujący aktywny styl życia, pod nazwą *Get moving to be healthy*. Ty i uczeń/uczennica z Irlandii odpowiadacie za organizację pikniku sportowego z zawodami. Poniżej podano cztery kwestie, które musicie omówić.

Program pikniku
Miejsce imprezy
Zaproszeni goście
Nagrody

Rozmowę rozpoczyna uczeń B.

▶ UCZEŃ B STR. 335

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



1 Do you think the man is injured? Why do you think so?
2 Which do you prefer: winter or summer sports? Why?
3 Tell us about a sporting event which you really enjoyed watching or taking part in.

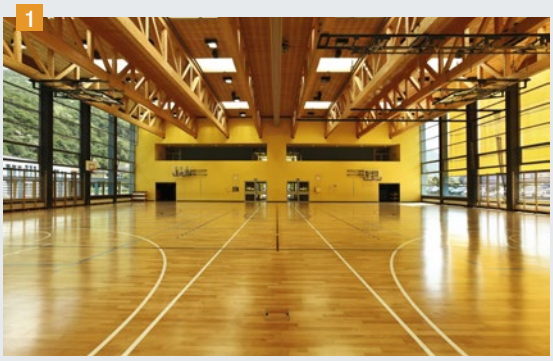
ZADANIE 3 *Students' own answers*

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

W twojej szkole planowana jest przebudowa sali gimnastycznej, tak aby lepiej odpowiadała potrzebom uczniów szkoły.

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

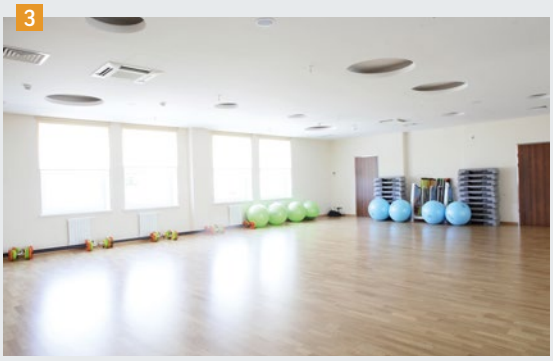
1



2



3



UCZEŃ A

1 Why do you think so many young people skip PE classes?
2 Some people say that famous athletes are paid too much. Do you agree? Why? / Why not?

UCZEŃ B

1 What could encourage young people to be more physically active?
2 Some people say that you should never be afraid of failure. Do you agree? Why? / Why not?

01-10 POWTÓRZENIE KUMULATYWNE

SŁUCHANIE

ODPOWIEDZI NA PYTANIA

1 10 09 **Usłyszysz dwukrotnie tekst na temat nietypowego muzeum. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu.**

1 What kind of art does MOBA display?
bad art / art objects that aren't good enough / paintings and sculptures that differ greatly from the usual tastes in art / the worst art / too bad to be ignored

2 Where did Scott Wilson first see *Lucy in the Field with Flowers*?
on the street (between two rubbish bins)

3 Where did people see the works before MOBA was founded?
at parties (at Reilly's/Wilson's friend's home)

4 What kind of works does the museum reject?
deliberately bad (and boring ones/works/art)

DOBIERANIE

2 10 10 **Usłyszysz dwukrotnie pięć wypowiedzi na temat zakupów. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions

A something that immediately appealed to one of their senses.
B buying more of a product than was necessary.
C forgetting to buy a product that they had promised to get.
D reasons for avoiding a certain shop.
E waiting a long time while others shopped.
F an unexpected but appreciated change to their normal routine.

1	2	3	4	5
E	B	A	F	D



ŚRODKI JĘZYKOWE

TEKST Z WYBOREM WIELOKROTNYM

3 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.**

Avoiding the crowds on holiday

Holidays are meant to be a time for relaxing and [1]____ away from it all but how can you do that if, everywhere you go, there are crowds and queues of people all trying to see the same sights? The most obvious answer would be to plan [2]____ that includes places which aren't so popular. In crowded cities, like Venice, don't go to the bridges and squares that everyone else goes to. Often, just a few streets away, there is an equally breathtaking view which very few tourists are aware of. If you absolutely must see the Eiffel Tower in Paris or the Trevi Fountain in Rome, then head there in mid-winter rather than during the peak season. Even in the height of summer, [3]____ to the famous landmark at dawn should mean you have it more or less to yourself.

If there is no alternative, and you really have to go to a famous tourist destination during the high season but getting up early isn't your [4]____, then try buying advanced, 'skip-the-line' tickets, which enable you to avoid the hassle of queuing. It might be horribly [5]____ and unpleasant inside, but at least you won't have to wait long to find out!

The most important thing is not to let crowds or other problems put you off travelling. Personally, I agree with the idea that later in life we shouldn't look back on our adventures and feel disappointed by them; instead we should be disappointed by the things we [6]____ when we were young and had the chance.

1 **A** making **B** taking **C** going **(D)** getting
2 **(A)** an itinerary **B** a guide **C** an admission **D** a package
3 **A** to get **B** get **C** you get **(D)** getting
4 **A** piece of cake **(B)** cup of tea **C** bread and butter **D** hot potato
5 **(A)** overcrowded **B** vacant **C** spectacular **D** unspoilt
6 **A** wouldn't have done **B** haven't done **C** wouldn't do **(D)** hadn't done

TRANSFORMACJE ZDAŃ

4 Uzupełnij drugie zdanie każdego punktu z wykorzystaniem podanego wyrazu tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów ani formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

1 You should have asked Ann to buy the tickets. HAD
You should _____*have had Ann buy*_____ the tickets.

2 The director was recording every rehearsal. BEING
Every rehearsal _____*was being recorded by*_____ the director.

3 The club should change the coach as soon as possible if the team is to take part in the tournament. TIME
It *is time the team changed / is (high) time to change* the coach if the team is to take part in the tournament.

4 I'm not the director, so I can't give you a part in the film. I
I would give you a part in the film _____*if I were/was the*_____ director.

5 It's not a good idea to go skating on the pond. The ice might break. HAD
You _____*'d/had better not go*_____ skating on the pond. The ice might break.

TRANSFORMACJE ZDAŃ

5 Uzupełnij drugie zdanie każdego punktu tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

1 At the end of the play, the audience stood up and clapped loudly for the cast.
At the end of the play, the cast received _____*a standing ovation*_____ from the audience.

2 I bought this book because I hadn't read the reviews first.
If I had read the reviews, I _____*wouldn't have bought*_____ this book!

3 I don't want them playing football here.
I would *rather/sooner they didn't play / prefer them not to play* football here.

4 It's a pity you didn't book seats nearer the stage.
If only _____*you had booked*_____ seats nearer the stage!

5 The coach told me to be calm and to just do the best I could.
The coach told me to be calm and just _____*give it my best*_____ shot.

6 It's really annoying that you're using your phone during the film.
I wish you *'d/would stop using your / wouldn't use your* phone during the film.

TEKST Z LUKAMI

6 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

The main reason why I decided to travel permanently is my childhood. It was absolutely static. My parents loved their house and garden so much that they never went anywhere. If they [1] _____*had*_____ ever travelled, things might have turned out differently but as they didn't, my brother and I never did as well.

My first trip abroad was to France. Not very adventurous you might think, but I chose it so that I [2] _____*would*_____ be able to communicate without any problems – my French was really good. I bought an Interrail train ticket in order to travel freely, and I took a backpack because it was easier than a suitcase. [3] _____*Due*_____ to the limitations of the ticket – you can only travel on certain trains – I spent a lot of time sleeping on long, slow journeys, but it was cheaper than a hostel.

After that I got a job in Germany, with a view [4] _____*to*_____ staying there for a year and then moving on. As my German was fairly good at that point, I moved to Austria for six months, and then made the jump to Asia. I spent about six years working in various Asian countries, and then I [5] _____*was/got*_____ offered a job in Brazil, which I took on account of my growing curiosity about South America. I haven't got a permanent home, but I love working my way around the world. At the moment I'm applying for a job in Australia with the intention of spending a couple of years there.

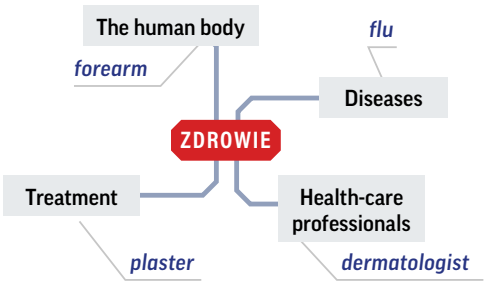


11 ZDROWIE

SŁOWNICTWO

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?** *Students' own answers*



THE HUMAN BODY | LUDZKIE CIAŁO

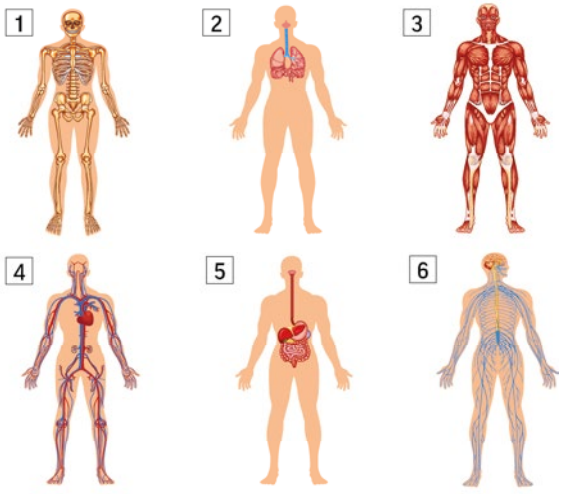
2 **Match the phrases from the box to pictures 1–6 below. There are two extra phrases.**

circulatory system *4* digestive system *5*
endocrine system muscular system *3*
nervous system *6* respiratory system *2*
skeletal system *1* urinary system

3 **Match the words from the box to the organ systems in Exercise 2 that they are part of.**

circulatory system: artery, blood vessel
digestive system: gallbladder, large intestine, liver, small intestine
endocrine system: ovary, pancreas, testicle
muscular system: tendon
nervous system: grey matter, neurons, spinal cord
respiratory system: bronchi, larynx
skeletal system: knuckle
urinary system: bladder

artery bladder blood vessel bronchi gall bladder
grey matter knuckle large intestine larynx liver
neurons ovary pancreas small intestine
spinal cord tendon testicle



DISEASES, SYMPTOMS AND TREATMENT | CHOROBY, OBJAWY I LECZENIE

4 **ŚRODKI JĘZYKOWE** **Complete the text with the correct forms of the words from the box. There is one extra word. Then in pairs, discuss which of these trends you would like to try and why.**

deprive flexible immune straight tense
throw toss

Health Trends From Around the World

Every nation has some unusual wellness trend. Some are deeply rooted in a country's culture, whilst others end up being short-lived fads. Here's a rundown of some of our favourite health trends from around the world.

Japan: Otonamaki (Adult wrapping)

Tightly wrapping up a newborn baby in a blanket has proven to make it feel calm and safe. Otonamaki has transferred this concept to adults. Fans of tying up a grown up in a freshly-washed cloth claim that it helps to [1] *straighten* the body and ease pain in e.g. the back and hip, increasing the body's [2] *flexibility* at the same time. The technique is also supposed to relieve [3] *tension*.

Maldives: Night Spa Ritual

If you suffer from sleep [4] *deprivation*, then this trend might be for you. This ritual, offered in one of the hotels on the island, is a 2.5 hour massage in the jungle and a bath in salt water. To round it all off, you get to spend a night in a swinging bed. No [5] *tossing* and turning guaranteed!

China: Green tea

What started in Asia is now a health trend all over the world. Drinking green tea is said to have lots of health benefits, from improving your metabolism, to increasing your [6] *immunity* to infection. Cheers!



5 **Match the words from the box to the definitions. There is one extra word.**

blister fatigue heartburn irritability itchy rash mood swings plaque

1 a feeling of extreme tiredness and a lack of energy *fatigue*
2 a substance which forms on your teeth that bacteria can feed on *plaque*
3 spots on the skin that you need to rub *itchy rash*
4 a painful bubble on the skin that is usually caused due to rubbing or a burn *blister*
5 a pain in the chest and throat usually caused by eating *heartburn*
6 becoming upset easily usually due to being stressed *irritability*

6 **Match the words from the box to the photos below. There are three extra words. Which words are health problems and which are treatments or procedures?**

backache bandage intravenous drip lozenge physiotherapy scald sling


1 *lozenge*


2 *sling*


3 *intravenous drip*


4 *bandage*

Health problems: backache, scald
Treatments and procedures: bandage, intravenous drip, lozenge, physiotherapy, sling

7 11 01 **Listen to four speakers. What symptoms does each speaker have? What remedies and treatments have they tried? Complete the table.**

Speaker	Symptoms	Remedies and treatments
1		
2		
3		
4		

8 11 01 **Listen again. Match the diseases from the box to the speakers.**

appendicitis conjunctivitis dermatitis obsessive-compulsive disorder (OCD)

1 *dermatitis* 2 *obsessive-compulsive disorder (OCD)*
3 *appendicitis* 4 *conjunctivitis*

9 **Which doctor should each speaker in Exercises 7 and 8 see? Use the words from the box. There are two extra words.**

cardiologist dermatologist ophthalmologist psychiatrist speech therapist surgeon

1 *dermatologist* 2 *psychiatrist*
3 *surgeon* 4 *ophthalmologist*

10 **Complete the text with the correct prepositions.**

The trip from hell

A few friends from my class decided to go camping together to celebrate the end of school. Little did we know that it would become the trip from hell!

On the first day, one of our mates came [1] *out* in a rash which covered all of his body. We thought that maybe it was from the water in the lake, but he then came [2] *down* with what looked like a terrible cold. He must have picked [3] *up* a virus before the trip which he soon passed [4] *on* to everyone else! To make matters worse, I also got some stomach bug and threw [5] *up*. That's when we decided to end the camping trip and get checked out by a doctor.

11 **Complete the posts with the words from the boxes. There are two extra words in each box.**

Diary of a Junior Doctor

aid choking disorder impaired stammer swelling

7 May My first day in the emergency room was amazing. I learned much more than I ever did in classes at medical school. My first patient had Tourette's syndrome – a neurological [1] *disorder* which makes the body make involuntary movements ('tics'). She came in because she noticed that she had problems with her hearing. She was diagnosed as hearing-[2] *impaired* a few years ago, but recently her hearing had been getting worse. I noticed that she had some [3] *swelling* in her ear, so I referred her to a specialist. It's very likely that she'll need a hearing [4] *aid*.

bleeding concussion first aid paramedics scar seizures

10 May It was a really difficult day today as we had many patients come into the emergency room. One man suffered bad injuries after falling off a roof at a building site. His workmates performed [5] *first aid* and the [6] *paramedics* helped too, but then it was up to us, at the hospital, to make sure he didn't have any internal injuries or a(n) [7] *concussion* from the fall. We also had to determine if there wasn't any internal [8] *bleeding*.

Exercise 7
1 itchy rash, skin cracks and bleeds; (over-the-counter and prescription) ointments
2 fear of germs, hand-washing, cleaning all the time; psychotherapy
3 pain on the right side of the abdomen; painkiller
4 redness and pain in the eye, itching, tears; eye drops

11 SŁOWNICTWO

▶ LISTA SŁOWNICTWA STR. 188

ADDICTIONS | UZALEŻNIENIA

12 ŚRODKI JĘZYKOWE Complete the text with the correct form of the words in brackets. In pairs, discuss other examples of the type of addiction described in the text.

Most people associate addiction with alcohol, nicotine or drug abuse. These are called substance addictions. However, it's also possible to exhibit signs of [1] *dependency* (DEPEND) towards things like work, shopping, video games, etc. These are called [2] *behavioural* (BEHAVIOUR) addictions as individuals engage in [3] *compulsive* (COMPULSION) activities that don't involve substances.

A recent study has revealed that 27,000 Poles over the age of fifteen have become addicted to [4] *gambling* (GAMBLE). Most of these people are hooked on the national lottery (27%), then scratch cards (17%) and phone lotteries and competitions.

PHYSICAL AND MENTAL WELL-BEING | SAMOPOCZUCIE

13 Choose the correct words to complete the sentences. Then choose three idioms and write sentences about yourself.

1 One of our classmates had bronchitis, but he's as right as *fish* / (*rain*) / *feet* now.
2 The doctor told me that it will probably take two weeks for me to get back on my *legs* / *toes* / (*feet*) again after the surgery.
3 Once the doctor completed the check-up and went over my blood tests, he gave me a clean (*bill*) / *certificate* / *receipt* of health.
4 My great-grandmother is ninety-nine years old, but still looks the *body* / (*picture*) / *sign* of health.
5 Doing some moderate exercise in the evening always makes me sleep like a *rock* / (*log*) / *stone*.
6 My friend and I decided to stop eating sugar – she reduced the amount she ate bit by bit, whilst I just went cold *chicken* / *duck* / (*turkey*).

14 ŚRODKI JĘZYKOWE Choose the option that has a similar meaning to the words in bold.

1 I felt **slightly ill** for a few days, but I didn't go to a doctor as it wasn't very serious.
a weak
(**b**) off-colour
c depressed

2 I was **extremely nervous** before my job interview.
a a roll of nerves
b a pile of nerves
(**c**) a bundle of nerves

3 I decided to take a few days off from school as I was feeling **unwell**.
(**a**) under the weather
b alive and well
c depressed

HEALTHY LIFESTYLE | ZDROWY STYL ŻYCIA

15 Complete the dialogue with the words from the box. In pairs, discuss three other tips that you would give Frank.

hygiene invigorating manage sedentary
unwind ventilate well-balanced

Frank: So, the exams are fast approaching and I'm starting to feel more and more stressed. I'm going to ask other students how they cope. Hi there! I'm doing a survey on stress. How do you destress and [1] *unwind* after a day of school, tests and studying?

Ruby: I'm able to [2] *manage* stress by doing vigorous exercise every evening, just after I finish studying. I then have a(n) [3] *invigorating* shower, which helps too. And I make sure I [4] *ventilate* the bedroom just before going to sleep.

Frank: Oh, great tips, thanks. What about you?

Liam: For me, it all comes down to avoiding a(n) [5] *sedentary* lifestyle by making sure I walk a few kilometres a day, following a(n) [6] *well-balanced* diet, full of fruit and vegetables, and getting enough sleep. I immediately feel unwell if I neglect my sleep [7] *hygiene*.

Frank: Thanks for all the tips. I'll try to implement some of them and will let you know how I got on.

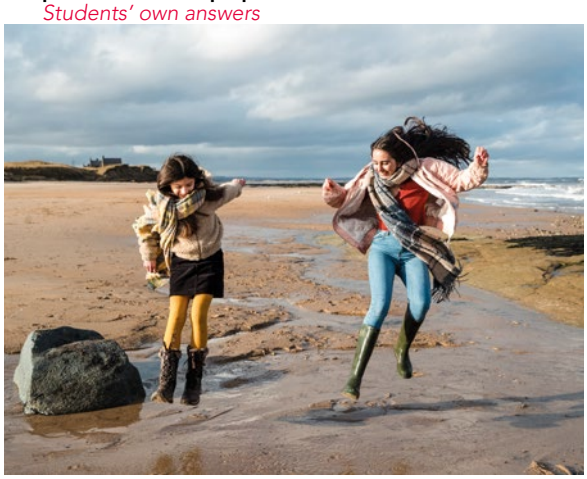
GO FOR IT

16 In pairs, do the task. Your teacher has asked you to prepare a group presentation that would encourage young people to have a healthy lifestyle. Decide what you will include in your poster. Discuss:

- the reasons why it's important to lead a healthy life,
- the ways in which young people can have a healthy lifestyle,
- what can happen if young people ignore their physical and mental well-being.

Decide who in your group will present each part of the presentation and prepare the text.

Students' own answers





THE FUTURE OF MEDICINE?

TRENING MATURALNY

1 Read the tip below. Then rewrite the underlined words and phrases so that the sentences in each group continue logically from the first one.

1 He loves the sound of his own voice. You never feel as if she's really listening to what you say to her. *he's, him*

2 I saw an interesting science-fiction film last week. It will be *was* about a linguist who will help *helped* aliens and humans understand each other.

3 At first, I felt fine. What's more *However*, then I started to feel ill and before *after* an hour or two I had a temperature. In the beginning *end*, I had to go to the hospital.

Podczas dobierania zdań do luk w tekście, zwróć uwagę na jego spójność i logikę. Sprawdź zgodność zaimków, czasów gramatycznych oraz spójników.

ZADANIE MATURALNE

2 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

A Then Jim asked her what she meant.
B She asked him how he could know that.
C And, best of all, there would be no side effects.
D According to him, they were the medicine of the future.
E However, they wanted to know more about these machines.

The Browns' Christmas party always attracted a crowd. This year was no different and, as usual, Jim was the centre of attention. He was talking about some medical beds he'd seen in science-fiction films. [1] *D* To justify that claim, he explained that the beds could give patients a check-up and cure anything from minor health problems like an upset stomach, an injured finger or a twisted ankle to serious, life-threatening conditions like lung cancer or a heart attack.

Jim's audience were fascinated. [2] *E* Could they carry out an operation or give you a blood test? Could they give you an injection or extract a tooth? Could they put a bandage on or put a broken arm in a cast?

Jim nodded. 'Yes, they could do all that. They could help you if you have a disability or if you are allergic to cats, overweight or short-sighted. They could probably even help the blind regain their sight. [3] *C* So since they would only help patients and not harm them, they'd be perfect.'

Suddenly, a young woman said, 'Nonsense!' It was Jim's brother's new girlfriend, who had been invited to a family dinner for the first time. There was a moment's silence. [4] *A* She smiled and told him, 'A machine could never do all that.'

'Oh, yes?' said Jim. 'And how would you know?'

'I'm a doctor,' she said.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

11 CZYTANIE Dobieranie pytań do akapitów



POLLUTION KILLS

Pollution is bad for your health in more ways than you might imagine.

A Air pollution is one of the leading causes of premature death and ill health. Studies have shown that about ninety percent of people living in urban areas suffer from health problems due to the air they breathe. Poor air quality causes asthma, bronchitis, leukaemia, cancer and other terminal diseases. It also increases the risk for pregnant women of suffering hypertension (high blood pressure). Consequently, their babies may have lower birth weight, poorer lung development and smaller brains. Amongst older people, air pollution can lead to cardiac arrest, strokes and neurological disorders such as Parkinson's, Alzheimer's and other types of dementias.

B When you breathe, eat or drink water, you're also consuming tiny plastic particles. One study estimates that we consume about 5 grams of microplastics every week (as much as a credit card!). It's not yet clear how dangerous they are, but we know microplastics contain chemicals that cause all sorts of disorders from hearing problems to cancer. They can interfere with our hormones leading to obesity and reducing fertility in both men and women. As well as weakening our reproductive systems, they also harm our immune and nervous systems. They may even cause brain damage.

C Pollution causes global warming, which has allowed some viruses spread by mosquitoes to emerge in countries where they were previously unknown, for example, the West Nile virus in the USA. The majority of infections cause no symptoms, but about one person in five runs a fever or has a splitting headache, vomiting or a rash. In fewer than one percent of cases, the virus affects the nervous system causing severe illnesses, such as meningitis or encephalitis (inflammation of the brain). In those cases, it can take months to make a full recovery and about one in ten people dies.

D Man-made climate change has been shown to cause extreme weather events and natural disasters such as hurricanes, floods, heat waves and forest fires, even in areas where they never occurred before. Apart from the physical problems that these traumatic events may cause, they can also damage our mental well-being. Even people with no history of mental illness can suffer anxiety, sleep disorders and chronic stress as a result of living through such frightening experiences. People who are forced to leave their homes as a consequence of these disasters are even more likely to suffer from post-traumatic stress disorders.

1 **In pairs, discuss what health problems can be caused by pollution. Then read the text quickly to check your answers.** *Students' own answers*
Health problems mentioned in the text: asthma, bronchitis, leukaemia, cancer, hypertension (high blood pressure), cardiac arrest, strokes, neurological disorders such as Parkinson's, Alzheimer's and other types of dementias, hearing problems, cancer, obesity, reduced fertility, brain damage, viruses, infections, fever, headaches, vomiting, rashes, meningitis, encephalitis (inflammation of the brain), mental illness, anxiety, sleep disorders, chronic stress, post-traumatic stress disorders

TRENING MATURALNY

2 **Read the tip below. Then match sentences 1–5 with questions a–e.**

1 Extremely hot weather may harm the mentally ill more because the medicines they take can alter their body temperature.
2 Hay fever is a result of your immune system recognising and reacting to a threat.
3 Illnesses associated with contaminated water and food are more common in places with high temperatures.
4 We know that traffic harms the quality of the air but, unfortunately, we have failed to cut down on unnecessary car use.
5 Some people claim that global warming is not man-made, but all the evidence suggests that it is.

Which sentence 1–5 ...

a rejects an argument that climate change deniers make? *5*
b explains why some patients suffer more than others? *1*
c gives an explanation for a common allergy? *2*
d describes where certain health problems tend to occur? *3*
e regrets something which has not been done? *4*

Podczas dobierania zdań lub pytań do tekstu, poszukaj w każdym akapicie tej samej treści wyrażonej innymi słowami, bądź przykładów jakiegoś zjawiska.

ZADANIE MATURALNE

3 Przeczytaj podzielony na cztery części tekst oraz pytania do niego. Do każdego pytania 1–5 dopasuj właściwą część tekstu A–D. W jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author ...

1 claim that certain problems did not exist in the past? D
2 describe a health issue which has no effect on most people who get it? C
3 discuss something that can make people need psychological help? D
4 mention several examples of potential health problems for younger generations? A
5 recognise that there is some uncertainty about how harmful something is? B

4 In pairs, discuss which of the health problems mentioned in the article worry you most. Give reasons for your answers. *Students' own answers*

5 SŁOWNICTWO Find words in the text to match the definitions.

1 the ability to have children *fertility*
2 an illness in the lungs that makes breathing difficult, often caused by allergies *asthma*
3 the state of being extremely overweight *obesity*
4 a set of symptoms that affect older people's mental abilities and brain functioning, such as memory loss, difficulty reasoning and communicating *dementia*
5 a microscopic living thing that causes diseases, it reproduces inside the cells of another being *virus*
6 a form of cancer that affects the blood *leukaemia*
7 a medical condition in which your brain is damaged and you can't move part of your body *stroke*

6 SŁOWNICTWO Complete these sentences with the correct form of words from the text. The first letter of each word has been given.

1 Spending time outdoors in the country is good for your **m***ental* well-being.
2 Some animals have very interesting **r***eproductive* systems compared to humans.
3 Smallpox was a terminal **d***isease* but, thanks to a worldwide vaccination programme, it has disappeared.
4 If you suffer from **c***hronic* stress, why not try yoga?
5 I have a **s***plitting* headache. Have you got any painkillers?
6 He went into cardiac **a***rrest*, but they got his heart beating again with a defibrillator.
7 As a result of the motorbike accident, he suffered brain **d***amage*.
8 Apnoea is a sleep **d***isorder* that causes breathing problems.

7 In pairs, discuss what negative health outcomes these environmental problems can cause. What ecological measures should governments take to prevent them and improve people's health? *Students' own answers, e.g. air pollution can cause asthma and other respiratory problems. Students' own answers, e.g. they could encourage people to use public transport, cycle and walk in order to reduce air pollution caused by cars.*

> air pollution drought floods forest fires heat waves microplastics rising temperatures water pollution

CULTURE BIT | Health care in the USA

The USA has some of the best doctors and hospitals in the world. However, unlike some other countries such as the UK, the USA has no universal health care organisation or National Health Service. Health care is provided by different organisations, run by private sector businesses rather than the state. The USA spends a huge amount of money on health care – about double what the UK spends. If you are not covered by one of the US governments health insurance schemes, then you can get insurance through your employer, a family member's employer or by buying your own directly. Still, health insurance is expensive and not everyone can afford it. In 2017, in a survey studying health access, efficiency and equality in the health care systems of eleven developed countries, it was found that the USA had the most expensive and worst-performing system.



ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

11 SŁUCHANIE Uzupełnianie luk



1 **Look at the lists of common injuries. In each list, identify one injury that doesn't exist.**

1 you can break *your collarbone* / *a rib* / *your liver*
2 you can tear *a muscle* / *a knuckle* / *a tendon*
3 you can sprain *your ankle* / *your head* / *your knee*
4 you can dislocate *your finger* / *your shoulder* / *your ear*

2 **In pairs, list the parts of the body that you can break, tear, sprain or dislocate. Discuss common causes and common treatments for these injuries.** *Students' own answers. Sample answers: break a leg/arm/toe etc, tear your shoulder/a ligament, sprain your wrist/finger, dislocate your elbow/hip etc.*

3 11 02 **Listen to a conversation between two friends. What happened to Martin? Where and how did it happen?** *Martin broke his leg. On a football pitch. He was kicked and he fell badly.*

TRENING MATURALNY

4 11 02 **Read the tip. Complete sentences 1–4 below with the correct option in a–d. Give reasons for your choices. Then listen again and check.**

1 Lucas thinks that Martin __c__ if he'd been wearing his own boots.
2 Initially, Charlie thought Martin injured himself because he __d__.
3 Initially, Charlie also thought that if Martin __a__, he would have had time to do a proper warm-up.
4 Martin's injury was __b__ than the coach first thought.

a *had arrived earlier* / *was stressing out*
b *very bad* / *much worse*
c *wouldn't have fallen so badly* / *didn't injure himself*
d *hadn't done any stretches* / *isn't warming up*

Brakującą informacją w zadaniu na uzupełnianie tekstu może być rzeczownik, liczebnik lub nazwa własna. Czasem jednak trzeba będzie użyć konkretnej konstrukcji gramatycznej (niewystępującej w nagraniu). Upewnij się, że struktura, której chcesz użyć, poprawnie i logicznie uzupełnia zdanie.

▶ ZDANIA WARUNKOWE, STR. 279

ZADANIE MATURALNE

5 11 03 **Usłyszysz dwukrotnie rozmowę na temat kontuzji. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–4 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

1 Martin's recovery from his broken leg *is going to be/take longer / will take more time / is taking longer* than he and the doctors originally thought.
2 Karen found the story about an Australian athlete *inspiring/inspirational (uplifting)*.
3 The woman was incredibly lucky *to survive / to have survived* her accident given how bad her injuries were.
4 If the Australian athlete hadn't accepted that her life had changed, she probably wouldn't have reinvented herself and become a(n) *a pilot instructor*.

6 SŁOWNICTWO **In pairs, choose the correct option to complete the sentences. Then choose one experience that is true for you or somebody you know, and take it in turns to tell each other about it.**

Have you ever ...

1 passed *out* / *away* because of severe pain?
2 seen an X-ray of a *bone* / *muscle* fracture?
3 had to walk *in* / *on* crutches because of an injury?
4 come *up* / *round* after fainting and not known what happened?

7 **In pairs, discuss how good you are at first aid. What would you do in the following situations?** *Students' own answers*

The person ...

is bleeding heavily is having chest pains
is burnt or scalded is choking is drowning
has been stung has had an electric shock is unconscious

LIFE SKILLS | Coping with change and challenges

8 **Read an inspiring story of a person who overcame life-changing injuries and reinvented himself. What life skills did he need to do that? How do you think you would cope with a life-changing injury?** *Students' own answers*

Christopher Reeve was an American actor, best known for playing the role of Superman. The actor got paralysed from the neck down after a horse-riding accident. Once he began to recover, he devoted himself to learning everything he could about his injuries and became an activist for spinal injury research.

MÓWIENIE Opis ilustracji

1 **In pairs, talk about the best way to stay healthy. Consider the topics in the box or your own ideas.**
Students' own answers

drink exercise food mealtimes sleep studying

TRENING MATURALNY

2 **Read the tip below. In pairs, look at the photo and discuss how you would describe it and then how you would answer the questions.** *Students' own answers*

a Tell me about the last time you went outside for a walk or for exercise.

b Tell me about the last time you left home very early in the morning.

c Tell me about a time when you did something that was good for your health.

Opowiadając o doświadczeniu z przeszłości, użyj odpowiednich czasów przeszłych oraz spójników, by opisać zdarzenie w jasny i ciekawy sposób.

▶ CZASY GRAMATYCZNE, STR. 244

3 11 04 **Complete the model answer to question a in Exercise 2 with the correct Present Perfect, Past or Past Perfect verb form. Then listen and check.**

Actually, **it was last weekend**. My friend and I [1] *hadn't seen* (not see) one another for ages, so we arranged to meet up at the park. When I arrived, Lisa [2] *was waiting* (wait) for me at the park entrance – I [3] *have known* (know) her since we were at primary school together. **To begin with**, we [4] *jogged* (jog) around the park, but **after a while** I got a pain in my leg, so we [5] *decided* (decide) to just walk and chat. Unfortunately, the weather took a turn for the worse and **all of a sudden** it [6] *started* (start) raining. Neither of us [7] *had brought* (bring) an umbrella and so we ran to the nearest café and [8] *spent* (spend) the rest of the morning there. **In the end**, we decided that it was just as beneficial for our well-being to relax and enjoy one another's company.

4 **Complete the Useful Phrases box with the missing words from the phrases in bold in the model answer in Exercise 3.**

USEFUL PHRASES ▶ STR. 298

Beginning the story

It all / This happened ... (a few years ago)

It was/happened ([1] *last weekend* / a long time ago / very recently).

Sequencing events

[2] *To begin with*, / At first / Initially, ...

Then / After [3] *a while* / that / an hour, ... / Afterwards, ...

Suddenly / [4] *Suddenly*, ...

Finishing the story

[5] *In the end*, / Finally, / When I look back ...

▶ ZESTAW ZADAŃ STR. 191

ALSO AVAILABLE DIGITALLY
For the student: Flashcards



5 11 05 **In pairs, take it in turns to answer questions b and c in Exercise 2. Then listen to the model answers. What structures do the students use to answer the questions?**
Students' own answers
Structures used: Past Simple, Present Perfect Simple and Continuous; That was in the summer… At first…, after a while…

ZADANIE MATURALNE

6 **In pairs, take it in turns to describe the photos and then answer the questions.**

UCZEŃ A



1 Tell me about the last time you caught a cold.
2 Tell me about a time when you, or someone you know, continued working or studying when they were ill.
3 Tell me about a time when you, or someone you know, had to go to the doctor or the dentist.

UCZEŃ B



1 Tell me about the last time you, or someone you know, had a minor injury.
2 Tell me about a situation when you, or someone you know, helped somebody who had a health problem.
3 Tell me about a situation when you hurt yourself when you were a small child.

11 04 11 05

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer (audio + script) •
Extra exam questions with model answers (audio + script)

11 ŚRODKI JĘZYKOWE Sety leksykalne

GRAMATYKA

A Complete the sentences with phrasal verbs that mean the same as the phrases in brackets. Add any other necessary words.

1 I _____ran into_____ (meet by chance) an old friend of mine yesterday and we managed to catch up on all our news.

2 We had a lot of options to choose from, but we finally _____narrowed them down_____ (reduce the number of possibilities) to three.

3 It seems to me that a lot of customers are willing to _____do away with_____ (get rid of) cash altogether.

4 The new TV series didn't _____catch on_____ (become popular) at first, but it soon became an absolute sensation.

5 My car has been _____playing up_____ (cause difficulties) again, I'll need to have it checked by a mechanic.

6 How much money do you think you could _____get by_____ (manage to survive) on?

7 She _____blurted out_____ (say something without thinking) her real name without realising she was supposed to keep it a secret.

B Complete the second sentence in each pair so that it means the same as the original sentence. Use the words in capitals, but do not change their form. You can use up to five words in each gap.

1 You can stay with me if you decide to come to Warsaw next weekend. PUT

I can _____put you up_____ if you decide to come to Warsaw next weekend.

2 John persuaded me to sign up for a half-marathon to raise money for charity. INTO

John _____talked me into signing up_____ for a half-marathon to raise money for charity.

3 As it was the man's first speeding offence, the police officer only gave him a warning. OFF

As it was the man's first speeding offence, he _____was let off_____ by the police officer with a warning.

4 On the way to the airport, I suddenly realised that I had left my passport at home. DAWNED

On the way to the airport, it _____it suddenly dawned on me_____ that I had left my passport at home.

5 My father has always been my role model. LOOKED

I _____have always looked up to_____ my father.

6 Sam couldn't come to your party because he caught the flu. DOWN

Sam _____came down with the flu_____, which meant he couldn't come to your party.

▶ CZASOWNIKI ZŁOŻONE, STR. 291

TRENING MATURALNY

1 Read the tip below. Complete each set of three sentences with one word.

1 Grey _____matter_____ is responsible for many of our brain's functions, including sensory perception and muscle control.

She started reading an article about obsessive-compulsive disorder in a medical journal, but the subject _____matter_____ was much too complicated for her.

More and more scientists think that discovering a complete cure for cancer is just a _____matter_____ of time.

2 Tom's mother has finally made a _____full_____ recovery after spending over two months in hospital.

The junior doctor was _____full_____ of apprehension before performing his first operation.

The car accident happened close to the school building in _____full_____ view of parents dropping off their children.

Jeśli na początku nie wiesz, jakim wyrazem uzupełnić zdania, skoncentruj się tylko na jednym z nich i wypisz wszystkie wyrazy, które według ciebie mogłyby je prawidłowo uzupełniać. Zrób to samo dla pozostałych dwóch zdań, a następnie znajdź wyraz, który się powtarza wśród możliwych odpowiedzi. Wstaw go jeszcze raz do wszystkich trzech zdań i sprawdź, czy mają one sens.

2 Complete each set of expressions with one word. Use the word list on pages 188–189 to help you. Then make sentences with these expressions.

1 emergency _____treatment/clinic_____
outpatient _____treatment/clinic_____
dental _____treatment/clinic_____

2 _____be_____ all ears
_____be_____ hooked on something
_____be_____ back on your feet

3 _____blood_____ circulation
_____blood_____ type
_____blood_____ pressure

4 immune _____system_____
digestive _____system_____
skeletal _____system_____

5 terminal _____disease/illness_____
contagious _____disease/illness_____
curable _____disease/illness_____

6 _____take_____ preventive measures
_____take_____ antibiotics
_____take_____ a turn for the worse

3 Complete each pair of sentences with one preposition.

1 An elderly person can't fight this illness ___off___ in the same way a young adult can.
If you want to come ___off___ this drug, you need to consult your doctor first.

2 Josh has dropped ___out___ of medical school in the first year after deciding he's not meant to be a doctor.
You don't need to cut sweets ___out___ of your diet completely, just be sure to eat them in moderation.

3 This cream should clear ___up___ your rash in one or two days.
The nurse on duty checks ___up___ on the patients several times during the night.

4 Complete each set of three sentences with one word.

1 Medicine is not the only way to fight the infection when you ___come___ down with a cold or flu.
If you ___come___ out in a rash after taking a new medication, you should immediately contact a doctor.
One way to help a person ___come___ round after fainting is to lay them down and elevate their feet above the height of their head.

2 You should always complete a ___course___ of antibiotics even if you start to feel better.
If you see somebody fall in the street and suspect they are seriously injured, the best ___course___ of action is to call an ambulance.
Gene therapy (the process of replacing defective genes with healthy ones) will completely change the ___course___ of medicine in the near future.

5 In pairs, discuss the sentences from Exercise 4. Which of them do you agree and which disagree with? *Students' own answers*

▶ ZADANIA DODATKOWE STR. 190

ZADANIE MATURALNE

6 W zadaniach 1–5 wpisz wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 ___apply___
It will stop bleeding if you ... pressure to the wound.
These rules ... to all medical staff members and fourth-year medical students at our hospital.
If you want to specialise as a cardiologist in the future, you really need to ... yourself to your studies.

2 ___position___
A fifteen-year-old boy has probably saved the woman's life by putting her in the recovery ... after her fall.
My grandmother became a head nurse of the emergency department and held the ... for over twenty years.
There has been no change to the Health Minister's ... on financing alternative treatment.

3 ___hard___
The hospital provides services for over fifty deaf and ... of hearing patients from all over the area.
Paul took the news very ... when he learnt his grades were too low to study medicine.
I'm not surprised the teachers started giving you a ... time when they found out you'd been pretending to be ill to avoid school.

4 ___passed___
My paternal grandfather, who ... away five years ago, was a great role model for all of us.
Just one infected person ... the virus on to fifty guests at the wedding.
A young man ... out at the surgery while giving blood.

5 ___failure___
Sandra's eighty-five-year-old grandmother died of heart ... last year.
According to many experts, the health care reform has unfortunately been a total ... so far.
Repeated ... to cancel your doctor's appointment in advance may result in your removal from our patient list.



11 PISANIE Artykuł

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Jakość snu ma duży wpływ na zdrowie. Napisz artykuł do czasopisma młodzieżowego, w którym opiszesz negatywne skutki braku snu i udzielisz wskazówek, co robić, aby się dobrze wyspać.

Wypowiedź powinna zawierać od 200 do 250 słów.

1 **Do the quiz. In pairs, compare your answers. Then check what your answers mean at the bottom of the quiz.**
Students' own answers

HOW DO YOU SLEEP? QUIZ

1 How well do you sleep at night?
a Like a baby **b** Not too bad **c** Badly

2 How many hours do you usually sleep?
a 8–10 **b** 7–8 **c** Fewer than 7

3 Do you go to bed at the same time every night?
a Always **b** Mostly **c** Hardly ever

4 What do you do just before you put the light out?
a Try to relax **b** Read
c Check your phone / play video games

5 How important do you think it is to get a good night's sleep?
a Very **b** Not very **c** Not at all

Mostly a – Congratulations, you know how important it is to sleep well and that's what you do.
Mostly b – Like many people, you could sleep better but it could be a lot worse. You shouldn't forget how important sleep is to your health though.
Mostly c – Oh dear! It's not surprising you don't sleep well if you don't think it's important and you're on your phone or playing video games in bed. You should follow the advice in the article to sleep better.

Sleep tight and feel right

How many hours did you sleep last night? It probably wasn't enough. Health experts say teenagers need eight to ten hours a night. However, according to research, about seventy percent of teens sleep fewer than seven hours and almost a quarter suffer from insomnia.

Sleeping badly can seriously harm your mental and physical health. Insufficient sleep is often caused by worrying about schoolwork or relationships. But in turn, poor sleep makes it harder to concentrate in class and that causes further anxiety. It puts you in a bad mood, makes you feel impatient and can lead to depression and other mental health disorders. There are negative physical consequences, too. Sleep deprivation has been linked to diabetes, heart problems, lower immunity from disease and obesity.

Studies show we sleep better when there's no clutter and the air is fresh, so my advice is to tidy up your bedroom and open your window. It's easier to sleep when you're physically tired, so I would also recommend exercise. However, it's no use exercising just before bedtime because it energises you. Whatever you do, you shouldn't play video games or check your phone in bed. Late night screen time stops you sleeping. Instead, try breathing deeply. It may even be worthwhile counting sheep!

The saying goes 'Early to bed, early to rise, makes you healthy, wealthy and wise.' That's not necessarily true, but we shouldn't underestimate the importance of a good night's sleep. So follow my advice to sleep tight and feel right.



2 **Read the sample task and the model answer on page 186. What negative health effects of insufficient sleep are mentioned? What other negative effects can you think of?**
It can make it harder for students to concentrate in class; cause anxiety, bad moods, impatience, depression and other mental health disorders. It can also cause physical health problems: diabetes, heart problems, lower immunity and obesity.
Students' own answers

TRENING MATURALNY

3 **Complete the Useful Phrases box with the words from the model text.**

USEFUL PHRASES ▶ STR. 307

Giving advice and recommendations

I would/wouldn't advise/[1] *recommend* (exercise/eating too much).
My [2] *advice* /recommendation is to ...
Try (breathing deeply).
Why don't you (go to bed earlier)?
It may be [3] *worthwhile* / well worth your while (counting sheep).
One thing worth doing is ...
There's no/little point (going for a walk).
It's no/not much [4] *use* (exercising just before bedtime).
One thing not to do is ...
If there's one thing you definitely shouldn't do, it's (listen to loud music).
[5] *Whatever* you do, don't / you shouldn't ...

4 **Read the tip below. What does the author of the model answer say you should and should not do in order to sleep better? Do you agree? Why? / Why not?** *You should tidy your bedroom and keep the window open; exercise during the day; breathe deeply (or count sheep) when you're trying to get to sleep.*
You shouldn't exercise just before you go to bed; play video games or check your phone in bed.
Students' own answers

W artykule zawierającym wskazówki i rady warto uwzględnić zarówno działania zalecane, jak i odradzane. By propozycje zabrzmiały delikatniej, użyj mniej bezpośredniego języka. Przykładowo: *Tidy up your room* jest mniej uprzejme niż *My advice is to tidy up your room*.

5 **Rewrite these pieces of advice in less direct language using the words in brackets and the Useful Phrases.**

1 Don't eat a lot late at night. (definitely)
2 Listen to relaxing music. (worthwhile)
3 Don't sleep with the light on. (recommend)
4 Follow the same routine every night. (try)
5 Don't heat your bedroom too much. (point)
6 Don't drink coffee in the evening. (whatever)
7 Think positive thoughts. (advice)

6 **In pairs, use the Useful Phrases to write down more advice to help people sleep better. Then compare your ideas in groups.**
Students' own answers



LIFE SKILLS | Coping with stress and emotions

7 **In pairs, decide which of the advice below can help you cope with stressful situations and control your emotions. Then correct the incorrect advice.**

1 You should follow a proper balanced diet including plenty of water and fresh fruit.
2 It's definitely worthwhile getting regular physical exercise.
3 There's no point talking about your feelings with family or friends.
4 I'd recommend doing sport, but only if you're sure you can win.
5 My advice is to be ambitious, but you should be sure to set yourself realistic goals.
6 Try meditating or other relaxation techniques such as yoga.
7 If you're stressed, it's no use asking others for help. You must solve your own problems.
8 Whatever you do, you shouldn't become aggressive when you feel frustrated.

8 **In pairs, talk about how you deal with stressful situations.**
Students' own answers

9 **In pairs, brainstorm reasons why physical exercise is good for our bodies and minds. Then write one paragraph explaining what a person who doesn't do much physical exercise should do and another explaining what they shouldn't do.**
Students' own answers

ZADANIE MATURALNE

10 **Do the task.**

Wiele młodych osób prowadzi obecnie siedzący tryb życia. Napisz artykuł, w którym wyjaśnisz przyczyny tego zjawiska i udzielisz wskazówek, jak zachęcić młodych ludzi do aktywności.

Wypowiedź powinna zawierać od 200 do 250 słów.

Exercise 7
Useful advice: 1, 2, 5, 6, 8.
Misleading advice: 3, 4, 7.
Suggested corrections:
3 It's worth talking about your feelings with family or friends.
4 I'd recommend doing sport, but remember taking part is more important than winning.
7 If you're stressed, my advice is to ask others for help.

Exercise 5
Possible answers:
1 If there's one thing you definitely shouldn't do, it's eat a lot late at night.
2 It may be worthwhile listening to relaxing music.
3 I wouldn't recommend sleeping with the light on.
4 Try following the same routine every night.
5 There's no point heating your bedroom too much.
6 Whatever you do, don't drink coffee in the evening.
7 My advice is to think positive thoughts.

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

11 LISTA SŁOWNICTWA

LIFESTYLE | TRYB ŻYCIA

BMI (Body Mass Index) – BMI
food pyramid – piramida żywieniowa
invigorating – ożywczy
longevity – długowieczność
moderate/vigorous/strenuous exercise – umiarkowane/intensywne/forsowne ćwiczenia
personal hygiene – higiena osobista
sedentary lifestyle – siedzący tryb życia
sleep hygiene – higiena snu
sleeping patterns – rytm snu
take preventive measures – podjąć kroki zapobiegawcze
well-balanced diet – prawidłowo skomponowana dieta

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

air the room – wietrzyć pokój
cope with / manage stress – radzić sobie ze stresem
destress – odstresować się
follow a sensible diet – rozsądnie się odżywiać
get enough sleep – wysypiać się
have an early night – pójść wcześniej spać
unwind – relaksować się
ventilate – przewietrzyć

WELL-BEING | SAMOPOCZUCIE

agitation – poruszenie, wzburzenie
anxiety – niepokój
apprehension – lęk, obawa
● **mental well-being** – samopoczucie psychiczne
sleep deprivation – niedostatek snu

IDIOMS | IDIOMY

alive and well – cały i zdrowy
as right as rain – zdrowy jak ryba
be a bundle of nerves – być kłębkiem nerwów
be all ears – zamieniać się w słuch
be back on your feet – wrócić do zdrowia, stanąć na nogi
be going strong – dobrze się trzymać
feel a bit poorly – czuć się nie najlepiej
feel off-colour – nie być w formie
feel under the weather – źle się czuć
get sb back on their feet – postawić kogoś na nogi
give sb a clean bill of health – wystawić komuś świadectwo zdrowia
go cold turkey – rzucić, odstawić coś nagle, z dnia na dzień
(keep your) chin up! – głowa do góry!
look the picture of health – być okazem zdrowia
my lips are sealed – będę milczał jak zaklęty / będę milczała jak zaklęta
pull sb's leg – nabrać kogoś
see eye to eye (with sb) – całkowicie się (z kimś) zgadzać
sleep like a log – spać jak kamień/suseł
toss and turn – przewracać się z boku na bok

DISEASES AND THEIR SYMPTOMS | CHOROBY I ICH OBJAWY

THE HUMAN BODY | CIAŁO CZŁOWIEKA

abdomen – jama brzuszna, brzuch
appendix – wyrostek robaczkowy
artery – tętnica
bladder – pęcherz
blood – krew
~ **circulation** – krążenie krwi
~ **pressure** – ciśnienie krwi
~ **type** – grupa krwi
~ **vessel** – naczynie krwionośne
bronchi – oskrzela
collarbone – obojczyk
digestion – trawienie
● **fertility** – płodność
forearm – przedramię
gall bladder – pęcherzyk żółciowy
grey matter – szare komórki
gum – dziąsło
heartbeat – bicie serca
intestine – jelito
small ~ – jelito cienkie
large ~ – jelito grube
joints – stawy
knuckle – knykieć, kłykieć
larynx – krtań
ligament – więzadło
liver – wątroba
lung – płuco
neurons – neurony
ovary – jajnik
pancreas – trzustka
rib – żebro
sole – podeszwa stopy
spinal cord – rdzeń kręgowy
tendon – ścięgno
testicle – jądro
throat – gardło
tonsils – migdałki

ORGAN SYSTEMS | UKŁADY NARZĄDÓW

circulatory/cardiovascular system – układ krwionośny
digestive system – układ trawienny
endocrine system – układ hormonalny
immune system – układ odpornościowy
musculoskeletal system – układ mięśniowo-szkieletowy
muscular system – układ mięśniowy
nervous system – układ nerwowy
● **reproductive system** – układ rozrodczy
respiratory system – układ oddechowy
skeletal system – układ kostny
urinary system – układ moczowy

DISEASES | CHOROBY

Alzheimer's disease – choroba Alzheimera
apnoea – bezdech senny
appendicitis – zapalenie wyrostka robaczkowego
arthritis – artretyzm, zapalenie stawów
bronchitis – zapalenie oskrzeli
cancer – rak
chicken pox – ospa wietrzna
conjunctivitis – zapalenie spojówek
contagious disease/illness – choroba zakaźna
curable disease/illness – uleczalna choroba
dermatitis – zapalenie skóry
encephalitis – zapalenie mózgu
germ – zarazek
German measles – różyczka
heart failure – zatrzymanie akcji serca
hypochondriac – hipochondryk
incurable disease/illness – nieuleczalna choroba
influenza – grypa
jaundice – żółtaczka
● **leukaemia** – białaczka
measles – odra
meningitis – zapalenie opon mózgowych
mental illness – choroba psychiczna
multiple sclerosis – stwardnienie rozsiane
muscle control – kontrola nad mięśniami
mumps – świnka
obsessive-compulsive disorder (OCD) – zaburzenie obsesyjno-kompulsywne
Parkinson's disease – choroba Parkinsona
plague – dżuma
pneumonia – zapalenie płuc
post-traumatic stress disorder (PTSD) – zespół stresu pourazowego
scarlet fever – szkarlatyna
sensory perception – postrzeganie zmysłowe, percepcja sensoryczna
sepsis – sepsa
sinusitis – zapalenie zatok
smallpox – ospa prawdziwa
stomach bug – wirus żołądkowy
● **terminal disease/illness** – choroba śmiertelna
tetanus – tężec
tonsillitis – angina
tuberculosis (TB) – gruźlica
(viral) hepatitis – (wirusowe) zapalenie wątroby
whooping cough – krztusiec
ulcer – wrzód

LIFESTYLE DISEASES | CHOROBY CYWILIZACYJNE

● **asthma** – astma
cardiovascular disease – choroba wieńcowa
● **chronic stress** – przewlekły stres
● **dementia** – demencja
diabetes – cukrzyca
high blood pressure / hypertension – nadciśnienie
life expectancy – średnia długość życia
obese – otyły
● **obesity** – otyłość
● **sleep disorder** – zaburzenie snu
● **stroke** – udar

SYMPTOMS | OBJAWY

aching muscles – bóle mięśniowe
(acute) tension – (silne) napięcie
backache – ból pleców
blister – pęcherz, bąbel
blood loss – utrata krwi
chest pains – bóle w klatce piersiowej
constipation – zaparcie
fatigue – zmęczenie
hay fever – katar sienny
heartburn – zgaga
hiccups – czkawka
involuntary movements – mimowolne ruchy
insomnia – bezsenność
irritability – drażliwość
itchy rash – swędząca wysypka
malignant (tumour) – (guz) złośliwy
mood swings / moodiness – wahania nastroju
nausea – mdłości
nervous breakdown – załamanie nerwowe
nosebleed – krwotok z nosa
numb – zdrętwiały, bez czucia
paralysed (from the neck down) – sparaliżowany (od szyi w dół)
plaque – kamień nazębny
respiratory problems – problemy z oddychaniem
severe pain – ostry ból
● **splitting headache** – ból rozsadzający głowę
stomach cramp – skurcz żołądka
tic – tik
vomiting – wymioty

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

be prone to – być podatnym na
come out in a rash – dostać wysypki
come/go down with (a cold / the flu) – przeziębić się, zachorować na (grypę)
contract a(n) infectious/contagious disease – zarazić się chorobą zakaźną
feel giddy – mieć zawroty głowy
feel rough – źle się czuć
● **pass out** – zemdleć
pass sth on to sb – zarazić kogoś czymś
● **pick up (an infection / a virus)** – złapać (infekcję/wirusa)
run a fever – mieć gorączkę
shiver – mieć dreszcze
stammer – jąkać się
throw up – wymiotować

TREATMENT | LECZENIE

a course of antibiotics – kuracja antybiotykowa
clinic – klinika, lecznica
dental ~ – gabinet stomatologiczny
course of action – sposób postępowania
eye drops – krople do oczu
gene therapy – terapia genowa
immunity to infection – odporność na zakażenie
(intravenous) drip – kroplówka
lozenge – tabletka do ssania
ointment – maść
over-the-counter (OTC) medicine – lek bez recepty
painkiller – lek przeciwbólowy
physiotherapy – fizjoterapia
plaster cast – gips
prescription drug/medicine – lek na receptę
psychotherapy – psychoterapia
rehab/rehabilitation – rehabilitacja

run tests – przeprowadzać badania
sling – temblak
(sticking) plaster – plaster
stitches – szwy
syringe – strzykawka
treatment – leczenie
alternative/holistic ~ – leczenie alternatywne/holistyczne
dental ~ – leczenie stomatologiczne
emergency/on-the-spot ~ – leczenie w nagłych przypadkach
outpatient ~ – leczenie ambulatoryjne
walking stick – laska
X-ray – prześwietlenie, rentgen

VERBS AND PHRASES | CZASOWNIKI I WYRAŻENIA

cancel a doctor's appointment – odwołać wizytę lekarską
check out – zbadać, zmierzyć
check up on (a patient) – sprawdzić (jak się czuje pacjent)
clear up – minąć (o chorobie), pomóc (o lekach)
come off a medicine/drug – odstawić lek/narkotyk
● **come round** – odzyskać przytomność
comply with the doctor's recommendations – stosować się do zaleceń lekarza
diagnose sb with an illness – zdiagnozować u kogoś chorobę
dissolve in water – rozpuszczać się w wodzie
ease/relieve pain – złagodzić/uśmierzyć ból
extract a tooth – wyrwać ząb
fight off an illness – zwalczyć chorobę
go for a check-up – iść na badania kontrolne
improve metabolism – poprawić przemianę materii
increase the body's flexibility – zwiększyć elastyczność ciała
make a full recovery – w pełni powrócić do zdrowia
operate on sb – operować kogoś
put a bandage on sth – zabandażować coś
put in a cast – włożyć w gips
reduce blood pressure – obniżyć ciśnienie krwi
refer sb to a specialist – skierować kogoś do specjalisty
regain your sight – odzyskać wzrok
relieve tension – zmniejszyć napięcie
respond well to treatment – dobrze reagować na leczenie
straighten – rozprostować, wyprostować
take antibiotics / a new medication – brać antybiotyki / nowy lek
take a turn for the worse – pogorszyć się (o czyimś stanie zdrowia)
tie a bandage / bandage – bandażować
● **walk on crutches** – chodzić o kulach

HEALTH-CARE PROFESSIONALS | ZAWODY MEDYCZNE

anaesthetist – anestezjolog
cardiologist – kardiolog, kardiolożka
consultant – lekarz specjalista, lekarka specjalistka
dermatologist – dermatolog, dermatolożka
gynaecologist – ginekolog
neurosurgeon – neurochirurg
obstetrician – położnik
oncologist – onkolog
ophthalmologist – okulista, okulistka
paramedic – ratownik medyczny, ratowniczka medyczna
paediatrician – pediatra
physiotherapist – fizjoterapeuta, fizjoterapeutka
(plastic) surgeon – chirurg (plastyczny)
psychiatrist – psychiatra
psychotherapist – psychoterapeuta, psychoterapeutka
speech therapist – logopeda, logopedka

DISABILITIES | NIEPEŁNOSPRAWNOŚĆ

cerebral palsy – mózgowe porażenie dziecięce
Down/Down's syndrome – zespół Downa
hearing-impaired / hard of hearing – niedosłyszący
hearing aid – aparat słuchowy
housebound – unieruchomiony w domu
● **irreversible (brain damage)** – nieodwracalne (uszkodzenie mózgu)
muscle atrophy – atrofia mięśni, zanik mięśni
neurological disorder – zaburzenie neurologiczne
partially sighted – słabowidzący
short-sighted – krótkowzroczny
sign language – język migowy
special needs – specjalne potrzeby
speech disorder – zaburzenie mowy
speech–impaired – niemy
Tourette syndrome – zespół Tourette'a
visually impaired – niedowidzący
wheelchair user – osoba poruszająca się na wózku inwalidzkim

ADDICTIONS | UZALEŻNIENIA

addictive tendencies – skłonności do uzależnień
behavioural addictions – uzależnienia behawioralne
chain-smoker – nałogowy palacz
compulsive (gambling) – kompulsywny (hazard)
dependency/dependence – zależność, uzależnienie
e-cigarette smoking / vaping – palenie papierosów elektronicznych
nicotine – nikotyna
passive smoking – bierne palenie
rehab – odwyk
substance/drug abuse – przyjmowanie środków odurzających / narkotyków
substance addiction – uzależnienie od substancji odurzających

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

be clean – być czystym (nie brać narkotyków)
be hooked on sth – być uzależnionym od czegoś
become addicted (to) / dependent (on) – uzależnić się (od)
do drugs – brać narkotyki
overdose / take an overdose – przedawkować

ACCIDENTS AND INJURIES | WYPADKI I URAZY

black eye – podbite oko
bleeding – krwotok
internal ~ – krwotok wewnętrzny
bruise – siniak
bump – guz (po uderzeniu)
● **cardiac arrest** – zatrzymanie akcji serca
choking – zadławienie, zakrztuszenie
concussion – wstrząs mózgu
electric shock – porażenie prądem
fainting – zasłabnięcie, omdlenie
● **fracture** – złamanie
open ~ – otwarte złamanie
internal injury – obrażenie wewnętrzne
minor injury – niewielkie obrażenie
operating theatre – sala operacyjna
premature death – przedwczesna śmierć
scalded – poparzony (cieczą lub parą)
scar – blizna
scratch – zadrapanie
stung – użądlony
swelling – obrzęk, opuchlizna
swollen – spuchnięty
torn (ligament) – naderwane (wiązadło)
unconscious – nieprzytomny

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

bleed heavily – silnie krwawić
dislocate your finger – zwichnąć palec
drown – tonąć, topić się
get frostbite – doznać odmrożeń
graze (your knee) – obetrzeć (sobie kolano)
have a seizure – dostać ataku/napadu
heal – goić się
pull a muscle – naciągnąć mięsień
sprain/twist your wrist/your ankle – skręcić nadgarstek / nogę w kostce
tear a muscle – naderwać, zerwać mięsień
wound – zranić

FIRST AID | PIERWSZA POMOC

apply pressure to a wound – uciskać ranę
be on duty – mieć dyżur
clean a wound – oczyścić ranę
dress a wound – opatrzyć ranę
dressing – opatrunek
first aid kit – apteczka
perform first aid – udzielać pierwszej pomocy
put sb in the recovery position – ułożyć kogoś w pozycji bocznej ustalonej
sterile – sterylny
stop the bleeding – zatamować krwawienie
take/check sb's pulse – zmierzyć komuś puls

PRONOUNCE IT

Words with *gh*

Words with *gh* can sometimes cause problems for pronunciation. There are several different ways *gh* can be pronounced:

- The letters *gh* are not pronounced after *ei*, (e.g. *w**eigh***) or the letter *i* (e.g. *s**igh***). They are also silent in words ending in *-ght* (e.g. *tau**ght***).
- The letters *gh* can also be pronounced /f/ (e.g. *laugh*).

11 06 Listen and repeat the word in the box. In which words are the letters *gh* silent?

enough fight high overweight straighten
cough rough through

11 MATURA BOOSTER

ŚRODKI JĘZYKOWE | ZADANIA DODATKOWE

GRAMATYKALIZACJA

1 Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 Diane felt that she *was coming down with the flu* (*come / flu*) so she told her boss that she would stay at home the next day.

2 If Mike *had not felt under the weather* (*feel / weather*) yesterday, he would have come to the theatre with us.

3 His health *took a turn for the worse* (*take / turn / bad*) quite unexpectedly and he had to be hospitalised for a month.

4 The paramedics started resuscitation immediately after they arrived at the accident site, trying *to stop the bleeding* (*stop / bleed*) at the same time.

5 It will take months until he *makes a full recovery* (*make / full / recover*) after such an injury, but the doctors say he has nothing to worry about – he just needs to be patient.

SŁOWOTWÓRSTWO

2 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

NO TIME FOR THE GYM?

A FIVE-MINUTE OUTDOOR WORKOUT IS THE SMARTER CHOICE

Have you ever wanted to improve your brain health but felt too busy for long workouts? If that sounds familiar, researchers have good news for you. Regular physical activity, even for just five minutes, can help you take [1] *preventive/preventative* (PREVENT) measures against cognitive decline. Many assume that exercise must be lengthy and take place in a gym, but research shows that short workouts also improve brain function and support long-term well-being. A study from Johns Hopkins University found that regular [2] *engagement* (ENGAGE) in even minimal exercise (up to 39 minutes a session) reduces the risk of cognitive decline by 41%.

Outdoor workouts may offer additional benefits. A Canadian study revealed that exercising outside enhances cognitive abilities more than similar activities indoors. Neuroscientist Katherine Boere suggests that even brief outdoor movement [3] *sharpens* (SHARP) your focus. Additionally, staying active outdoors could help reduce [4] *obesity* (OBESE) by encouraging a more physically stimulating lifestyle.

In the end, any amount of movement supports both physical and mental well-being. You don't need a gym – stepping outside for a few minutes can be an easy and cost-effective way to boost [5] *longevity* (LONG) while improving cognitive health.



SETY LEKSYKALNE

3 W zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania.

1 *came*

Sam ... round quickly after he fainted from queuing in the heat.

His doctors ... to a mutual agreement about the most effective way to treat his condition.

Last week, Alex took two days' sick leave from work when she ... down with a severe cold.

2 *up*

It is considered highly unprofessional for a specialist to show ... late for an appointment.

Upon receiving his blood test results, Jack faced ... to the fact he had to improve his diet.

Although Dora was wrapped ... in a thick blanket, she was still shivering.

3 *off*

If your immune system is compromised, it is difficult to fight ... even the common cold.

To avoid injury, beginners are advised to stay on the regular runs and avoid going ... piste.

Going for a leisurely walk after dinner is an excellent way to work ... a heavy meal.

4 *out*

When I sprained my ankle, I almost passed ... from the pain.

I'm afraid the exercise equipment you're interested in is currently ... of stock.

Of all the race competitors, Ben's unique running style made him stand ... from the rest.

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

1 Do you exercise regularly? Why? / Why not?
2 How many hours of sleep do you get? Do you think it is enough?

UCZEŃ B

1 What are the best ways to avoid catching a cold?
2 How do you cope with stress? Why?

ZADANIE 1 *Students' own answers*

UCZEŃ A

W trakcie pobytu wakacyjnego u znajomych za granicą doznałeś/doznałaś kontuzji, której objawy są na tyle dotkliwe, że zdecydowałeś/zdecydowałaś się umówić na wizytę lekarską. Poniżej podano cztery kwestie, które musicie omówić w rozmowie z lekarzem.

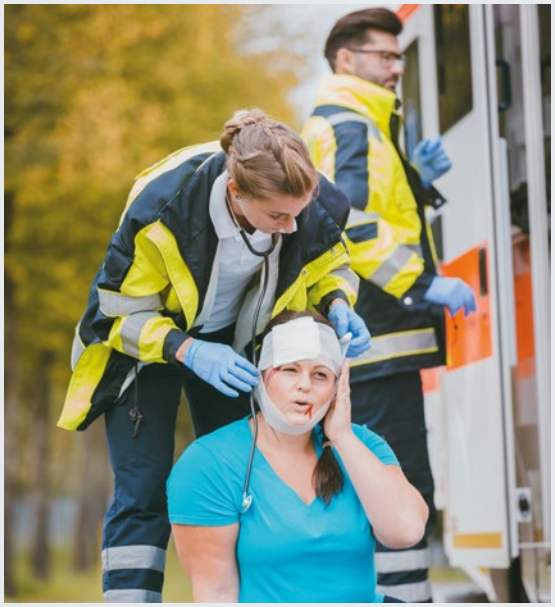
- Okoliczności powstania kontuzji
- Objawy
- Powrót do sprawności
- Zalecenia

Rozmowę rozpoczyna uczeń A.

▶ UCZEŃ B STR. 335

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



1 What do you think has happened?
2 Would you like to be a paramedic? Why? / Why not?
3 Tell us about a situation when you or someone you know needed professional medical help.

ZADANIE 3 *Students' own answers*

Popatrz na Grafikę 1. i Grafikę 2.

Wraz z kolegami i koleżankami z samorządu uczniowskiego przygotowujecie akcję promującą zdrowy styl życia. Opracowaliście dwie propozycje grafik do wykorzystania w kampanii w mediach społecznościowych.

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

1



2



UCZEŃ A

1 Do you find pro-health campaigns in social media effective? Why? / Why not?
2 Which would you say is more important: good sleep or a healthy diet? Why do you think so?

UCZEŃ B

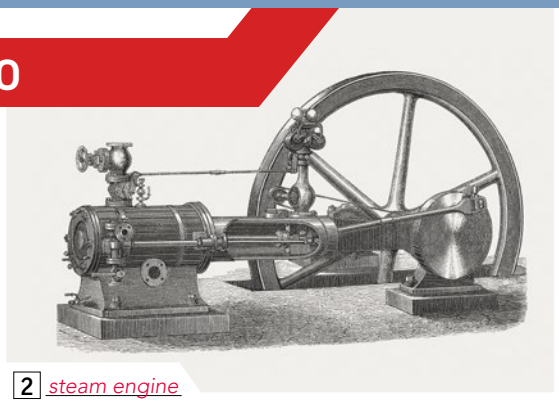
1 Why do so many people ignore the rules of a healthy lifestyle?
2 Are people more or less healthy than in the past? Why?

12 NAUKA I TECHNIKA

SŁOWNICTWO



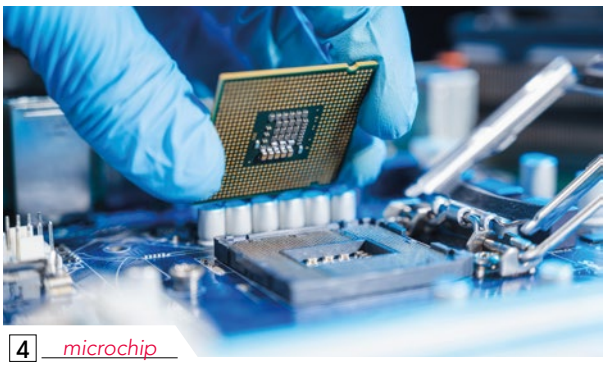
1 jet engine



2 steam engine



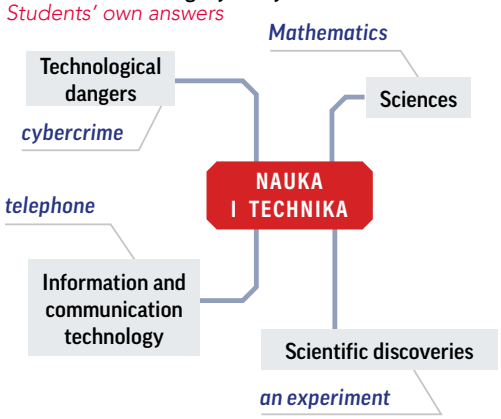
3 printing press



4 microchip

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?**
Students' own answers



SCIENTISTS AND SCIENCES | NAUKOWCY I DZIEDZINY NAUKI

2 **Complete the table with the words from the box. Some words might go into more than one category. Which area of science do you enjoy learning about the most? Why?**

addition air pressure circumference contagious germ cube element fraction gravity molecule mummy nitrogen nucleus pharaoh pyramid reproduction root solution velocity

Mathematics	addition, circumference, cube, element, fraction, pyramid, root
Physics	air pressure, gravity, nucleus, velocity
Chemistry	element, molecule, nitrogen, nucleus, solution
Archaeology	mummy, pharaoh, pyramid
Biology and medicine	contagious germ, element, nucleus, reproduction, root

3 12 01 **Listen to three speakers. Who are the people? Match the words from the box to the speakers. There are three extra words.**

biochemist biologist cosmologist geneticist microbiologist pathologist

1 microbiologist 2 geneticist 3 pathologist

4 12 01 **Listen again. Complete the notes with up to four words in each gap. Are you interested in any of the areas of science described in the recording? Why? / Why not?**

1 The first speaker's first career choice was to be a(n) biochemist. Developing an interest in how bacteria, viruses and other microorganisms impact living beings made him change his mind.
2 The second speaker's career choice was influenced by an article on DNA testing and genetics. She now studies genes to diagnose hereditary diseases.
3 The third speaker's hospital work involves analysing body fluids and tissues as part of her research into diseases.

SCIENTIFIC DISCOVERIES AND INVENTIONS | ODKRYCIA NAUKOWE I WYNALAZKI

5 **Label the photos on page 192 with the words from the box. There are two extra words. Which of these inventions do you think has been the most important for humans? What other inventions do you know that have had the greatest impact on humans?** *Students' own answers*

antibiotics jet engine microchip
printing press steam engine transistor

6 **ŚRODKI JĘZYKOWE Complete the sentences with words formed from the words in brackets.**

1 He made the *assertion* (ASSERT) that learning at school is superior to homeschooling, which got some negative feedback from the community.
2 The aim of this meeting is to *formulate* (FORMULA) a hypothesis regarding the study we are planning to conduct.
3 They asked the scientist to supply *proof* (PROVE) that his experiment actually worked.
4 After submitting an application and lots of supporting *evidence* (EVIDENT), she got a patent for her invention.
5 The research group made the *hypothetical* (HYPOTHESIS) assumption that university students who don't live with their parents spend more money in the canteen.
6 H.G. Wells made several futuristic *predictions* (PREDICT) in his books. Some of them actually came true.
7 During a national conference, respected linguists presented their latest research *findings* (FIND).
8 There are various ways to get rid of hiccups, but none of them have been *scientifically* (SCIENCE) proven.

INFORMATION AND COMMUNICATION TECHNOLOGIES | TECHNOLOGIE INFORMACYJNO-KOMUNIKACYJNE

7 **Match the solutions from the box to the situations. There are two extra phrases. Can you add any other solutions?**

change your screen's display resolution
compress the file reset your password
make sure you get notifications
recover the file uninstall the software
turn off the predictive text feature

1 I can't send this document as it keeps bouncing back. I think it's too big. *compress the file*
2 I never know when someone has emailed or texted me. *make sure you get notifications*
3 I can't get into my email account. *reset your password*
4 Everything looks so small and blurry on my monitor. *change your screen's display resolution*
5 Every time I type on my phone, something is changing what I write and it looks like I'm making mistakes. *turn off the predictive text feature*

8 12 02 **Read the sentences and think what words are missing in each gap. Then listen and complete the sentences with one or two words.**

1 Oh, no! This plug doesn't seem to fit into this socket. I think we need a(n) *adapter*. Have you got one by any chance?
2 I can't connect the printer to the socket. The cable's too short. Have we got a(n) *extension lead*? That will do the trick.
3 Hello? Hello? Can you hear me? Sorry ... I can't hear you. It doesn't look like I have any *reception* here. Could you please call me back?
4 My documents are not responding. And when I click on something, nothing happens. Oh, I've just got a prompt saying that I need to *upgrade* my software.

9 12 03 **Listen to five product descriptions. Match the words from the box to the descriptions. There is one extra word. Then give an example of a product for each of the words in the box.**

durable obsolete portable rechargeable
striking up-to-date

1 *striking* 2 *portable* 3 *obsolete*
4 *up-to-date* 5 *rechargeable*

TECHNOLOGICAL OPPORTUNITIES AND DANGERS | SZANSE I ZAGROŻENIA ZWIĄZANE Z TECHNOLOGIĄ

10 **Complete the table with the words from the box. One word might go into more than one category. In pairs, add more words to each category. Have you ever had any of these problems?**

battery goes dead blackout blow a fuse
error message on the display no signal
no spare parts paper jam power surge

Electricity	*blackout, blow a fuse, power surge*
Mobile phone	*battery goes dead, no signal, no spare parts*
Printer	*error message on the display, no spare parts, paper jam*



12 SŁOWNICTWO

▶ LISTA SŁOWNICTWA STR. 204

11 Complete the text with the words from the box. There are two extra words.

alerts characters disclose encounter
firewall identity leak phishing
piracy precautions scams



Finding out that someone has stolen your personal information is not something we ever want to hear. But there are some simple safety [1] *precautions* you can take to protect yourself from [2] *identity* theft.

- Be smart when using online banking services. Never do it on a public computer and make sure your own computer is behind a(n) [3] *firewall* which stops anyone from the outside accessing your information.
- Create 'strong' passwords. They should have at least eight [4] *characters* and contain uppercase and lowercase letters, numbers and symbols. Set up security questions that nobody will be able to answer. And ensure you never [5] *disclose* this information to anyone.
- Closely monitor all of your online accounts, whether it's your bank accounts, shopping or food delivery accounts. Never ignore any security [6] *alerts* or suspicious activity.
- Be wary of Internet [7] *scams*, a type of cybercrime that uses the Internet to trick people into giving away their money and personal information.
- Never reply to emails requesting your personal details, like your date of birth, national insurance number, bank account number, etc. These emails look like they've come from a trusted source, like your bank for example, but they're [8] *phishing* emails, designed to steal your personal and financial information.
- Most importantly, use your common sense. Never do online anything that you wouldn't do offline. And if you [9] *encounter* a problem, call your bank or the police immediately.

12 In pairs, answer the questions about the text in Exercise 11.
Students' own answers

1 Has anything like this happened to you or someone you know?
2 Which problem do you think is most common in Poland?
3 Which tip do you think is the most important and why?
4 What else can you do to protect yourself from cybercrime?

13 In pairs, give three examples of technologies that have had a positive effect on people's lives. Use the ideas below and your own ideas to justify your answers.
Students' own answers

- increased productivity
- offered support for people with disabilities
- radically transformed the way we learn
- revolutionised the way we communicate
- brought improvements in various industries

IDIOMS | IDIOMY

14 ŚRODKI JĘZYKOWE Choose the correct translations of the words in brackets.

1 I just want a phone for making and receiving calls, I don't need any of those ____ (*bajery*) like a high quality camera or an HDR screen.
a bells and twists **b** bells and whistles
c whistles and twists

2 She ____ (*wpadła w szał*) when she found out that someone had deleted all of her files from the server. I've never seen anyone that angry.
a blew a fuse **b** fell into a fuse
c got a fuse

3 I agreed with all the points that the speaker made – it was good to know that we ____ (*nadawaliśmy na tych samych falach*).
a were on the same waves
b were on the same waters
c were on the same wavelength

4 I've been home recovering after surgery, but I know everything that's been going on at school as my friends have been ____ (*informowali mnie na bieżąco*).
a keeping me up to date **b** bringing me to it
c keeping me current

5 My computer stopped working last week, but I had a technician look at it today and now everything ____ (*działa*) again.
a is down and out **b** is up and running
c is as bright as a button

6 I was really keen to put the machine together, but in the end I ____ (*opadłem z sił*) and stopped working on it.
a ran out of strength **b** ran out of force
c ran out of steam

GO FOR IT

15 In pairs, do the task. Your school is taking part in the Young Inventor of the Year competition and your teacher has asked you to prepare a submission for the award. Discuss:

- new invention that would help people your age,
- the key features of your invention,
- how you would develop this invention,
- which technology you will use to inform people about your invention,
- any problems that you anticipate.

Present your ideas in the form of a written proposal, video or audio material.
Students' own answers

MÓWIENIE Wypowiedź na podstawie materiału stymulującego

1 **How did people stay in touch with one another before social media was widely available?** *Students' own answers*

TRENING MATURALNY

2 **In pairs, take it in turns to practise the task below. Choose a poster, justify your choice and explain why you didn't choose the other one.** *Students' own answers*

Popatrz na Plakat 1. i Plakat 2.

W twojej szkole odbędzie się wykład na temat negatywnego wpływu mediów społecznościowych na samopoczucie młodzieży. Która z propozycji plakatu, twoim zdaniem, zachęci najwięcej osób do wzięcia udziału w wykładzie?

- Wybierz plakat, który uważasz za lepszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1



2



3 12 04 **Listen to a model answer. Were any of the reasons given for choosing or rejecting the posters the same as your ideas in Exercise 2?** *Students' own answers*

4 **Read a further question related to the topic. In pairs, discuss how you would answer the question.** *Students' own answers*

- In your opinion, is social media more a force for good or bad?

5 12 05 **Read the Useful Phrases box. Then listen to a model answer to the question in Exercise 4 and tick the phrases you hear.**

USEFUL PHRASES ▶ STR. 298

Expressing and justifying opinions

My feeling is that ✓ / I feel quite strongly that ...
What I mean is ... ✓ / In fact ... ✓

Providing arguments in a logical order

Firstly, / First of all, ... / Secondly, ...
Furthermore, ... / What is more, ...
On the one hand, ... ✓ On the other hand, ... / Whereas ...
On balance, ... ✓ / In conclusion, ... / All in all, ...

Providing examples

For example, ... / For instance, ... ✓

▶ ZESTAW ZADAŃ STR. 207

6 12 06 **In pairs, take it in turns to discuss questions 1 and 2 below. Use the Useful Phrases to organise your arguments. Then listen to the recording and compare your ideas.** *Students' own answers*

1 Do you think it's the parents' job or the teachers' job to teach children how to use social media responsibly?
2 People who write harmful content on social media should be banned. Do you agree? Why? / Why not?

ZADANIE MATURALNE

7 **In pairs, take it in turns to do the task below and answer the questions.**

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

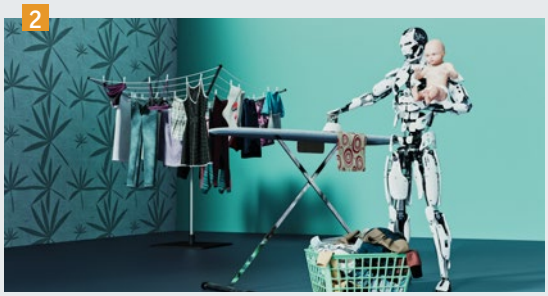
Musisz wybrać zdjęcie na slajd otwierający twoją prezentację dotyczącą potencjalnego udziału robotów w życiu codziennym. Która z propozycji, twoim zdaniem, najlepiej nadaje się do wykorzystania w prezentacji?

- Wybierz ilustrację, którą uważasz za najlepszą, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

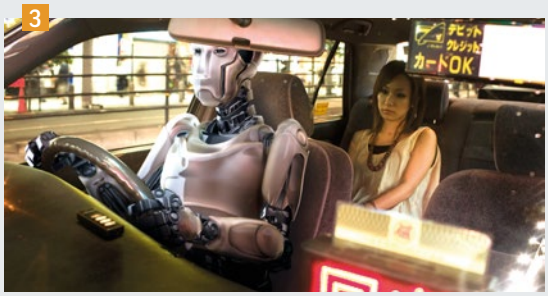
1



2



3



- What sort of jobs do you think robots can do better than humans?
- In your opinion, which jobs are robots unsuitable for? Why?
- What risks are involved in the development of robots and artificial intelligence?

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer (audio + script) •
Extra exam questions with model answers (audio + script)

12 SŁUCHANIE Wybór wielokrotny

1 **In pairs, discuss the following questions. Give reasons for your answers.** *Students' own answers*

- If you could have been born in a different era, what era would you choose?
- If you could stay at a certain age without getting older, what age would you choose?
- Would you like to live to 100 years or more?



TRENING MATURALNY

2 12 07 **Listen to a news report about a recent scientific finding. Answer questions 1 and 2. What are the implications for humans?** *Humans might be able to live longer and treat serious diseases better.*

1 Mice which were given an extra quantity of the protein
- (a) lived a third longer than normal mice.
- b recovered better from all serious illnesses except cancer.
- c seemed younger, but not as lively as other mice.

2 In the report, which of the following is stated as a **fact**, not an opinion?
- a Mice which have been given the protein are stronger than other mice.
- b The protein is an effective means of curing illnesses in humans.
- (c) At the moment, an average European can expect to live into their late seventies.

3 12 07 **Read the tip below and listen again. Note down synonyms in the news report for all the underlined words and expressions in the questions in Exercise 2.**

Słowa kluczowe w zadaniu często są synonimami słów i zwrotów użytych w nagraniach. Przykładowo: w zadaniu możesz przeczytać *an extra quantity*, a w nagraniu usłyszysz *a boosted dose*. Podczas słuchania skup się na znaczeniu tekstu, a nie na poszczególnych wyrazach, które w nagraniu mogą się nie pojawić.

Exercise 3
An extra quantity – a boosted dose;
lived a third longer – a thirty percent increase in life expectancy;
recovered from – (were able to) overcome;
serious illnesses – life-threatening diseases;
seemed younger – appeared more youthful;
lively – energetic;
stronger – less frail;
effective means of – useful tool;
at the moment – currently;
expect to live – average life expectancy

ZADANIE MATURALNE

4 12 08 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania: A–C lub A–D.**

Tekst 1

1 In the conversation, which of the following is stated as a fact, not an opinion?
- A Thirty is the optimum age to be.
- B It is impossible to distinguish between young worms and old worms.
- (C) Investment into genetic engineering research is increasing.

Tekst 2

2 The student is visiting Dr Cruz in order to
- (A) sign up for a controlled experiment.
- B discuss Dr Cruz's latest research.
- C find out if cold baths will help him live longer.

Tekst 3

3 The speaker says that
- A his company knows how to reverse the aging process in some organisms.
- B people shouldn't be dying of illnesses such as cancer.
- C people want to live longer and healthier lives.
- (D) future generations will probably be able to live forever.

4 The scientists working for the speaker's company should
- (A) be ready to challenge conventional viewpoints.
- B have experience working in start-ups and well-established companies.
- C not share data with other companies.
- D remember that it's impossible to do science without good data.

5 The company offers grants and internships to
- (A) encourage a wider variety of young people to become scientists.
- B ensure that young women get the same opportunities as young men.
- C attract young recruits who want to make a difference in the world.
- D give opportunities to young people who don't study science subjects.

6 The main purpose of this talk is to
- A inform students in detail about all the scientific research the company does.
- B explain how it might be possible for humans to live forever.
- (C) recruit young people to join the company.
- D show students how they can live healthy, illness-free lives.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

5 **SŁOWNICTWO** **Add a word from the box to complete a third strong collocation from the recordings.**

analyse challenge debunk experiment genetic

1 You can create, challenge or ___debunk___ a myth.
2 You can conduct research, studies or a(n) *an experiment*.
3 You can access, collect or ___analyse___ data.
4 You can formulate, confirm or ___challenge___ a hypothesis.
5 You can study civil, mechanical or ___genetic___ engineering.

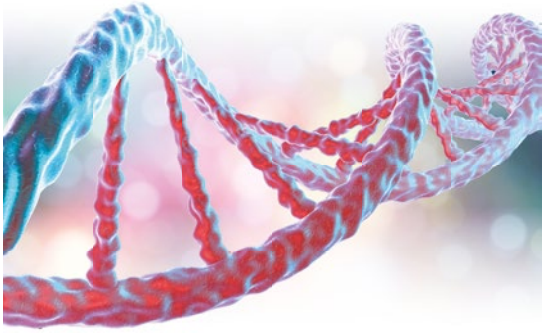
6 **In pairs, discuss which areas of modern technological and scientific research you find most exciting, worrying, reassuring. Consider the topics in the box or your own ideas and give reasons for your answers.** *Students' own answers*

AI (Artificial Intelligence) genetic engineering chemical weapons green energy

CULTURE BIT Science and nature programmes on British TV

British television produces many engaging and entertaining science and nature programmes.

- In *DNA Family Secrets*, genetic testing is used to help people find out about their health and families. They reveal your ancestors, find missing relatives and check if you have any dangerous diseases.
- *In The Science(ish) of ... Stranger Things*, the presenters investigate what is scientifically possible in the US sci-fi series *Stranger Things* and what is complete nonsense. Secret government experiments, psychic powers and interdimensional monsters all come under the microscope to see if they're really science or just science(ish).
- After exploring our solar system in his 2019 documentary series *The Planets*, Professor Brian Cox has now put on his space helmet. In *The 21st Century Race for Space*, Cox discovers what private entrepreneurs like Elon Musk, Richard Branson and Jeff Bezos are doing to send rockets into space.





TRENING MATURALNY

1 12 09 **Read the tip below. Then listen to two texts on the topic of smartphones and make notes.** *Students' own answers*

Podczas słuchania każdego tekstu warto zadać sobie trzy pytania:
1 Kto mówi?
2 Do kogo się zwraca?
3 Jaki jest cel wypowiedzi?
Zanotuj odpowiedzi na te pytania, a następnie porównaj je ze zdaniami do dopasowania.

2 12 09 **Based on your notes in Exercise 1, match sentences a–d to text 1 or text 2. Then listen again and check your answers.**

This person ...
a talks about a recent experience. *1*
b instructs people how to get rid of something responsibly. *2*
c expresses concern about a change in someone's behaviour. *1*
d identifies a common problem and gives some useful advice. *2*

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

ZADANIE MATURALNE

3 12 10 **Usłyszysz dwukrotnie pięć wypowiedzi na temat telefonów komórkowych. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

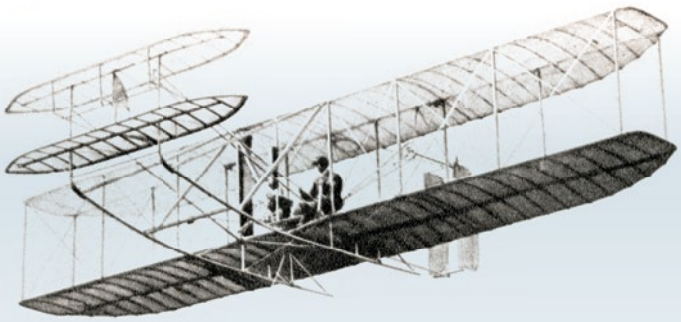
The speaker ...
A talks about his/her embarrassment in certain situations.
B reports on an official decision about the use of mobile phones.
C tries to persuade people to try out a new product.
D shows their disappointment that phones aren't used more in education.
E gives a detailed description of his/her phone.
F shows his/her frustration about not being able to contact somebody.

1	2	3	4	5
E	*C*	*A*	*F*	*B*

12 09 12 10

12 CZYTANIE Dobieranie zdań do luk w tekście

WHEN THE EXPERTS GET IT WRONG



Experts usually know what they're talking about, but when they try to predict the future, they don't always get it right.



In 1876, a groundbreaking invention to facilitate communication was revealed in Philadelphia, USA. It was the worlds' first telephone transmitter. [1] _B_ Sir William Preece claimed that although the Americans might need the telephone, the British did not because they had plenty of messenger boys.

In the same year, 1878, the Paris Exhibition presented the wonders of electricity. [2] _E_ He said, 'When the Paris Exhibition closes, electric light will close with it and no more will be heard of it.' Fortunately, that prediction was wrong.



In 1895, another British scientist got it wrong. The brilliant physicist Lord Kelvin, the man who formulated the first two laws of thermodynamics, denied the possibility of man-made flight. 'Heavier-than-air flying machines are impossible,' he said. Just eight years later, the Wright brothers proved him wrong.

Of course, it is not just the British who have made inaccurate predictions. [3] _C_ He asked how a wooden ship could possibly sail with a fire under its deck.

Even the greatest make mistakes. Albert Einstein was undoubtedly a genius. He conducted some of the most important scientific research in history, developed the theory of relativity and made huge contributions to quantum mechanics. [4] _A_ It might have been better if he had been right. Not long afterwards the atom was split and the atomic bomb and radioactive contamination became a reality.

Computer science has inspired many incorrect predictions. In 1977, tech executive Ken Olsen claimed he could see no reason why anyone would want a computer in their home.

As you can see, it's not easy to predict the future. However, it is fun to try. So here are my predictions. Which do you think might be wrong?

First, we'll never be able to use wormholes to cross space. Second, human beings will never be grown inside test tubes. One day, we'll be able to improve our sight so we can see like eagles, but we'll never have contact lenses that let us see the future.

1 In pairs, discuss what scientific inventions and discoveries people have wrongly believed to be impossible or useless in the past. Then read the text to check your answers. *Students' own answers*
In the text, these inventions are mentioned: the telephone, electric light, the aeroplane, steamships, nuclear fission/energy, the personal computer.

TRENING MATURALNY

2 Complete the sentences with the words from the box.

battery calendar jet engine printing press steel waterwheels

1 With the invention of the _printing press_, it became easier and cheaper to publish books.
2 The _jet engine_ revolutionised air travel, allowing people to fly much longer distances.
3 As early as 200 BCE, the Ancient Greeks built _waterwheels_ on rivers to power machines.
4 Today in most of the world, we count the days, weeks and months with a(n) _calendar_ that was introduced in 1582.
5 We couldn't use mobile phones without them, but the first rechargeable _battery_ was introduced in 1859.
6 The advantage of _steel_ in building and manufacturing is that it is stronger, lighter and less likely to break than other metals such as iron.

3 Read the tip below. Then find the related vocabulary in each sentence in Exercise 2.

1 printing press – publish books
2 jet engine – air travel, fly; 3 waterwheels – rivers, power machines; 4 calendar – days, weeks, months; 5 battery – rechargeable, mobile phones; 6 steel – metals, iron.

Dobierając zdania do luk warto skupić się na słownictwie łączącym zdania do wyboru z tekstem do uzupełnienia.

ZADANIE MATURALNE

4 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

A But, in 1932, he rejected the argument that nuclear fission was possible. He claimed that we would never be able to control and use nuclear energy.

B However, two years later, the chief engineer of the British Post Office, rejected this new telecommunications device.

C In the early 19th century, French leader Napoleon Bonaparte simply refused to believe that boats could be powered by steam engines.

D For example, it is often said that no one ever discovers or invents something on their own. As Newton said, we are all 'standing on the shoulders of giants'.

E Surprisingly, the famous British surgeon Erasmus Wilson was not convinced that the new invention would replace gaslight and candles.

5 In pairs, answer the questions. *Students' own answers*

1 Which of the inaccurate predictions in the text do you think is the most and least surprising? Give reasons for your answers.
2 Do you agree with the author's three predictions at the end of the text? Give reasons for your answers.
3 Make your own scientific and technological predictions. Say why you agree or disagree with your partner's predictions.

6 SŁOWNICTWO Complete the questions below with the words from the box. There is one extra word. Then in pairs, ask and answer the questions.

atom contact lenses electronic groundbreaking mechanics relativity test tubes wormhole

1 Have you ever seen a film or read a book in which people used a(n) *wormhole* to travel vast distances across the universe?
2 What do you think is the most *groundbreaking* invention in the history of the world?
3 What are the advantages of wearing *contact lenses* instead of glasses?
4 Are the *test tubes* used in laboratories usually made of plastic or glass?
5 True or false? Einstein's theory of *relativity* deals with gravity and other forces in nature.
6 True or false? A(n) *atom* is smaller than a molecule and larger than a proton.
7 True or false? The theory of quantum *mechanics* deals with atoms and subatomic particles.

1–3 Students' own answers 4 glass 5–7 true

7 SŁOWNICTWO Match sentence beginnings 1–7 to endings a–g.

1 Flying cars will become *c*
2 You shouldn't reject a scientific *b*
3 Nicholas Copernicus developed *e*
4 In 1687, the laws of motion were *d*
5 Rosalind Franklin made a huge *f*
6 Mobile phones have been facilitating *g*
7 Karl Popper argues that in science you can only prove somebody *a*

a is wrong, not right.
b argument without evidence.
c a reality in the next few years.
d formulated by Isaac Newton.
e the theory that the Earth goes around the sun.
f contribution to our understanding of DNA.
g communication in our personal lives for almost fifty years.

8 SŁOWNICTWO Replace the underlined words and phrases in Exercise 7 with the words from the box.
contacts – communication; demonstrate – prove; deny – reject; idea – theory; key – huge; produced – formulated; true – a reality.

contacts demonstrate deny idea key produced true

LIFE SKILLS | Dealing with mistakes

9 We all make mistakes. What is important is how we deal with them. In pairs, discuss how you would react in these situations. *Students' own answers*

1 You failed a Physics exam because you were too confident and didn't study enough.
2 You used a friend's tablet and accidentally spilled your drink on it.
3 You got angry at a friend and said you didn't want to see him/her any more because of something you believed they wrote about you online. But then you discovered that he/she hadn't been referring to you.

10 In groups, decide which of the situations above allow you to ... *Suggested answers:*

a repair a broken friendship. *3*
b learn to think before you act in the future. *3*
c consider a mistake as an opportunity to learn something useful for the future. *1*
d be honest with a friend about something you did. *2*

12 ŚRODKI JĘZYKOWE Dobieranie z przekształcaniem

GRAMATYKA

A Choose the correct words to complete the sentences.

1 Patricia is a really good student but she could be a bit *less* / *more* arrogant.
2 Workshops were *a lot* / *by far* the most prevalent form of training at my college.
3 Mr Johnson seems *very* / *much* more demanding than any other teacher in our school.
4 Our puppy is *such* / *so* a cuddly creature.
5 The Nile is often credited as being the longest river *in* / *of* the world.
6 Your polo-neck jumper was *much* / *more* cheaper than John's.
7 It's *too* / *enough* early to figure out the impact of this decision.
8 It's probably the least dramatic episode *of* / *in* all the ones I've seen so far.

B Complete the second sentence in each pair so that the meaning is the same as in the first sentence. Add any necessary words.

1 Paul is more careful than any other driver.
Paul drives *more carefully than* anyone else.
2 My little brother's behaviour was silly yesterday.
My little brother behaved *in a silly way/manner* yesterday.
3 Tom isn't a better singer than Anna.
Anna can *sing as well as / sing better than* Tom.
4 You are not working hard enough to pass the test.
You'll have to *work harder* to pass the test.
5 There has been a rapid decline in sales figures over the last two years.
Sales figures *have declined rapidly / rapidly declined* over the last two years.
6 She's the most graceful dancer of all the participants.
She *dances the most gracefully* of all the participants.

▶ PRZYMIOTNIKI, STR. 256
▶ PRZYSŁÓWKI, STR. 258

Exercise 2
anxious – anxiety (noun), anxiously (adverb)
charge – overcharge, undercharge, discharge (verbs), charged, chargeable (adjective)
distract – distraction (noun), distracted, distractive, distracting (adjectives)
excite – excitement (noun), excited, exciting (adjectives), excitedly, excitingly (adverbs)
overwhelm – overwhelmed, overwhelming (adjectives), overwhelmingly (adverb)
plug – unplug (verb), plugged, unplugged (adjective)

TRENING MATURALNY

1 Read the text *Phone Free Holiday, Anyone?* and decide which part of speech should complete each gap.
1 noun 2 adjective 3 noun 4 verb

2 Look at the words in the box. What other parts of speech can be formed from them?

anxious charge distract excite overwhelm plug

3 Read the tip. Then use the words from Exercise 2 to form words which complete the gaps in the text.

Przed uzupełnieniem luk przeczytaj tekst i zastanów się, jaka część mowy powinna się znaleźć w każdej z nich. Przeanalizuj wyrazy z ramki pod kątem tego, jakie możesz z nich utworzyć części mowy. Pamiętaj, że każdy wyraz użyty w tekście musi zostać we właściwy sposób przekształcony. Jeśli luka ma zostać uzupełniona czasownikiem, zwróć uwagę na jego właściwą formę. Po wstawieniu nowo utworzonych wyrazów w luki, przeczytaj tekst jeszcze raz i sprawdź, czy cały tekst jest spójny i logiczny. W zadaniu tego typu bardzo ważna jest poprawna ortografia.

PHONE-FREE HOLIDAY, ANYONE?

The mobile phone is one of today's most popular electronic devices. It's amazing how quickly this little gadget has become such a huge part of our lives. We need it everywhere, including on holiday, to take photographs, contact our friends and post messages on social media. Our phones however can also become a huge [1] *distraction* from everything directly around us. By spending time together and talking to each other, we can improve our relationships, as a(n) [2] *overwhelming* number of psychologists agree that what makes us experience positive emotions during a holiday is our bond with other people. But modern technology can spoil this. Conversations which are constantly interrupted by the beeps and ringtones of our phones are never going to be deep or long. Our friends will feel annoyed or unimportant and ignored. Another common side effect of excessive technology use is feelings of [3] *anxiety* and depression. Could a phone-free holiday help avoid these problems? Yes, definitely, if you remember to [4] *unplug* from technology! So before you go, pack your suitcase, but leave the mobile behind!



4 Complete the sentences with words formed from the words from the box. There are three extra words.

advertise child hard important injure invent linguistic slow special think

1 Would our *childhood* be better or worse without technology? Why?
2 How would you describe the *importance* of science subjects in secondary school?
3 Do you think some people are more *linguistically* talented than others?
4 Do you know anybody who has had a computer-related *injury*? What happened?
5 If you saw a(n) *advertisement* for an electronic device that said it could read other people's thoughts, would you buy it? Why? / Why not?
6 What do you think is the most important *invention* of our times? Why?
7 Do you believe virtual reality will *slowly* integrate into our everyday lives?

5 **Complete the table with nouns formed from the verbs and adjectives from the box. Make all the necessary spelling changes.**

accept admire apologise approve assist diagnose divide emphasise encourage enlarge exist investigate kind patient recover revise shrink ~~survive~~ use weak

-ance	-ence	-al	-age	-ment
acceptance	existence	survival	shrinkage	encouragement
assistance	patience	approval	usage	enlargement

-ness	-sion	-ation	-y	-sis
kindness	division	admiration	apology	diagnosis
weakness	revision	investigation	recovery	emphasis

6 **Complete the sentences with words formed from the words from the box.**

abbreviate accurate analyse clear close familiar sharp

1 Unclear or biased questions will weaken the ___accuracy___ of survey results.
2 For our next Chemistry lesson, I'd like you to familiarise/familiarize yourselves with the atomic structure of the first ten elements of the periodic table.
3 The ___abbreviation___ of kilogram is *kg*.
4 The lecturer took a long time to ___clarify___ the difference between the qualitative and quantitative research.
5 We need a statistician to help us complete the ___analysis___ of the data collected in the first stage of the study.
6 The progress of our research has been disrupted due to the ___closure___ of some research facilities.
7 My internship has given me a chance to ___sharpen___ my skills in software development.

7 **Complete the questions with words formed from the words from the box. There are three extra words.**

anxious broad collaborate discover distract necessary popular store

WHAT DO YOU THINK?

1 How much ___storage___ space on your mobile phone do you need? Why?
2 Research suggests that ___collaboration___ can help deep learning. Do you find evidence of beneficial influence of working with others when learning in your own life?
3 What do you think could boost the ___popularity___ of science subjects in secondary school?
4 In your opinion, should university ___broaden___ the choice of Science and Technology courses or do you believe there are enough different courses available already?
5 Is ___necessity___ really the mother of invention?

8 **In pairs, ask and answer the questions in Exercise 7. Give more details about each answer.**

Students' own answers

ZADANIE MATURALNE

9 **Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

accept appear curious low name use

Teen inventor awarded prestigious title



At the age of fifteen, Gitanjali Rao [1] ___was named___ 'Kid of the Year' as one of several thousand candidates for the title awarded in 2020 by *Time* magazine. This American teenager has been into science ever since she received a chemistry set when she was a few years old. It was Gitanjali's natural [2] ___curiosity___ about the world that pushed her to investigate the things around her. One of the problems she wanted to solve was that of cyberbullying. She created an app and browser extension called Kindly, which filters messages for potential bullying content. Gitanjali believes the app can [3] ___lower___ the risk of unintentional bullying by giving teenagers the possibility of reflecting on what they have written. Another invention of Gitanjali's is TETHYS, an app which can notify mobile phone users on lead content in drinking water. The idea was born when Gitanjali learnt about the problem with water pollution in Michigan. She found the idea of people drinking unsafe water totally [4] ___unacceptable___ and decided to do something about it.

▶ ZADANIA DODATKOWE STR. 206

12 PISANIE Artykuł

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Ukończenie studiów w obszarze nauk ścisłych daje wiele możliwości zawodowych. Napisz artykuł do czasopisma poświęconego doradztwu zawodowemu, przedstawiający możliwości zatrudnienia absolwentów kierunków ścisłych oraz wyjaśniający, jakie kroki powinni podjąć, by rozwinąć karierę naukową.

Wypowiedź powinna zawierać od 200 do 250 słów.

1 In pairs, do the science quiz. Check your answers at the bottom of the page. Then write three more science questions and ask another pair your questions.



1 Archaeologists study
a ancient books. b dinosaur fossils.
(c) prehistoric societies.

2 Scientists who study the relation between living organisms and their physical environment are called
a biologists. b doctors. (c) ecologists.

3 What is the chemical formula for salt?
a Fe b H_2O (c) NaCl

4 According to geologists, how old is our planet?
a 450 million years (b) 4.5 billion years
c 45 billion years

5 The word *zoology* comes from the words for *animal* and *knowledge* in
(a) Ancient Greek. b French.
c German.

6 What did British chemist Rosalind Franklin help to discover?
(a) DNA b gravity c penicillin

2 Read the sample task and the model answer above. Then discuss the questions in pairs.
Students' own answers
1 Which of the science careers sounds more interesting to you? Why?
2 Can you think of any more advice for someone who wants to be a scientist?

It's not all white coats and test tubes

The stereotypical image of a scientist is a shy introvert carrying out experiments in a laboratory. But not all scientists wear white coats and handle test tubes. A science degree can lead to many exciting career paths.

You could be a modern-day Indiana Jones: a professor of archaeology uncovering ancient ruins in exotic places. Or you could become an environmentalist and help save the planet by studying climate change in the Antarctic. Or what about a police scientist finding clues in crime scenes like in the movies? You might become a geologist studying earthquakes or volcanoes; a physicist solving the secrets of nuclear fusion; or a zoologist filming nature documentaries in the Amazon rainforest or the African savannah.

If you aim to work in science, you must study Mathematics, 'the queen of the sciences' (to quote Jan Śniadecki). Even for biologists, it's essential to work with statistics. Secondly, you should develop analytical and critical thinking skills for observing, making hypotheses and experimenting, as well as for keeping up to date with the latest research. Unless you're certain what you want to do, don't specialise too soon. Study the basics of Chemistry, Physics and Biology first. And learn English. Providing you have a good level, you'll be able to understand most scientific papers.

Finally, supposing you don't want to go to university, don't worry: you can still work in science. You don't require a degree to become a lab technician. However, you may need to wear a white coat and handle test tubes.

TRENING MATURALNY

3 Complete the Useful Phrases box with words from the model text.

USEFUL PHRASES ▶ STR. 307

Give guidance with conditions

If you study Chemistry, you could/might end up working in a laboratory.
If you aim to work in science, you [1] *must* study Mathematics.
[2] *Even* for biologists, it's essential.
If we were to reduce class sizes, students would enjoy science more.
If you are unable to understand this, don't worry.
As/So long as you revise enough, you'll pass your exams.
[3] *Unless* you're certain what you want to do, don't specialise too soon.
On condition that you learn the formulas, you'll pass Chemistry.
[4] *Providing* /Provided (that) you learn English, you'll be able to read most scientific papers.
Given that you passed Chemistry and Physics, maybe you should study Science at university.
[5] *Supposing* you don't want to go to university, you can still work in science.
Assuming you learn the right skills, you could become a scientist.

Answer key for Exercise 1
1 c 2 c 3 c 4 b 5 a 6 a

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

4 Read the tip. Then study the Useful Phrases again and complete the sentences with the correct words or phrases.

Jednym ze sposobów na urozmaicenie pisanego tekstu jest użycie zdań warunkowych do przedstawienia sytuacji możliwych lub prawdopodobnych w danych okolicznościach, np. *If you're struggling with science subjects at school, you could ask your teacher to help you.*

1 You can go out *given* / *on condition* that you finish your Biology homework.
2 *If* / *Unless* you pay attention, you won't know how to do the experiment.
3 *Assuming* / *Even if* the science exhibition is still open, we could visit it.
4 *Given* / *Provided* that you are not great at Maths, maybe you shouldn't study Science.
5 *Supposing* / *Unless* you are at an altitude of 2,000 metres, water will boil at about 93°C.
6 Algebra is hard, *even for* / *so long* as people who are good at Maths.
7 I think I'll enjoy the science lecture *providing* / *unless* it's not too complicated.
8 If she were to explain the concept again, I *will* / *would* understand it better.

▶ ZDANIA WARUNKOWE, STR. 279

5 Replace the underlined words without changing the meaning using words or phrases from the Useful Phrases box.

1 Hawkins' books are hard to follow <u>even if you are</u> scientists. *even for*
2 <u>Since</u> you like astronomy so much, we're going to visit the observatory. *Given*
3 If they <u>made</u> science programmes more fun, more people would watch them. *were to make*
4 <u>If you don't</u> follow the scientific method, your results will not be valid. *Unless you*
5 <u>If</u> you follow the scientific method, your results will be valid. *As/So long as / On condition that / Providing/Provided that / Supposing / Assuming*

6 Use the Useful Phrases to write guidance for a primary school student who wants to focus on science at secondary school. Then compare your sentences in pairs. *Students' own answers*

ZADANIE MATURALNE

7 Do the task.

Wielu uczniów uważa, że przedmioty ścisłe są nudne i skomplikowane. Napisz artykuł na szkolną stronę internetową, opisujący częste przyczyny niechęci do tych przedmiotów oraz przedstawiający sposoby na ich uatrakcyjnienie i zainteresowanie nimi młodych ludzi.

Wypowiedź powinna zawierać od 200 do 250 słów.

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Niektórym osobom nie jest łatwo korzystać z technologii informacyjno-komunikacyjnych. Podziel się swoimi przemyśleniami na ten temat na forum internetowym. We wpisie:

- podaj przykłady problemów związanych z korzystaniem z nowych technologii,
- przedstaw możliwe przyczyny tych trudności,
- opisz problem znanej ci osoby i wyjaśnij, w jaki sposób pomogłeś/pomogłaś go rozwiązać,
- udziel rady, w jaki sposób można pomóc innym radzić sobie z technologią.

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

Although ICT (Information and Communication Technology) seems obvious to some people, it can often be confusing to others.

They might not know how to download programs, install applications or manage their files and folders.

Learning new things is difficult and it gets harder as you get older. After all, our grandparents are not digital natives, so it's not surprising they often struggle with ICT.

For example, there was no storage space available on my gran's phone. She'd never uploaded any images or videos to another device. I showed her how to delete images and helped her install a program to move files to her computer.

People dislike showing they don't know things, so it's important to be careful when helping them with technology. First, be sure not to speak too fast. Then, remember to avoid technical language. It's not a good idea just to sort their problem. It's better to show them how to do it themselves. If that doesn't work, try writing down instructions. Hope this helps!

ZADANIE MATURALNE

1 Read the sample task and the model answer above, then do the task below.

„Detoks cyfrowy" polega na ograniczeniu korzystania z urządzeń elektronicznych, np. telefonów komórkowych. Zdecydowałeś/Zdecydowałaś się na taki krok. Podziel się swoimi przemyśleniami na ten temat na forum internetowym. We wpisie:

- wyjaśnij, czemu postanowiłeś/postanowiłaś pójść na „cyfrowy detoks",
- opisz podjęte działania i swoje uczucia,
- udziel rady, w jaki sposób ograniczyć korzystanie z nowoczesnych technologii,
- opisz korzyści takiego rozwiązania.

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

FORUM
I've just completed my first ever digital detox.

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

12 LISTA SŁOWNICTWA

SCIENTISTS | LUDZIE NAUKI

aerospace engineer – inżynier lotnictwa i kosmonautyki
astrophysicist – astrofizyk, astrofizyczka
biochemist – biochemik, biochemiczka
biologist – biolog, biolożka
botanist – botanik, botaniczka
chemist – chemik, chemiczka
cosmologist – kosmolog
environmentalist – ekolog, ekolożka
geneticist – genetyk, genetyczka
geologist – geolog, geolożka
lab technician – technik laboratoryjny, techniczka laboratoryjna
leading researcher – czołowy badacz, czołowa badaczka
lecturer – wykładowca, wykładowczyni
linguist – językoznawca, językoznawczyni
meteorologist – meteorolog
microbiologist – mikrobiolog
neuroscientist – neurobiolog
ornithologist – ornitolog
pathologist – patolog
physicist – fizyk, fizyczka
police scientist – naukowiec pracujący w policji, naukowczyni pracująca w policji
scientific explorer – badacz, badaczka
statistician – statystyk
technologist – technolog
zoologist – zoolog

SCIENCES | DZIEDZINY NAUKI

anthropology – antropologia
archaeology – archeologia
astronomy – astronomia
engineering – inżynieria
civil ~ – inżynieria lądowa
● **genetic ~** – inżynieria genetyczna
mechanical ~ – inżynieria mechaniczna
genetics – genetyka
geology – geologia
linguistics – językoznawstwo
nuclear physics – fizyka jądrowa
psychology – psychologia
statistics – statystyka
veterinary medicine – weterynaria
zoology – zoologia

MATHEMATICS | MATEMATYKA

add – dodawać
addition – dodawanie
algebra – algebra
circumference – obwód (np. okręgu)
cube – sześcian
divide – dzielić
division – dzielenie
equation – równanie
fraction – ułamek zwykły
geometry – geometria
multiplication – mnożenie
multiply – mnożyć
pyramid – ostrosłup
root – pierwiastek
subtract – odejmować
subtraction – odejmowanie

PHYSICS AND ASTRONOMY | FIZYKA I ASTRONOMIA

air pressure – ciśnienie atmosferyczne
electron – elektron
gravity – grawitacja
laws of thermodynamics – prawa termodynamiki
mechanics – mechanika
● **quantum ~** – mechanika kwantowa
neutron – neutron
nucleus – jądro atomu
observatory – obserwatorium
particle – cząstka
elementary ~ – cząstka elementarna
proton – proton
radiation – promieniowanie
velocity – prędkość
● **wormhole** – tunel czasoprzestrzenny

CHEMISTRY | CHEMIA

calcium – wapń
carbon dioxide – dwutlenek węgla
chemical compound – związek chemiczny
chemical formula – wzór chemiczny
chemical reaction – reakcja chemiczna
element – pierwiastek
iron – żelazo
lead – ołów
molecule – cząsteczka
nitrogen – azot
oxygen – tlen
periodic table – układ okresowy (pierwiastków)
solution – roztwór
● **test tube** – probówka

ARCHAEOLOGY | ARCHEOLOGIA

(archaeological) site – stanowisko archeologiczne
excavations – wykopaliska
mummy – mumia
papyrus – papirus
pharaoh – faraon
prehistoric – prehistoryczny
pyramid – piramida
tomb – grobowiec

BIOLOGY AND MEDICINE | BIOLOGIA I MEDYCYNA

bacteria – bakteria
body fluids – płyny ustrojowe
boosted dose – wzmocniona dawka
cellular level – poziom komórki
contagious germ – drobnoustrój chorobotwórczy
DNA testing – testy DNA
fatal/terminal – śmiertelny
hereditary disease – choroba dziedziczna
internal organ – organ wewnętrzny
life-threatening disease – choroba zagrażająca życiu
microorganism – mikroorganizm
protein – białko
reproduction – rozmnażanie
root – korzeń
species – gatunek
tissue – tkanka
white coat – fartuch, kitel
worm – robak

SOCIOLOGY | SOCJOLOGIA

biased question – stronnicze pytanie
qualitative research – badania jakościowe
quantitative research – badania ilościowe
survey results – wyniki ankiety

SCIENTIFIC DISCOVERIES | ODKRYCIA NAUKOWE

accuracy of results – dokładność wyników
analytical thinking skills – umiejętność analitycznego myślenia
antibiotic – antybiotyk
control group – grupa kontrolna
criterion – kryterium
fossils – skamieniałości
genetic code – kod genetyczny
Heliocentric Theory – teoria heliocentryczna
hypothetical – hipotetyczny
~ assumption – hipotetyczne założenie
occurrence – występowanie
phenomenon – zjawisko
predictions – przewidywania
inaccurate ~ – niedokładne przewidywania
incorrect ~ – błędne przewidywania
proof/evidence – dowód
research facilities – ośrodki naukowe
research findings – wyniki badań
scientific paper – publikacja naukowa
scientifically proven – udowodniony naukowo
supported by evidence – wsparty dowodami
● **theory of relativity** – teoria względności
untested observations – niesprawdzone obserwacje
valid/invalid result – prawidłowy/nieprawidłowy wynik

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

● **access/analyse/collect data** – mieć dostęp do danych / analizować/zbierać dane
clarify – wyjaśniać
collaborate (with sb) on a project – współpracować (z kimś) nad projektem
● **conduct / carry out an experiment** – przeprowadzić eksperyment
conduct research/studies – prowadzić badania
● **debunk a myth** – obalić mit
establish – ustalić
familiarise yourself with sth – zapoznać się z czymś
find a clue – znaleźć wskazówkę
● **formulate/challenge/confirm a hypothesis** – sformułować/zakwestionować/potwierdzić hipotezę
present research findings – prezentować wyniki badań
publish – opublikować
● **reject/deny a theory** – odrzucić teorię
report your findings – złożyć sprawozdanie z wyników
reverse (the aging) process – odwrócić proces (starzenia się)
share findings – dzielić się wynikami

INVENTIONS | WYNALAZKI

browser extension – rozszerzenie do przeglądarki
● **contact lenses** – soczewki kontaktowe
get a patent – uzyskać patent
● **groundbreaking therapy** – przełomowa terapia
jet engine – silnik odrzutowy
microchip – mikroczip
nuclear fission – rozszczepienie jądra atomu
nuclear fusion – fuzja jądrowa
penicillin – penicylina
printing press – prasa drukarska
● **split the atom** – rozszczepić jądro atomu
steam engine – maszyna parowa, silnik parowy
steel – stal
transistor – tranzystor
waterwheel – koło wodne

USE OF TECHNICAL DEVICES AND INFORMATION AND COMMUNICATION TECHNOLOGIES | KORZYSTANIE Z URZĄDZEŃ TECHNICZNYCH I TECHNOLOGII INFORMACYJNO-KOMUNIKACYJNYCH

COMPUTERS | KOMPUTERY

attach a document – załączać dokument
back up files – robić zapasowe kopie plików
browse – przeglądać, przeszukiwać internet
change a ringtone – zmieniać melodię dzwonka
compress a file – kompresować plik
confirm/enter a password – potwierdzać/wprowadzać hasło
desktop – pulpit
display/screen resolution – rozdzielczość ekranu
download programs – pobierać programy
firewall – zapora sieciowa
behind a ~ – za zaporą sieciową
flash card / memory card – karta pamięci
font size – rozmiar czcionki

get notifications – dostawać powiadomienia
ICT (Information and Communication Technology) – technologie informacyjno-komunikacyjne
inbox – skrzynka odbiorcza
insert a table – wstawiać tabelę
install a application/program – instalować aplikację/program
italics – kursywa
key in – wprowadzić, wpisać
log in/on – zalogować się
lower/upper case – mała/wielka litera
manage files and folders – zarządzać plikami i folderami
memory stick / flash drive /USB drive – pamięć USB
operating system – system operacyjny
predictive text feature – funkcja przewidywania tekstu
QR code – kod QR
recover (your password / a file) – odzyskać (hasło/plik)
redo/undo – cofnąć
register – rejestrować się
reset a password – resetować hasło
(restore) default settings – (przywrócić) ustawienia domyślne
search results – wyniki wyszukiwania
set up – konfigurować
shortcut – skrót
sign in – zalogować się
spreadsheet – arkusz kalkulacyjny
underline – podkreślić
uninstall/reinstall software – odinstalować/zainstalować program ponownie
update/upgrade – aktualizacja
upgrade (software) – aktualizować (oprogramowanie)

DEVICE FEATURES | CECHY URZĄDZEŃ

attractive design – atrakcyjny wygląd
battery-operated – zasilany z baterii
durable – trwały
lightweight – lekki
long battery life – długi czas pracy baterii
obsolete / old-fashioned / out-of-date – przestarzały
portable – przenośny
reception – zasięg
rechargeable – nadający się do ponownego ładowania
~ battery – akumulator
storage space – przestrzeń do przechowywania (tu: danych)
touch screen – ekran dotykowy
up-to-date – aktualny, nowoczesny
user-friendly – przyjazny dla użytkownika

USING SIMPLE DEVICES | UŻYTKOWANIE PROSTYCH URZĄDZEŃ

adapter – przejściówka
adjust – wyregulować
extension lead – przedłużacz
fit into the socket – pasować do gniazdka
plug – wtyczka
plug in – podłączać
remote control – pilot (np. do telewizora)
take apart – rozkładać na części
turn up/down – podgłośnić/ściszyć
unplug – wyjmować wtyczkę, odłączać
wind up – nakręcać

TECHNOLOGICAL OPPORTUNITIES AND DANGERS | SZANSE I ZAGROŻENIA ZWIĄZANE Z TECHNOLOGIĄ

cyberbullying – cyberprzemoc
cybercrime – cyberprzestępczość
depression – depresja
digital detox – detoks cyfrowy
disclose information – ujawniać informacje
distraction – rozproszenie (uwagi)
eight-character password – hasło składające się z ośmiu znaków
encounter a problem – napotkać problem
excessive technology use – nadmierne korzystanie z urządzeń
● **facilitate communication** – ułatwiać komunikację
identity theft – kradzież tożsamości
Internet scam – oszustwo internetowe
leak – wyciek, wyciekać (o danych)
malware – złośliwe oprogramowanie
mental health problem – problem ze zdrowiem psychicznym
monitor (online accounts) – kontrolować (konta w internecie)
online banking service – bankowość internetowa
overwhelming – przytłaczający
phishing – phishing, wyłudzanie danych
piracy – piractwo
safety precautions/measures – środki bezpieczeństwa
security alert – alert bezpieczeństwa
security questions – pytania kontrolne
streaming services – usługi streamingowe
suspicious activity – podejrzane działania
video conferencing – prowadzenie wideokonferencji

FAILURES | AWARIE

blurry – rozmazany
go dead – paść, rozładować się
there's no signal – brak sygnału
blank screen – pusty ekran
broken / out of order – zepsuty
cracked screen – pęknięty ekran
error message – komunikat o błędzie
fuse – bezpiecznik
blow a ~ – spalić bezpiecznik
change a ~ – wymienić bezpiecznik
paper jam – zakleszczenie się papieru
power/electricity cut / blackout – przerwa w dostawie prądu
power surge – przepięcie
spare parts – części zamienne

IDIOMS | IDIOMY

be on the same wavelength (as sb) – nadawać na tych samych falach (jak ktoś)
be up and running – ponownie działać (o urządzeniu)
bells and whistles – bajery, dodatki
blow a fuse – wpaść w szał
bright as a button – bystry, pełen energii
bring/keep sb up to date – informować kogoś na bieżąco, udzielić komuś aktualnych informacji
it's not rocket science – to nie jest wielka filozofia
necessity is the mother of invention – potrzeba jest matką wynalazków
push sb's buttons – celowo kogoś zdenerwować
reinvent the wheel – kombinować, niepotrzebnie szukać nowego sposobu na zrobienie czegoś
run out of steam – opaść z sił, stracić motywację, wypalić się

SCIENTIFIC AND TECHNICAL PROGRESS: RISKS AND BENEFITS | KORZYŚCI I ZAGROŻENIA WYNIKAJĄCE Z POSTĘPU NAUKOWO-TECHNICZNEGO

Artificial Intelligence (AI) – sztuczna inteligencja
atomic bomb – bomba atomowa
automation – automatyzacja
boost the popularity (of science subjects) – zwiększyć popularność (przedmiotów ścisłych)
bring improvements – wprowadzać udogodnienia
chemical/biological weapon – broń chemiczna/biologiczna
cloning – klonowanie
globalisation – globalizacja
green energy – zielona energia
improve the quality of life – poprawiać jakość życia
increase productivity – zwiększać produktywność
keep up to date with the latest research – śledzić najnowsze wyniki badań
lengthen life expectancy – wydłużać przewidywaną długość życia
radioactive contamination – skażenie radioaktywne
revolutionise – zrewolucjonizować
sharpen skills – doskonalić umiejętności
side effect – skutek uboczny
technological and scientific advances/progress – postęp techniczny i naukowy
technological innovation – innowacja technologiczna
transform learning experience – zmienić sposób uczenia się
unethical experiment – nieetyczny eksperyment

PRONOUNCE IT

Noun and verb syllable stress

There are many two-syllable words in English which have the same noun and verb form. For nouns, we often stress the first syllable and for verbs, we often stress the second syllable, e.g.:

- *He's going to record the interview.*
- *My mum has an old Beatles record.*

Be careful! Some words, e.g. *answer* have the same stress for both the noun and verb form. Sometimes moving the stress can change the meaning of a word, e.g.: *object* (n) = a thing, but *object* (v) = to disagree with an idea.

1 12 11 **Listen to the words below. Mark N for noun or V for verb depending on how the speaker pronounces each word.**

1 upgrade ____
2 reject ____
3 conduct ____
4 present ____
5 compress ____
6 insert ____

2 12 12 **Listen and repeat the two ways of pronouncing the words in Exercise 1.**

SETY LEKSYKALNE

1 W zadaniach 1–4 wpisz wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 ____jam____
A simple paper ... caused the printer to stop working, but I was able to fix it and print my report.
There was a huge traffic ... on the ring road and we had to take a detour.
My neighbour gave me a jar of delicious raspberry ... two days ago, and I've already eaten all of it.

2 ____part____
Due to a strike by transport workers, the spare ... we had ordered to repair the scanner was delayed.
His internship at CERN was ... of his research into quantum mechanics.
Initially, I didn't want to take ... in the extracurricular science workshops, but then I actually enjoyed them.

3 ____date____
For doctors, it's important to keep up to ... with the latest research in the field of medicine.
The equipment at the lab was out of ... and had to be upgraded or replaced.
My dad wants me to bring him up to ... on modern technological advances so I made a special presentation for him.

4 ____up____
The bank's new digital payment system has been ... and running for a few weeks and customer feedback has been positive.
Jake had to set ... an email account for his grandmother – she wants to keep in touch with her friends!
My brother has a fancy old watch that he has to wind ... every morning.

TEKST Z WYBOREM WIELOKROTNYM

2 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

MODERN HEALTH TRACKERS

An extensive study has found significant problems with wearable fitness trackers. The research [1]____ the myth that these devices provide reliable results, finding them to be inaccurate by almost 10%. For instance, a target of 6,000 steps might be wrongly recorded as only 5,500. To investigate these inconsistencies, researchers [2]____ an experiment measuring heart rate, calorie burning, and sleep quality. The trackers measured heart rates well and could detect irregular heartbeats, but their calorie tracking was unreliable, with errors up to 30%. Sleep tracking features were [3]____ questionable due to miscalculating the time it takes to fall asleep. These results suggest that users need to be cautious about the information collected by their devices, and not treat it as [4]____ proven data.
Several things affect a device's accuracy, like where it is worn and the algorithms it uses, as well as user factors such as age and skin type. Researchers report that fewer than 5% of wearable fitness trackers [5]____ properly for everything they claim to measure. That's why experts call for universal standards to ensure more reliable results. Another difficulty for the user is the fact that many current models of trackers may soon become [6]____, because the technology is advancing very fast.

1 **A** rejects **B** debunks **C** denies **D** reverses
2 **A** carried out **B** plugged in **C** logged on **D** wound up
3 **A** similarly **B** instead **C** otherwise **D** therefore
4 **A** scientific **B** science **C** scientists **D** scientifically
5 **A** tested **B** had been tested **C** have been tested **D** have tested
6 **A** invalid **B** durable **C** obsolete **D** overwhelming

DOBIERANIE Z PRZEKSZTAŁCANIEM

3 Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

call evident familiar formula popular science

The terms 'theory' and 'hypothesis' tend to be used interchangeably by people who are [1] *unfamiliar* with science, but they have significantly different meanings. A hypothesis is an idea that is [2] *formulated* by a scientist prior to conducting research. Its purpose is to propose an explanation for a phenomenon that can be supported or rejected through experiments.
A theory is an explanation for a phenomenon that is widely accepted among the [3] *scientific* community and supported by data. Theories are confirmed by multiple tests and experiments, and are thus unlikely to change.
To summarise, a hypothesis is an idea, while a theory is backed by [4] *evidence* collected through experimentation. Examples of theories include Einstein's Theory of General Relativity and Copernican Heliocentric Theory.

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

1 Can you imagine life without the Internet?
2 Do you read e-books? Why? / Why not?

UCZEŃ B

1 Do you like doing experiments in Science classes?
2 Which piece of technology do you find the most useful in your daily life?

ZADANIE 1 *Students' own answers*

UCZEŃ A

Namawiasz kolegę/koleżankę z Anglii do zapisania się z tobą na kurs doskonalący umiejętności obsługi komputera, prowadzony zdalnie po angielsku. Poniżej podane są cztery kwestie, które musicie omówić.

Czas trwania i koszt kursu

Wymagania wstępne od uczestników

Potrzebny sprzęt

Oczekiwane korzyści

Rozmowę rozpoczyna uczeń B.

▶ UCZEŃ B STR. 335

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



1 Do you think the boy is studying or playing? Why do you think so?
2 Do you enjoy studying Science? Why? / Why not?
3 Tell us about a situation when technology helped you solve a problem.

ZADANIE 3 *Students' own answers*

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

Przygotowujesz prezentację na temat cyberprzestępczości, którą przedstawisz w ramach szkolnych obchodów Dnia Bezpiecznego Internetu (*Safer Internet Day*). Wybierasz ilustrację na tytułowy slajd swojej prezentacji.

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

1



2



3



UCZEŃ A

1 What safety challenges are connected with using smartphones?
2 What can be done to make people more aware of Internet safety issues?

UCZEŃ B

1 What simple things can everyone do to make using the Internet safer?
2 What are the pros and cons of monitoring children's smartphones and computers by their parents?

01-12 POWTÓRZENIE KUMULATYWNE

SŁUCHANIE

WYBÓR WIELOKROTNY

1 12 13 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.**

W zadaniach 1 i 2 zakreśl jedną z liter: A, B albo C.

Tekst 1

1 According to Jack, his patients only need to

A learn to deal with toothache.
B get comfortable in the chair.
C think about being pain free.

Tekst 2

2 The woman is

A making suggestions about lifestyle changes.
B offering advice to achieve certain health results.
C questioning the man's ability to follow a diet.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Tekst 3

3 May 12 was specifically chosen for International Nurses Day to

A acknowledge the contribution of nurses.
B commend nurses from around the world.
C celebrate nurses from the past.
D honour a famous nurse.

4 Florence Nightingale was sent to the army hospital in order to

A develop some modern nursing methods.
B see if reports about the soldiers were true.
C take charge of the challenging situation.
D find out why there was no medical care.

5 According to the speaker, what was Florence Nightingale's main contribution to healthcare?

A She established the standards for clean, safe hospitals.
B She discovered how diseases could spread in unhygienic conditions.
C She ensured that nurses received appropriate training.
D Her example encouraged others to work in places of danger.

6 Which is the most appropriate title for the talk?

A How nurses save lives
B The impact of Florence Nightingale
C How to join the nursing profession
D Why Florence Nightingale became a nurse

ODPOWIEDZI NA PYTANIA

2 12 14 **Usłyszysz dwukrotnie wywiad na temat honorowych Oscarów. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu.**

1 How have the Oscar awards organisers recently tried to shorten the length of the ceremony?
by limiting speeches to 45 seconds / They have limited speeches to 45 seconds.
2 What were the Honorary Awards originally called?
Special Awards
3 Why was Gary Cooper an unusual Honorary Awards winner?
He had already/previously won an Oscar.
4 According to the speaker, in what way were Peter Weir and Peter O'Toole similar when they won their Honorary Awards?
They had both had several (unsuccessful) Oscar nominations / nominations for Oscars. / They had both been nominated for Oscars without winning. / Neither had won an Oscar before (despite having been nominated / several nominations).

ŚRODKI JĘZYKOWE

SETY LEKSYKALNE

3 W zadaniach 1–5 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 *running*
Stella isn't here at the moment as she's ... a few errands in town.
You're ... a fever, so it's best you call the doctor right now.
The technician fixed the problem and had my computer up and ... in no time.

2 *eye*
Charlie got into a fight with an older boy and got a black ... .
When playing tennis, you must never take your ... off the ball.
The manager's comments about the company's problems hit the bull's ... .

3 *come*
I'm allergic to eggs and I ... out in a rash if I eat them.
A runner collapsed after the race and we splashed water on his face to help him ... round.
Quite a few of the workers are absent today as they have all ... down with the flu.

4 *long*
I'd recommend this phone because it has a ... battery life, so you don't need to recharge it as often.
In the Olympic men's ... jump event, athletes who achieve a distance of 8.15 metres qualify for the final.
The doctors are trying an experimental drug to save the patient, but they know it's a ... shot.

5 *take*
We often ... healthcare for granted, and don't realise how lucky we are to have it.
If you ... preventative measures, like avoiding crowded places, you might be able to avoid the flu.
Youth unemployment will ... centre stage in the debates before the election.

SETY LEKSYKALNE

4 W zadaniach 1–5 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 *turn*

I have problems sleeping and just toss and ... for hours.

Could you ... the music down while I'm trying to concentrate on my studies?

I dislike sailing because I'm always convinced that the wind and waves will ... the boat over.

2 *keep*

Everyone tells me I should ... my chin up but it isn't that easy.

Now that I'm working in the tech industry I have to ... up to date with all the new developments.

The other runners couldn't ... pace with Tom and he won by over 100 metres.

3 *up*

Don't worry, the rash should clear ... within a few days and you'll feel much better.

Why didn't you back ... your files even when you knew your computer was going wrong?

Luke's had an idea for a company that we could set ... together, but it will be expensive.

4 *out*

We have to carry ... the experiment again because we made a mistake when we did it before.

The team did well for an hour but, in the end, they just ran ... of steam.

There's a drinks machine in the gym but it was ... of order, so I couldn't have a cup of coffee.

5 *check*

Sorry I'm late, but I had to ... up on my grandmother because she wasn't answering her phone.

My dad's got a new app which can ... your pulse just by holding the phone next to your wrist.

Before you start shopping, you should ... the balance of your bank account so that you don't get into debt.

TEKST Z LUKAMI

5 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Measuring time

The idea of the day as a unit of time is clearly a part of nature. Even the earliest humans must have [1] *been* aware that time was divided into alternating periods of light and dark. Exactly when people began to divide the day up into smaller units [2] *so* that they could measure time more accurately, however, remains uncertain. According to historians, it was the ancient Greeks that first came up with the idea of the hour, and calculated how many of these made [3] *up* a typical day. The Greeks are also believed to have invented the minute, the subdivision of the hour into smaller units.

Generally speaking, the calculations of the ancient scientists have proved remarkably accurate, even [4] *if* nature itself isn't always completely regular. Slight variations of the Earth's orbit around the sun mean that occasional adjustments to measured time are necessary. In 1972, a leap second [5] *was* introduced and 27 such leap seconds have been added to Coordinated Universal Time since then, with the most recent occurring on December 31, 2016. So far, all these have been positive leap seconds, adding a second to a day, but it is possible for a negative leap second to be needed, though this has not happened yet.

DOBIERANIE Z PRZEKSZTAŁCANIEM

6 Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

accept afford intend invent regard relative

The History of Nutella®

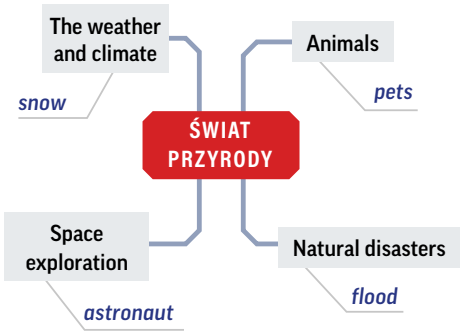
It is often said that necessity is the mother of invention and this could certainly be said of Nutella. In the years after the Second World War, chocolate was a luxury product in Europe that only [1] *relatively* rich people could enjoy. Nutella was the brainchild of Pietro Ferrero, a baker who saw a gap in the market for a(n) [2] *affordable* spread made from hazelnuts that could be eaten on bread, which was cheap and plentiful at the time. Hazelnuts grew in abundance around Alba in northern Italy where Ferrero lived, and the first jar of Nutella left the factory in Alba on April 20, 1964. Nutella soon became popular in Italy, where it [3] *was regarded* as a healthy breakfast item, especially for children. This is still to a certain extent true today as the product boasts of containing no artificial colours or preservatives, although some people are concerned by its high palm oil and sugar content. Ferrero never [4] *intended* to sell Nutella as a chocolate substitute, however, and it soon became a worldwide success in its own right. By 2015, an incredible 365 million tons of Nutella was being consumed annually in 160 countries around the world.

13 ŚWIAT PRZYRODY

SŁOWNICTWO

LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?**
Students' own answers



THE WEATHER AND CLIMATE | POGODA I KLIMAT

2 **Complete the sentences with the words from the box. There are two extra words. What's the weather like today?**

baking bitterly drizzle haze humidity
raging soaring spells torrential

1 When we got out of the plane in Mexico, we could hardly move or breathe as it was ___baking___ hot.
2 New York is known for its high ___humidity___, so prepare to be hot and sticky when you visit in the summer months.
3 It was impossible for us to get to the top of the glacier due to the ___bitterly___ cold gale.
4 The forecast for the week is lots of heavy showers with some sporadic dry ___spells___.
5 Due to the ___raging___ winds the balloon rides have been cancelled for the rest of the day.
6 The ___soaring___ temperatures will be dangerous, so ensure you stay inside and drink lots of water.
7 The ___torrential___ rain has brought floods to the area and many people have lost their homes.

PLANTS | ROŚLINY

3 13 01 **Listen to three speakers. Match the plants from the box to the speakers who are talking about them. There are two extra words.**

ivy reed shrubs thistle weeds

1 ___weeds___ 2 ___thistle___ 3 ___shrubs___

4 **What types of flowers can you see in the photos? Match the words from the box to photos 1–6. There is one extra word.**

carnation daffodil daisy forget-me-not
lily of the valley pansy snowdrop


1 ___snowdrop___


2 ___lily of the valley___


3 ___daisy___


4 ___forget-me-not___


5 ___daffodil___


6 ___pansy___

ANIMALS | ZWIERZĘTA

5 **Complete the groups of animals with the words from the box.**

flock herd pack shoal

1 a ___flock___ of geese
2 a ___shoal___ of fish
3 a ___pack___ of wolves
4 a ___herd___ of cows

6 **Choose the correct words to complete the sentences. Then in pairs, explain the meanings of the idioms.**
Suggested answers:

1 Even though our dog is the biggest one in the neighbourhood, he wouldn't hurt a *bee* / *bird* / *fly*. *used to say that someone is very gentle and is not likely to hurt anyone*
2 After chasing the sheep around the muddy farm, she looked like something the *cat* / *rat* / *dog* dragged in. *to look very dirty or untidy*
3 We viewed several apartments to rent, but need to keep looking as all of them were so small there wasn't enough room to swing a *bat* / *rat* / *cat*. *used humorously to say that an area or room is not very big*
4 You can keep trying to convince me until the *dogs* / *cows* / *bulls* come home, but I won't change my mind. *for a very long time, or for ever*
5 I didn't know anyone at the environment conference, so I felt a bit like a *whale* / *shark* / *fish* out of water. *to feel uncomfortable because you feel you do not belong in a place or situation*

LANDSCAPE | KRAJOBRAZ

7 Choose the correct words to complete the text. Then in pairs, use the words to talk about the area where you live.

Named after the city of Gdańsk that it's adjacent to, the [1]*Cape / Channel /* ***Gulf*** of Gdańsk is the southern [2]*spring /* ***inlet*** */ tide* of the Baltic Sea. Its western part comprises Puck Bay, whilst the south-eastern part comprises the Vistula [3]***Lagoon*** */ Stream / Strait*.

Just 50 km from Gdańsk, you will find Słowiński National Park with its famous shifting sand [4]*meadows /* ***dunes*** */ plains*. Next to the park is Łebsko Lake – the largest coastal lake in Poland. It's north-east of the lake where you'll find the [5]*harbour / peninsula /* ***estuary*** of the Łeba River.

Some 750 km south of Gdańsk and the Baltic Sea is the highest mountain [6]*highlands /* ***range*** */ pole* in Poland – the Tatra Mountains – with the highest [7]***peak*** */ ridge / slope* in Poland, Mount Rysy, reaching 2,499 metres above sea level. At the foot of the mountains is Zakopane, one of the most popular towns in the Podhale region.

ENVIRONMENTAL THREATS AND PROTECTION | ZAGROŻENIA I OCHRONA ŚRODOWISKA NATURALNEGO

8 Complete the table with the words in the box. Which energy sources are the most common in Poland?

biofuel crude oil geothermal energy methane seaweed shale gas unleaded petrol

Renewable energy sources	*biofuel, geothermal energy, methane, seaweed*
Non-renewable energy sources	*crude oil, shale gas, unleaded petrol*

9 13 02 Listen to four speakers. Match the speakers to the statements below. One speaker can be matched to two statements. Then look at the audioscript and find the phrases that helped you choose the correct answers.

This speaker ...

a encourages people to buy products in biodegradable packaging.
b urges people to put a stop to poaching.
c describes a unique way of dealing with air pollution.
d mentions that this activity has an impact on biodiversity.
e thinks that a consumerist lifestyle is harmful to the environment.

1 *e* 2 *d, b* 3 *a* 4 *c*

10 13 02 ŚRODKI JĘZYKOWE Complete extracts 1–4 from the recordings with words formed from the words in brackets. Then listen again and check. What do you think the biggest threat to your local environment is?

1 Some *consumers* (CONSUME) are already aware of this and tend to choose goods that are eco-friendly, but 'green' *consumerism* (CONSUME) needs to be promoted more.
2 These *illegal* (LEGAL) activities of hunting and killing animals are huge contributors to some species becoming extinct. They also change the *variety* (VARY) of wildlife in a given area.
3 Does the lettuce need to be in a(n) *disposable* (DISPOSE) container? Next time you shop, bring your own *reusable* (USE) bags and containers and avoid purchasing pre-packed food.
4 I still think people should do everything they can to reduce their *contributions* (CONTRIBUTE) to polluting the environment by, for example, trying to find *alternative* (ALTERNATE) sources of transport that don't emit fumes into the air that we breathe.

NATURAL AND ECOLOGICAL DISASTERS | KLĘSKI ŻYWIOŁOWE I KATASTROFY EKOLOGICZNE

11 Label the photos below with the words from the box. There are two extra words.

extinction landslide nuclear explosion oil slick soil contamination tsunami typhoon volcanic eruption


1 *soil contamination*


2 *volcanic eruption*


3 *tsunami*


4 *oil slick*


5 *nuclear explosion*


6 *landslide*

12 Complete the table with the words from Exercise 11. Then in pairs, discuss what natural and ecological disasters happen in Poland.

Natural disasters	*landslide, tsunami, typhoon, volcanic eruption*
Ecological disasters	*extinction, nuclear explosion, oil slick, soil contamination*

13 02

13 SŁOWNICTWO

▶ LISTA SŁOWNICTWA STR. 222

SPACE | PRZESTRZEŃ KOSMICZNA

13 **Complete the text with the words from the box. There are two extra words.**

astronaut astronautics exploration launch
Moon outer spacecraft station universe



Alyssa Carson was always interested in space and, when she was three, like many kids that age, she told her parents that she wanted to be a(n) [1] *astronaut*. She pursued her dream and now, at twenty-one, she's well on her way to being sent to [2] *outer* space, Mars to be exact.
Her fascination with space [3] *exploration* started when her dad told her about Neil Armstrong's landing on the [4] *Moon*. Later, she attended NASA's Space Camp, where she got to [5] *launch* into space on a simulator, built a model rocket, and got to know other enthusiasts like her. That's when she realised that her future lay in [6] *astronautics*.
Today, after attending specialist training for astronauts, she's going to be one of the first (and youngest) people to be put into a(n) [7] *spacecraft* and lifted-off to Mars.

GO FOR IT

14 **In small groups, do the task below. Your school wants students to get involved in a project that will help the local environment. You have been given four projects to choose from.** *Students' own answers*

- Choose the one that you think will be most beneficial to the school and local community and say why you chose it.
- Explain what the benefits of the project are and how it will help the community.

1 **Walk + Bike + Roll to School**

Get involved in this exciting programme to help your local environment. During the month of September, every time you don't use a car or public transport to get to school, and walk, bike or roll instead, you will get a point. The school that collects the most points will win bike racks.

2 **Revive green spaces**

Are there any spaces around your school or in your neighbourhood that have been neglected and could use some love? Why not clean them up and plant some flowers, trees, grass, etc. to make them beautiful again?

3 **Count the Rubbish**

Learn where your rubbish comes from, how much of it you generate and how you can reduce it. Spend a day collecting all of your rubbish and organising it into groups: recyclables and non-recyclables. Then count the pieces of rubbish that you collect and compare with other students.

4 **From Farm to Table**

There's no need to buy imported food. Instead, plant and grow fruit and vegetables in your school's garden, without using pesticides or other chemicals. Then either take them home or distribute them within the community.

MÓWIENIE Rozmowa z odgrywaniem roli

13

1 **In pairs, read and compare how many bee facts you know. What else do you know about bees? Why is it important to protect them?** *Students' own answers*



Did you know?

- Bees have five eyes.
- Bees' favourite colour is blue.
- Bees hardly ever sting humans and when they do, they die.
- A bee produces a teaspoon of honey in her lifetime.
- Across Europe nearly ten percent of wild bee species face extinction.
- Without bees, it would cost UK farmers £1.8 billion a year to pollinate their crops.
- A person who looks after bees is called a beekeeper.

TRENING MATURALNY

2 13 03 **Read the task below. In pairs, discuss what you might say about the four topics. Then listen to students doing the task and compare your ideas.** *Students' own answers*

Chcesz zorganizować w szkole Święto Pszczół. Rozmawiasz o swoim pomyśle z kolegą/koleżanką. Poniżej podano cztery kwestie, które musicie omówić. Rozmowę rozpoczyna uczeń B.

- Program imprezy
- Sposoby prezentacji materiałów
- Promocja imprezy
- Potencjalne problemy

3 **Read the tip below. Match responses a–c with interventions 1–3.**

Interventions

1 That sounds good, but I'm not sure people are that bothered about bees. _c_
2 How will you get people to come to your Bee Day? _b_
3 What about if your beekeeper cancels at the last minute? _a_

Responses

a I'm sure another beekeeper would agree to step in.
b I have several ideas for promotion.
c It's our job to make them interested.

Jeśli rozmówca poda w wątpliwość twoje pomysły lub nie zgodzi się z nimi, pamiętaj, by zareagować stosownie do sytuacji, np. udzielić wyjaśnień lub zaproponować inne rozwiązanie. Odpowiedź powinna być naturalna, jak w codziennej rozmowie.

▶ ZESTAW ZADAŃ STR. 225

4 **Read the Useful Phrases box. In pairs, discuss which phrases could be used to introduce the responses a–c in Exercise 3.**

USEFUL PHRASES ▶ STR. 298

Negotiating, providing arguments and alternative solutions

You're right / Right, but ...
I don't know exactly, but ... (I imagine)
Well, that may be so, but ... ✓
I know/see what you mean, but ...
Even if that is so ...
You've got to understand that ...
Or alternatively you could ...
You could/should consider (promoting ...)
Another thing (about / you can do is) ...
I don't see that as a problem. ✓
That's not something I'm worried about. ✓

Explaining something in detail

In other words, ...
In fact, ... / The fact is ...
Well, the thing is ...
One of the (big) problems is that ...
The most important thing you need to know is ...
What I mean / I'm trying to say is ...

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

Exercise 4
1 – c You're right, but / Even if that is so / Well, that may be so, but / I know/see what you mean, but … it's our job to make them interested
2 – b I don't see that as a problem / That's not something I'm worried about … I have several ideas for promotion
3 – a I don't see that as a problem / That's not something I'm worried about … I'm sure another beekeeper would agree to step in.

5 13 03 **Listen again and tick the phrases in the Useful Phrases box which are used in the model role-play.**

6 **In pairs, practise your own version of the role-play about bees.** *Students' own answers*

- Take it in turns to be Student A and Student B.
- Use the same interventions and responses, or your own ideas.
- Use appropriate Useful Phrases to respond, explain and suggest.

ZADANIE MATURALNE

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer (audio + script)

7 **In pairs, do the task below.**

UCZEŃ A

Chcesz przeprowadzić projekt zachęcający młodych ludzi do korzystania z lokalnych obszarów zielonych. Rozmawiasz o swoim pomyśle z kolegą/koleżanką. Poniżej podano cztery kwestie, które musicie omówić. Rozmowę rozpoczyna uczeń B.

- Cel projektu
- Korzyści z obcowania z przyrodą
- Promocja projektu
- Podział zadań przy projekcie

▶ UCZEŃ B STR. 335

13 CZYTANIE Wybór wielokrotny • Uzupełnianie luk

A



1 **In pairs, discuss the pros and cons of living in a house in a quiet country village and a flat in a busy city. Say where you would rather live. Give reasons for your answer.**
Students' own answers

TRENING MATURALNY

2 **Read the paragraph and choose the correct option a–d.**

HOT CITIES

Cities consume a lot of energy (60–80% of global energy resources) and produce about 70% of global carbon dioxide emissions. As urban areas grow, buildings, streets and pavements replace fields, grasslands and forests. And concrete and asphalt absorb more of the sun's energy than the green surfaces they replace. Consequently, urban areas are hotter than their surrounding environments. This is called the urban heat island effect. Unfortunately, this is likely to have catastrophic consequences for urban populations. Around the world heat waves are becoming more common and more severe. By 2050, summertime highs of 35°C might be normal in many cities, and such devastatingly high temperatures could cause as many deaths as all infectious diseases combined.

The text implies that the author is

a little concerned about climate change.
b optimistic about how we can cope with global warming.
c fearful of the changes mentioned in the text.
d hopeful about the progress in fighting climate change.

W niektórych zadaniach trzeba wyciągnąć wnioski z tekstu, by określić nastawienie autora do opisywanego problemu. Aby to zrobić, zwróć uwagę na przymiotniki i przysłówki użyte w tekście i to, jakie podejście do tematu sygnalizują. Wyrazy typu *happily*, *beneficial* czy *marvellous* świadczą o pozytywnym nastawieniu autora, natomiast *unfortunately*, *catastrophic* lub *devastating* o negatywnym.

Elizabeth and her German garden

I love my garden. I am writing in it now in the late afternoon, interrupted by the mosquitoes and the temptation to look at all the new green leaves washed half an hour ago in a cold shower.

This is less a garden than a wilderness. No one has lived in the house, much less in the garden, for twenty-five years, and it is such a pretty old place that the people who might have lived here and did not, preferring the horrors of a flat in a town, must have belonged to that vast number of eyeless and earless persons of whom the world seems chiefly composed. Noseless too – the greater part of my spring happiness is due to the scent of the wet earth and young leaves.

We had been married five years before it struck us that we might as well make use of this place by coming down and living in it. Those five years were spent in a flat in a town, and I was perfectly miserable. While we were wasting our lives there, here was this dear place with dandelions up to the very door, all the paths grass-grown, and in May no one to look at the masses of lilacs, and not a living creature ever entering the empty house except the snakes, which got into the habit of wriggling up the south wall into the rooms. All that was here,–peace, and happiness, and a reasonable life,–and yet it never struck me to come and live in it. At last, in the early spring of last year, [in] the bare garden, [the] smell of wet earth or rotting leaves brought back my childhood with a rush. It was the beginning of my real life, my coming of age. Early March, grey, quiet skies, and brown, quiet earth; leafless and sad and lonely enough out there in the damp and silence, yet there I stood feeling the same pure delight in the first breath of spring that I used to as a child, the five wasted years fell from me like a cloak, the world was full of hope, and I have been happy ever since.

Yet my town acquaintances look upon it as imprisonment. What can life in town offer in the way of pleasure to equal the delight of any one of the calm evenings I have had this month sitting alone at the foot of the steps, with the May moon hanging low over the beeches, and the beautiful silence made only more profound in its peace by the croaking of distant frogs and hooting of owls?

The other day at a party the women after dinner were curious to know how I had endured the winter, snowed up sometimes for weeks.

'But I am quite happy,' I began, as soon as I could put in a word.

'You cannot possibly be happy in the winter entirely alone,' asserted a lady.

'But I am.'

'Your husband ought to bring you to town in the winter.'

'But I don't want to be brought to town.'

'I enjoyed the winter immensely,' I persisted when they were a little quieter; 'I sleighed and skated, and there were shelves full of–' I was going to say books, but stopped. And how could I talk to them of the happiness I felt when the sun shone on the snow?

'It is entirely my doing that we have come down here,' I proceeded, 'and my husband only did it to please me.'

Adapted from Elizabeth von Arnim, *Elizabeth and Her German Garden* (1898)

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

ZADANIE MATURALNE

3 Przeczytaj tekst A. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.

1 Which of these adjectives best describes the author's attitude in this piece?

A nostalgic **B** annoyed
C content **D** defensive

2 Which of these sentences is not true?

A The house where the author lives was empty for a long time.
B The author enjoys her own company.
C The author moved into the house in the springtime.
D The author and her husband bought the house five years ago.

3 What do the author's friends want her to do?

A To spend winters in the town.
B To invite them to a party at her house.
C To arrange for someone to live with her.
D To explain how to keep busy when it snows.

4 What is the main purpose of this text?

A To tell the life story of the author and her husband.
B To describe the pleasures of living in a country house.
C To explain how best to enjoy life in the country.
D To persuade people to move to the country from the city.

TRENING MATURALNY

4 Complete the sentences below to summarise the text in Exercise 2 as precisely as possible. Use up to three words in each gap.

1 Cities are hotter than the countryside as buildings and streets *absorb (the sun's)* heat more than vegetation does.
2 In the year 2050, the inhabitants of many cities could regularly *experience/suffer/witness temperatures* as high as 35°C in the summer.

By uzupełnić luki informacjami z tekstu, zastanów się nad możliwą parafrazą. Na przykład, *consequently = as a result; something might be normal = could regularly happen.*

ZADANIE MATURALNE

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

5 Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu tak, aby jak najbardziej precyzyjnie oddać jego sens. W każdą lukę możesz wpisać maksymalnie pięć słów. Luki należy uzupełnić w języku angielskim.

1 The article is called 'Gardens that go up the way' because the Vía Verde project aims to create gardens on the *pillars/columns which/that hold up / holding up* overhead roads.
2 The plants chosen for the project can cope with hot weather and contaminated air and what's more, they don't require *much water / frequent watering*.
3 It has been demonstrated that city dwellers feel more *relaxed/quiet/calm* when they are surrounded by trees and plants.
4 The project is *(being) financed / supported / paid for / sponsored* by private companies in exchange for providing advertising space for their products and services.

▶ ĆWICZENIA 6–7, STR. 216

B

Gardens that go up the way

Most gardens go across the ground, but in the huge densely populated metropolis that is Mexico City, they're growing plants up the way!

Vía Verde (Green Way) is an environmentally-friendly project that aims to turn at least a thousand ugly grey concrete columns which hold up raised highways running through the city into gardens. Special pockets made from recycled plastic with different plant species planted inside are attached to the sides of the columns. The species are well-adapted to the environment as they have a low level of water consumption and are resistant to heat and pollution. Once the project has been completed, there should be approximately 2.2 million more plants in the city.



This original, ambitious and sustainable project intends to increase the amount of greenery in the city. Since plants absorb CO_2 and give off oxygen, the vertical gardens will hopefully reduce pollution and smog as well as clean the air. The gardens have a self-sufficient irrigation system, which means the plants are watered with rainwater rather than wasting clean drinking water. Vía Verde provides another benefit, too. Many studies have shown that the more greenery a city has, the less its inhabitants suffer from stress and anxiety.

Some people have criticised the project, claiming that it would be cheaper and more efficient just to plant more trees in the city. However, the organisers defend it saying the cost is entirely covered by private businesses which are permitted to advertise on one of every ten columns. Finally, Vía Verde is also helping to rehabilitate prisoners. Their job is to make the pockets which hold the plants. This gives them valuable training and work experience and increases their chances of finding employment in the future.

Vía Verde is a great green way to do several good things all at once.

13 CZYTANIE

6 **SŁOWNICTWO** **Complete the questions with words from the texts. The first letters of the missing words have been given. Then in pairs, do the quiz. Check your answers at the bottom of the page.**

QUIZ

WHAT DO YOU KNOW ABOUT THE PLANET?

ARE THESE STATEMENTS
TRUE OR **FALSE**?

1. One reason that Andean highlanders are so well-a*dapted* to the environment where they live is that they have more oxygen in their blood than lowlanders.
2. In 2020, Denmark, Luxembourg and Switzerland were named the three most environmentally-f*riendly* countries in the world.
3. Apart from walking, electric scooters are the most s*ustainable* form of urban transport.
4. In the USA, the average personal water c*onsumption* is estimated to be about thirty litres per person per day.
5. Manila in the Philippines is the most d*ensely* populated city in the world with over 46,000 people per square kilometre.



7 **SŁOWNICTWO** **In groups, imagine you are on a parks and garden committee whose task is to make your town or city a better place to live. What environmental projects would you recommend and why? Use the phrases in the box to help you and your own ideas.**

Students' own answers

rooftop beehives | urban meadows | vertical gardens

Exercise 4

a Travel missions to Mars may be only a decade away …
b … water is just one of many things that are required to support sustainable agriculture …
c … there's a long way to go before space farming can support a colony …
d Space farming techniques are already being tried out on the International Space Station …

Quiz answers
1 T 2 T 3 F (Bicycles are more sustainable than electric scooters.)
4 F (It's ten to twelve times more than that, between 300 and 380 litres.)
5 T

SŁUCHANIE Dobieranie zdań do wypowiedzi



1 **Complete the list of English names for the planets in the solar system. Which planet, apart from Earth, is most likely to be able to sustain life in the future?** *Mars*

The Sun Me*rcury* V*enus* Earth M*ars*
J*upiter* S*aturn* U*ranus* N*eptune*

2 13 04 **Listen to a lecturer talking about setting up a base on another planet. What is the major challenge she identifies?** *how to feed people / produce food*

TRENING MATURALNY

3 13 04 **Read the tip below, then choose the correct alternative in each case so that all four sentences match the recording. Listen and check.**

Pamiętaj, że kluczowe informacje w nagraniu mogą być wyrażone za pomocą wyrazów o przeciwnym znaczeniu, np. poprzez użycie przeczenia (*do not do sth*), przedrostka zmieniającego znaczenie wyrazu, np. przymiotnika (*likely – unlikely*) lub antonimu (*eventually – soon*).

The speaker …
1. predicts that trips to Mars are *likely* / *unlikely* within ten years from now.
2. explains why the existence of water *is* / *isn't* enough to grow food on Mars.
3. suggests that it will *eventually* / *soon* be possible to grow enough to feed people in space.
4. reports on *past* / *ongoing* experiments in space farming.

4 **Complete the extracts a–d from the recording. Check your answers in the audioscript. Then compare sentences 1–4 in Exercise 3 with extracts a–d and notice how the same meaning is expressed in two different ways.**

a Travel *missions* to Mars *may* be only a *decade* away …
b … water is *just one* of many *things* that are *required* to support sustainable *agriculture* …
c … there's a *long way* to go *before* space *farming* can *support* a colony …
d Space *farming* techniques are *already* being *tried out* on the International Space Station …

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

ZADANIE MATURALNE

5 13 05 **Usłyszysz dwukrotnie cztery wypowiedzi na temat kosmosu. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

The speaker ...

A observes that planets can sometimes be mistaken for spacecraft.
B explains how older spacecraft can cause damage to planet Earth.
C highlights an increasing risk of accidental harm to orbiting spacecraft.
D says that space travel and spacecraft are not the best investments.
E informs how certain spacecraft are equipped for possible contacts.

1	2	3	4
E	C	D	A

6 **SŁOWNICTWO** **Complete the text with the words from the box. There are two extra words. Which facts did you already know?**

atmosphere horizon launches new moon orbit satellites shooting stars solar system spacecraft UFOs

7 **In pairs, look at the list of issues mentioned in the recordings. Discuss whether you think these are problems or opportunities. Give reasons for your answers.**
Students' own answers

- Billionaires financing space tourism
- Natural disasters on Earth
- Growing food on Mars
- Exploring distant planets
- Increasing amounts of space junk
- The International Space Station

LIFE SKILLS | Finding a creative solution

8 **In groups, discuss the questions.** *Students' own answers*

1 Have you ever solved a problem in a creative or original way? How did you think of the solution?
2 Which of these ideas do you think can help you find creative solutions to problems?

- Think of the result you want to achieve and work backwards from that.
- Check out how other people have dealt with the same or similar problems, either online or by asking people you know.
- Think of other problems you've solved and see how those solutions could be adapted to your new problem.

9 **Tell your group about a problem you would like to solve and work together to find a creative solution.**
Students' own answers

FIVE FACTS ABOUT SPACE

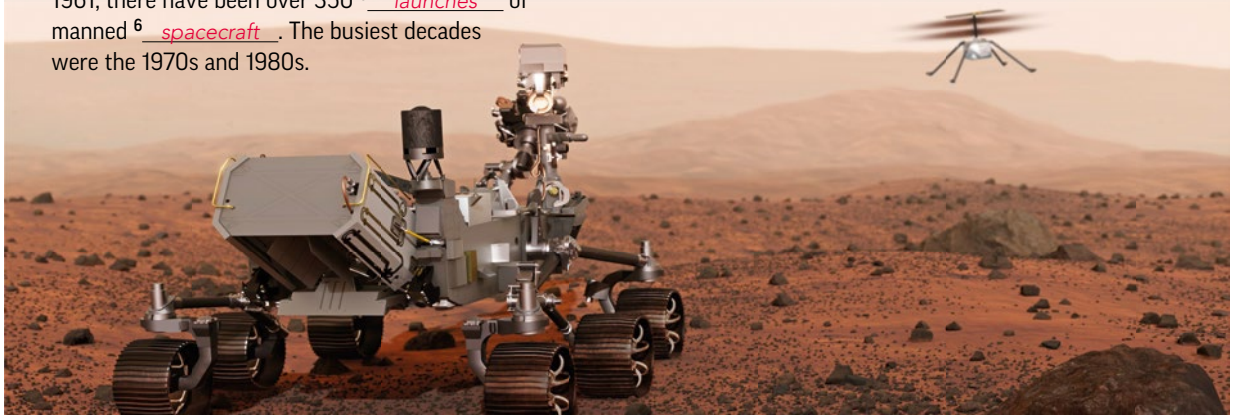
1 Most experts agree that there are eight planets in our [1] *solar system* – not nine. Pluto is not considered to be a true planet.

2 According to the UN there were 7,389 [2] *satellites* in [3] *orbit* around the Earth in 2021. Only about half of these are operational. The others are inactive and likely to eventually break up and burn up in the [4] *atmosphere*.

3 Since Yuri Gagarin became the first man in space in 1961, there have been over 350 [5] *launches* of manned [6] *spacecraft*. The busiest decades were the 1970s and 1980s.

4 Meteors are more commonly known as [7] *shooting stars*. On a dark night, you might see one every fifteen minutes or so. They are fragments of asteroids or comets that burn up as they fly towards the Earth. Most just turn to dust, but larger ones occasionally hit the Earth as meteorites.

5 A(n) [8] *new moon* occurs every twenty-nine and a half days when the Moon is situated between the Earth and the Sun. It marks the beginning of the first lunar phase and symbolises new beginnings.



13 05

13 ŚRODKI JĘZYKOWE Tekst z lukami

GRAMATYKA

A Replace the phrases in brackets with the correct pronouns. Add any other necessary words to form correct sentences.

1 (All people dream) ___Everybody dreams___ of a better life.
2 I'd like to go (to a quiet place) ___somewhere quiet___.
3 (No other thing is) ___Nothing is___ worse than losing your best friend.
4 (All places were) ___Everywhere was___ very crowded.
5 Tom, there is (one person) ___somebody/someone___ on the phone for you.
6 Money is (not good and not bad) ___neither good nor bad___ in itself.
7 You need to get (the signatures of all the people) ___everybody's/everyone's signature___ on the petition.
8 I need to tell you (an important thing) ___something important___.
9 There is (no quiet place) ___nowhere quiet___ in this house to study.

B Choose the correct forms to complete the sentences.

1 My phone is out of battery, I'm afraid. Do you think I could use *your* / [*yours*]?
2 The *performance of Saturday* / [*Saturday's performance*] has been cancelled.
3 I must say you look really good in your [*sister's*] / *sisters'* jacket.
4 The Perkins must be quite wealthy. [*Their*] / *Theirs* car is top of the range.
5 The dog spends most of his time sitting at [*the top of the stairs*] / *the stairs' top*.
6 [*Robert*] / *Robert's* and Christine's house looks dilapidated and unkempt.
7 Peter Johnson is a successful journalist and a good friend of *my* / [*mine*].
8 My [*children's*] / *childrens'* grades improved considerably last term.
9 What do you think of this new girlfriend of *Andrew* / [*Andrew's*]?
10 My *cousin's* / [*cousins'*] cottage in the mountains is very comfortable – they often spend weekends there.

C Complete the sentences with the correct relative pronouns. Sometimes there is more than one correct answer.

1 Robert, ___who___ is a very intelligent boy, wants to take part in a television quiz show.
2 She started crying, ___which___ made the difficult situation even worse.
3 Would you like me to introduce you to the girl ___who/that___ I met yesterday?
4 Częstochowa, ___where___ I went on a school trip, is a very nice place to visit.
5 I would like to see the picture ___which/that___ you brought from France last year.
6 There should be heavy fines for people ___whose___ dogs attack and injure other dogs.
7 Business and Administration is ___what___ Barbara would like to study at university.
8 New Year's Eve is a time ___when___ people reflect on the past year and plan for the year ahead.

▶ ZAIMKI, STR. 282
▶ ZDANIA PRZYDAWKOWE, STR. 283
▶ FORMY DZIERŻAWCZE, STR. 285

TRENING MATURALNY

1 Read the tip below and complete the sentences with one word in each gap.

1 During the meeting with council representatives on a proposed recycling scheme, our suggestions turned out to be more practical than ___theirs___.
2 The ecological activists will ___neither___ leave nor stop protesting until the national government withdraws its decision to build a nuclear plant in the forest near their town.
3 According to the authorities, ___you___ should not dispose of your old electrical equipment in landfills because it does irreparable damage to the environment.
4 The four tourists ___who/that___ set off hiking in torrential rain were very lucky because the weather turned brighter and sunnier in the afternoon and they could go on with their hike.
5 Scientists have found out that two species of eagle are in competition with each ___other___ for the same food.

Czasami, gdy rozwiązujesz zadanie, w którym należy wypełnić luki w tekście, może ci się wydawać, że dodatkowe słowo nie jest niezbędne, a zdanie bez niego jest poprawne językowo. Pamiętaj jednak, że w zadaniu tego typu nie możesz zostawić żadnej luki niewypełnionej.

Spójrz na wskazówki dla zdań w ćwiczeniu 1:

1 jaki zaimek dzierżawczy odnosi się do '*council representatives*'?
2 jaki zwrot oznacza „ani ..., ani"?
3 jaki zaimek bezosobowy pasuje do tej luki?
4 jakie dwa zaimki względne uzupełniają tę lukę?
5 jaki zaimek wzajemny zwykle stosuje się przy opisie relacji dwóch osób, zwierząt lub rzeczy?

2 Complete the sentences with one word in each gap.

1 Meteoroids are tiny pieces of rock or iron that break off when two asteroids collide with ___each___ other.
2 Scientists have managed to protect one of the two species of this bird but the ___other___ one is still on the brink of extinction.
3 I've recently read about the inconsistencies of ___how___ a carbon footprint is measured and reported.
4 Sir David Attenborough, ___who___ is best known for his nature documentaries, keeps warning of the dangers of global warming.
5 In my opinion, ___everything___ possible should be done to bring the excessive use of plastics under control.
6 The CEO should have dealt with the issue ___himself/herself/themselves___ rather than waiting for government regulations.
7 The atmospheres of ___both___ Mars and Venus have similar components to the Earth's.

3 Complete the text with one word in each gap.

WAYS TO SAVE OUR PLANET



Most environmentalists have started to realise that the Earth is in danger. Our planet is facing an unprecedented challenge – all [1] ___its/our/the___ natural resources are very likely to run out in the near future. Moreover, there will be some big changes affecting our everyday lives. As a result of air pollution, [2] ___which___ will continue to pose a major threat to health, many big cities will have become uninhabited by 2100. Some experts are more optimistic and predict that in spite of global warming, most, if not [3] ___all___ high mountains will still be covered in snow in thirty years' time. Both pessimists and optimists, however, are in agreement about one thing: the world's environmental problems will not be solved until governments cooperate with [4] ___one___ another to stop deforestation and redress the natural balance. We as individuals also play a big part in what is happening to the Earth. As it is our consumerist lifestyle that leads increasingly to environmental degradation, only we [5] ___ourselves___ can be blamed for it. It goes without saying that we must all do our bit to protect the environment. We don't have much choice but to ensure environmental sustainability today so [6] ___our___ children will inherit a healthier planet tomorrow.

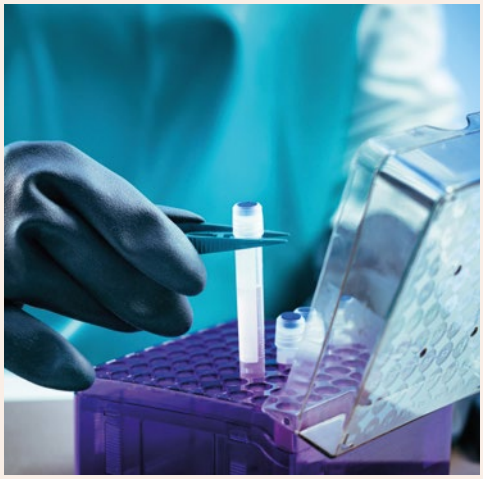
4 In pairs, discuss the opinions and predictions from Exercise 3. Which of them do you think are true and why?

ZADANIE MATURALNE

5 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

EUROPE'S FIRST 'BIOBANK'

Europe is going to store cells from endangered animals in a unique biobank in the hope of saving them from ultimate extinction. The UK-located store, [1] ___which___ is known as Nature's SAFE, will feature cells from species such as the Amur leopard and black rhino. Thanks to e.g. Oxford University researchers, the project [2] ___has___ already secured material from seventeen species to deposit in cryogenic tanks, but there are still many thousands of cells from [3] ___other___ animals in danger to obtain, such as the eastern gorilla and Asiatic black bear. The biobank has been recognised as a charity in the UK and states [4] ___its/their/the___ mission is to preserve live cells for an indefinite time. When an animal dies, tissue samples can be frozen to temperatures of –196°C, and kept for future use. Once defrosted, regenerated cells could [5] ___be___ used for reproductive programmes to restore animal species.



▶ ZADANIA DODATKOWE STR. 224

13 PISANIE List formalny: list do redakcji

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Lokalna gazeta niedawno zamieściła artykuł redakcyjny proponujący przekształcenie nieużywanego boiska w parking krótkoterminowy dla rodziców odwożących dzieci do szkoły. Napisz list do redakcji gazety, w którym skrytykujesz treść artykułu i przedstawisz alternatywną, bardziej przyjazną dla środowiska, propozycję wykorzystanie boiska.

Wypowiedź powinna zawierać od 200 do 250 słów.



1 **Imagine there is some unused land as big as a football pitch in your town. In pairs, talk about ways in which it could be developed. Which would be the best solution?**
Students' own answers

2 **Read the sample task and the model answer above. Find two reasons opposing the newspaper's proposal for the playing field and three reasons in favour of the alternative plan** *Reasons against the newspaper's proposal: it would worsen traffic congestion; it would cause air pollution.*
Reasons in favour of the alternative plan: students could learn about biology and agriculture; students could spend time outdoors; it would provide fresh fruit and vegetables.

TRENING MATURALNY

3 **Complete the Useful Phrases box with words from the model answer.**

Dear Sir/Madam,

I am writing to criticise the recent editorial in your newspaper in which you proposed building a short-stay car park on the unused playing field at Newton High School. I strongly object to this proposal and would like to suggest an alternative plan.

Although it is true there are often traffic jams near the school, I am convinced that building a new car park would do nothing to reduce traffic congestion. On the contrary, I believe it would only encourage more parents to drive their children to school instead of using greener options such as walking, cycling or public transport. As a result both traffic congestion and air quality would probably get worse.

I propose a different solution. Why not use the playing field to create a nature reserve and market garden? Part of the field could be left as it is: a sanctuary for insects, birds and small animals. Another part could be dedicated to growing crops and flowers. This would allow students to learn about biology and agriculture in a practical and enjoyable way while spending time outdoors. It could also provide a source of healthy fruit and vegetables for students and staff.

In these days of climate catastrophe where we should be persuading people to adopt more ecological lifestyles, your suggestion to build a car park seems extremely ill-advised. I strongly urge your newspaper to reconsider your proposal and instead back the plan I have presented here.

Yours faithfully,

XYZ

USEFUL PHRASES

▶ STR. 307

Making proposals

I would like to [1] *suggest* an alternative plan.

I propose a different [2] *solution*.

[3] *Why* not use the playing field to create a nature reserve?

Have you considered (turning it into a nature reserve)?

How about (changing ...)?

Might I suggest that you/they consider (doing something else)?

Accepting proposals

I agree completely with the plan.

The proposal seems both sensible and affordable.

I would like to offer my congratulations.

I would like to congratulate you on your plan to ...

Rejecting proposals

I strongly [4] *object* to this proposal/plan.

This plan / Your [5] *suggestion* seems extremely ill-advised/short-sighted.

Although I can understand why you/they have proposed this, I'm afraid it just won't work.

I wholeheartedly oppose this plan/proposal.

Encouraging someone to change a plan

I strongly [6] *urge* you to reconsider your proposal.

I encourage you/them to change/reverse your/their plans.

I advise you to find a better solution to this problem.

220

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

4 **Use the Useful Phrases to write proposals with these prompts.** *Students' own answers*

1 start a 'cycle to school' group
2 teach gardening at school
3 put a high tax on plastic bottles
4 reduce the number of parking spaces in the town centre
5 give a free e-scooter to all teenagers
6 make it obligatory to get a licence to own a dog
7 subsidise the installation of solar panels on every building
8 ban any new out-of-town shopping centres

5 **In groups, take turns to read out your proposals in Exercise 4. Use the Useful Phrases to accept or reject them and encourage the speaker to change the plans you reject.** *Students' own answers*

6 **Read the exam tip. Write the opening paragraph (about 45 words) of a letter to the editor about one of the topics below.** *Students' own answers*

List do redakcji może zawierać m.in. opis sytuacji, zgłoszenie problemu, sugestię rozwiązania problemu czy też opinię, zwłaszcza gdy jakiś temat wywołuje silne emocje, a poprzez ich wyrażenie można wpłynąć na opinie i działania innych.

List można zacząć:

- zwrotem *Dear Sir/Madam*, jeśli nie wiemy, jak nazywa się adresat,
- nazwiskiem osoby, do której piszemy, np. *Dear Mr Williams*,
- słowami *To the Editor*.

W zakończeniu listu używa się zwrotów:

- *Yours sincerely*, jeśli znamy nazwisko osoby, do której piszemy, lub
- *Yours faithfully*, jeśli nie wiemy, jak nazywa się adresat.

We wstępie listu jasno nakreśl temat i cel korespondencji, tzn. co chciałbyś/chciałabyś za jej pomocą osiągnąć. Możesz również wyrazić emocje, jakie budzi w tobie dana sprawa.

Jeśli list zawiera opinię krytyczną dotyczącą jakiejś propozycji lub działania, po jej wyrażeniu warto przedstawić własną propozycję rozwiązania czy postępowania w danej sprawie. Pamiętaj, by poprzeć swoje zdanie właściwymi argumentami. **Na koniec** podsumuj najważniejsze informacje, jednak bez powtarzania wcześniej użytych zwrotów. W zależności od tematu i treści listu możesz również zwrócić się do adresata z prośbą o podjęcie jakichś działań.

1 Your local newspaper is backing the town council's plan to build new apartment blocks on part of the municipal park.
2 The town council has announced plans to borrow a huge amount of money to build a new four-lane ring road around your town. Your local newspaper recently published an editorial opposing the plans.

7 **In pairs, compare the opening paragraphs you wrote in Exercise 6. Then brainstorm how you could continue each letter.** *Students' own answers*

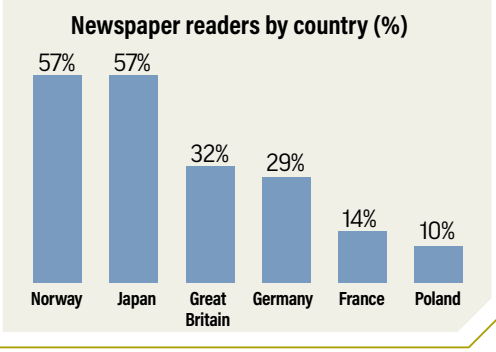
8 **Write a conclusion (about 45 words) to the letter for the topic you wrote about in Exercise 6. Then, in pairs, compare your conclusions.** *Students' own answers*

9 **Read the Culture Bit and answer the questions in groups.** *Students' own answers, e.g. 1 the rise in online video news sources.*

1 What other reasons can you think of to explain the fall in newspaper sales?
2 Why do you think newspapers sales in Poland are so far behind those in Norway?
3 Where do the people in your family get their news from?

CULTURE BIT | Newspapers in the UK

As elsewhere in the world, newspaper sales in the UK have been falling steadily in recent years. The amount spent on newspapers fell from about £4.45 billion in 2005 to about £2.48 billion in 2020. One of the main reasons for this fall is the switch away from reading paper copies to online editions, which are often free for readers and financed by advertising. This trend has affected both quality 'broadsheet' newspapers such as *The Times* and *The Guardian* and popular 'tabloid' newspapers such as *The Sun* and *The Daily Mail*. The circulation of regional and local newspapers has also dropped.
The British, however, remain relatively keen newspaper readers (and letter writers).



10 **Read the task in Exercise 11. In pairs, brainstorm possible criticisms and reasons for them. Then suggest possible reasons why the alternative proposal would be better.** *Students' own answers*

ZADANIE MATURALNE

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

11 **Do the task.**

Lokalna gazeta ogłosiła, że wspiera plan rady miasta, by zwiększyć doroczne dofinansowanie miejscowego ogrodu zoologicznego. Napisz list do redakcji, w którym skrytykujesz treść artykułu i zasugerujesz przeznaczenie pieniędzy na rzecz ochrony zwierząt.

Wypowiedź powinna zawierać od 200 do 250 słów.

13 LISTA SŁOWNICTWA

THE WEATHER | POGODA

baking hot – upalny
bitterly cold – przejmująco zimny
black ice – gołoledź
cloudless – bezchmurny
downpour – ulewa
drizzle – mżawka
dry/sunny spell – okres pogody suchej/słonecznej
dull – szary, pochmurny
freezing – bardzo zimny, lodowaty
gale / gale-force wind – wichura
hail – grad
heat wave – fala upałów
heavy rainfall/snowfall – obfite, silne opady deszczu/śniegu
heavy shower – ulewny deszcz (przelotny)
icicle – sopel (lodu)
haze – lekka mgiełka
overcast sky – zachmurzone niebo
patchy fog – lokalne zamglenia
persistent rain / prolonged rainfall – długotrwałe opady deszczu
precipitation – opady
pick up – wzmagać się (o wietrze)
puddle – kałuża
raging winds – szalejące wiatry
rainstorm – ulewa, nawałnica
scattered showers – miejscowe opady
scorching – skwarny
sleet – śnieg z deszczem
snowdrift – zaspa śniegu
snowfall – opady śniegu
snowstorm/blizzard – zamieć śnieżna, śnieżyca
soaring temperatures – bardzo wysokie temperatury
sweltering – parny, duszny, gorący
thaw – odwilż, topnieć
thunder – grzmot, grzmieć
torrential rain – ulewny deszcz

SEASONS | PORY ROKU

dry season – pora sucha
equinox – równonoc
monsoon/hurricane season – pora monsunów/huraganów
solstice – przesilenie zimowe/letnie
wet/rainy season – pora deszczowa

CLIMATE | KLIMAT

● **atmosphere** – atmosfera
harsh climate – klimat surowy
high humidity – wysoka wilgotność powietrza
maritime/subtropical climate – klimat morski/podzwrotnikowy
microclimate – mikroklimat
moderate/mild climate – klimat łagodny
temperate climate – klimat umiarkowany

PLANTS | ROŚLINY

bloom/blossom – kwitnąć
clover/shamrock – koniczyna
coniferous tree – drzewo iglaste
deciduous tree – drzewo liściaste
evergreen – roślina wiecznie zielona
ivy – bluszcz
moss – mech
nettle – pokrzywa
reed – trzcina
shed leaves – gubić liście
shrubs – krzewy
thistle – oset
weeds – chwasty
wilt – więdnąć
wooded – zalesiony, porośnięty lasem

FLOWERS | KWIATY

carnation – goździk
cornflower – chaber, bławatek
crocus – krokus
daffodil – żonkil
daisy – stokrotka
dandelion – mlecz
fern – paproć
forget-me-not – niezapominajka
heather – wrzos
iris – irys
lilac – bez
lily of the valley – konwalia
orchid – orchidea
pansy – bratek
primrose – pierwiosnek
snowdrop – przebiśnieg

TREES | DRZEWA

beech – buk
birch – brzoza
chestnut – kasztanowiec
fir – jodła
lime – lipa
oak – dąb
pine – sosna
poplar – topola
rowan – jarzębina

PARTS OF PLANTS | CZĘŚCI ROŚLIN

acorn – żołądź
bark – kora
branch – gałąź
bud – pąk
bulb – cebulka
cone – szyszka
needle – igła
petal – płatek
pollen – pyłek
shoots – pędy
stem – łodyga
thorn – kolec
trunk – pień
twig – gałązka

ANIMALS | ZWIERZĘTA

GENERAL TERMS | POJĘCIA OGÓLNE

amphibian – płaz
bird of prey – ptak drapieżny
breed – rasa
carnivore – mięsożerca
carnivorous – mięsożerny
freshwater/sea fish – ryby słodkowodne/morskie
herbivore – roślinożerca
herbivorous – roślinożerny
marsupial – torbacz
predator – drapieżnik
prey – ofiara, żer drapieżnika
rodent – gryzoń

WILD ANIMALS | DZIKIE ZWIERZĘTA

beaver – bóbr
European bison – żubr
hedgehog – jeż
lynx – ryś
porcupine – jeżozwierz
red deer – jeleń
roe deer – sarna
toad – ropucha

BIRDS | PTAKI

cuckoo – kukułka
magpie – sroka
raven – kruk
robin – rudzik
seagull – mewa
sparrow – wróbel
stork – bocian

FISH | RYBY

eel – węgorz
flounder – flądra
haddock – łupacz
pike – szczupak
plaice – płastuga
sole – sola
swordfish – miecznik

INSECTS AND OTHER ANIMALS | OWADY I INNE ZWIERZĘTA

bumblebee – trzmiel
cockroach – karaluch
ladybird – biedronka
flea – pchła
louse – wesz
tapeworm – tasiemiec
tick – kleszcz
woodworm – kornik

GROUPS OF ANIMALS | GRUPY ZWIERZĄT

flock of geese – stado gęsi
herd of cattle/cows – stado bydła/krów
pack of wolves – wataha wilków
shoal of fish – ławica ryb

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

breed – rozmnażać się
graze (on grass) – paść się (na trawie)
hatch – wykluwać się
hibernate – zapadać w sen zimowy
incubate eggs – wysiadywać jaja
lay eggs – składać jaja
mate – łączyć się w pary
migrate – migrować
nest – gnieździć się
pollinate – zapylać
sting – użądlić

IDIOMS | IDIOMY

be/feel like a fish out of water – czuć się nieswojo
chicken out – stchórzyć
let sleeping dogs lie – nie wywołuj wilka z lasu
look like something the cat dragged in – wyglądać jak siedem nieszczęść, być w opłakanym stanie
rain cats and dogs – lać jak z cebra
sb wouldn't hurt a fly – nie skrzywdziłby nawet muchy
till the cows come home – bez końca, w nieskończoność

LANDSCAPE | KRAJOBRAZ

beehive – ul
● **rooftop ~** – ul na dachu
cape – przylądek
channel – kanał, droga wodna
dunes – wydmy
equator – równik
estuary – ujście rzeki
grassland – łąka, obszar trawiasty
gulf – zatoka
harbour – przystań
hemisphere – półkula
highlands – pogórze, obszar górzysty
inlet – przesmyk, odnoga
lagoon – laguna
latitude – szerokość geograficzna
longitude – długość geograficzna
lowlands – niziny
mainland – kontynent
(man-made) lake – (sztuczne) jezioro
meadow – łąka
● **urban ~** – miejska łąka
mountain range – pasmo górskie
peak/summit – szczyt górski
peninsula – półwysep
plain – równina
pole – biegun
the North/South P~ – biegun północny/południowy
prairie – preria
precipice – przepaść, urwisko
ridge – grzbiet
rolling hills – łagodne pagórki
rugged terrain – nierówny teren
spring – źródło
strait – cieśnina, przesmyk
stream – strumień, potok
swamp – bagno
tide – pływ
high/low ~ – przypływ/odpływ
wetland – teren podmokły
wilderness – dzikie obszary
woodland – teren leśny
● **vertical garden** – ogród wertykalny

ENVIRONMENTAL THREATS AND PROTECTION | ZAGROŻENIA I OCHRONA ŚRODOWISKA NATURALNEGO

biodiversity – różnorodność w przyrodzie
carbon footprint – ślad węglowy
in the wild – w naturalnym środowisku
polar ice cap – polarna czapa lodowa
sea level – poziom morza
● **well-adapted to the environment** – dobrze przystosowany do środowiska
variety of wildlife – różnorodność przyrody

LISTA 13 SŁOWNICTWA
● SŁOWNICTWO – SŁUCHANIE ● SŁOWNICTWO – CZYTANIE

ENERGY | ENERGIA

alternative energy sources – alternatywne źródła energii
biofuel – biopaliwo
(crude) oil / petroleum – ropa naftowa
geothermal energy – energia geotermalna
hydroelectric power plant – elektrownia wodna
methane gas – metan
oil refinery – rafineria ropy naftowej
renewable/non-renewable – odnawialny/nieodnawialny
seaweed – wodorosty
shale gas – gaz łupkowy
unleaded petrol – benzyna bezołowiowa
wind turbine – turbina wiatrowa

THREATS TO THE ENVIRONMENT | ZAGROŻENIA DLA ŚRODOWISKA

acid rain – kwaśny deszcz
become extinct – wyginąć
commercial forestry – leśnictwo komercyjne
consumerist lifestyle – konsumpcyjny styl życia
● **consumption** – konsumpcja, zużycie
contaminate – zanieczyszczać
contribution to polluting the environment – wkład w zanieczyszczanie środowiska
● **densely populated** – gęsto zaludniony
disposable containers – pojemniki jednorazowego użytku
endangered species – zagrożony gatunek
fell trees – ścinać, wyrąbywać drzewa
give off oxygen – wydzielać tlen
greenhouse effect – efekt cieplarniany
harmful to the environment – szkodliwy dla środowiska
have a negative impact – wpływać negatywnie
illegal activities – bezprawne działania
invasive species – gatunki inwazyjne
landfill site – składowisko odpadów
log rainforests – wycinać lasy deszczowe
melting of glaciers – topnienie lodowców
overfishing – przełowienie
overpopulation – przeludnienie
poaching – kłusownictwo
pose a major threat to – stanowić poważne zagrożenie dla
soil erosion – erozja gleby
uninhabited – niezamieszkany
waste natural resources – marnować surowce naturalne

PROTECTING THE ENVIRONMENT | OCHRONA ŚRODOWISKA

aware consumers – świadomi konsumenci
biodegradable packaging – opakowanie ulegające biodegradacji
consumerism – konsumpcjonizm
● **eco-friendly / environmentally-friendly** – przyjazny dla środowiska
ecological activist – działacz ekologiczny
energy-saving lighting – oświetlenie energooszczędne
environmental sustainability – stabilność ekologiczna, zrównoważony rozwój
locally grown food – żywność produkowana lokalnie
nature reserve – rezerwat przyrody
reusable container – pojemnik wielokrotnego użytku
sewage treatment – oczyszczanie ścieków
sewage works – oczyszczalnia ścieków
● **sustainable** – nienaruszający równowagi ekologicznej
~ agriculture – rolnictwo zrównoważone
~ development – zrównoważony rozwój
unsustainable – naruszający równowagę ekologiczną
wildlife reserve/sanctuary – rezerwat przyrody

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

absorb – wchłaniać, absorbować
bring sth under stricter control – wprowadzić bardziej surową kontrolę czegoś
conserve (forests/water/energy) – oszczędzać (lasy/wodę/energię)
consume (energy) – zużywać (energię)
generate less pollution – wytwarzać mniej zanieczyszczeń
lower/reduce CO_2 emissions – obniżyć emisję dwutlenku węgla
minimise your impact on the environment – zminimalizować swój wpływ na środowisko
phase sth out – stopniowo coś eliminować z użycia
redress the natural balance – przywrócić naturalną równowagę
reduce traffic congestion – zmniejszać zagęszczenie ruchu
sustain – podtrzymywać

ECOLOGICAL DISASTERS | KATASTROFY EKOLOGICZNE

chemical spillage – wyciek chemikaliów
climate change – zmiana klimatu
deforestation – wycinanie lasów
extinction – wyginięcie, wymarcie
in danger of / at risk of ~ – zagrożony wyginięciem
on the brink of ~ – bliski wyginięcia
ultimate ~ – ostateczne wyginięcie
irreparable damage – szkody nie do naprawienia
nuclear emergency – katastrofa nuklearna
nuclear explosion – wybuch jądrowy
oil slick – plama ropy
oil spill – wyciek ropy
radiation – promieniowanie
exposed to ~ – narażony na promieniowanie
radioactive fallout – opad promieniotwórczy
radioactivity – radioaktywność
(toxic) waste – odpady (toksyczne)
water/soil contamination – skażenie wody/gleby

NATURAL DISASTERS | KLĘSKI ŻYWIOŁOWE

cyclone – cyklon
displace people – wysiedlać ludzi
dormant volcano – uśpiony wulkan
earth tremor – wstrząs ziemi
epicentre – epicentrum
flood – powódź
landslide – osuwisko
overflow – wylać (o rzece)
tsunami/tidal wave – tsunami
typhoon – tajfun
volcanic eruption – wybuch wulkanu

SPACE | PRZESTRZEŃ KOSMICZNA

asteroid – asteroida
astronaut – astronauta, astronautka
astronautics – astronautyka
black hole – czarna dziura
galaxy – galaktyka
● **horizon** – horyzont
in orbit – na orbicie
International Space Station (ISS) – Międzynarodowa Stacja Kosmiczna
● **launch a rocket** – wystrzelić rakietę
lift-off – start (statku kosmicznego)
lift off – wystartować, oderwać się od ziemi (o rakiecie, statku kosmicznym)
lunar phase – faza księżyca
lunar/solar eclipse – zaćmienie księżyca/słońca
● **manned spacecraft** – załogowy statek kosmiczny
meteor – meteor
meteorite – meteoryt
● **orbit sth** – okrążać coś
● **new moon** – nów księżyca
outer space – przestrzeń kosmiczna
rover – łazik
● **satellite** – satelita
● **shooting/falling star** – spadająca gwiazda
● **solar system** – Układ Słoneczny
space exploration – badania kosmosu
space junk/debris – kosmiczne śmieci
● **UFO** – ufo
universe – wszechświat

PRONOUNCE IT

The letter *s*

The letter *s* can be pronounced in many different ways, e.g. */s/ looks*, */ʒ/ television*, */z/ his*, */ʃ/ sugar*. When we use *s* at the end of a plural noun or as a third person singular ending, it can have three possible sounds:

- /s/ after an unvoiced consonant (e.g. *waits*)
- /z/ after a voiced consonant (e.g. *doors*)
- /ɪz/ after /ʃ/, /tʃ/ or /s/ (e.g. *washes*, *misses*)

1 13 06 **Write the third person singular form of the verbs and put the final sound in one of three categories: /s/, /z/ or /ɪz/. Listen, check and repeat.**

absorb breed graze hatch hunt lay nest

2 13 07 **Which word in each group below has a different sound for the letter *s* from the others? Then, listen, check and repeat.**

1 sting wolves monsoon snowdrop
2 emission cloudless blossom wilderness
3 woods highlands stream phase

13 MATURA BOOSTER

ŚRODKI JĘZYKOWE | ZADANIA DODATKOWE

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 Although he looks serious and strict, Simon is actually very easy-going and he *wouldn't hurt a fly* (*nie skrzywdziłby nawet muchy*).
2 The activists argued that the production of single-use plastics *should be brought under stricter control / should be more strictly controlled* (*powinna być surowiej kontrolowana*).
3 The sudden flood in my town last night *would not have done irreparable damage* (*nie wyrządziłby szkód nie do naprawienia*) if the residents had had a chance to prepare for it.
4 The active volcano *poses a major threat to* (*stanowi poważne zagrożenie dla*) the thousands of people living in the area.
5 I'd like to *minimise my negative impact* (*zminimalizować swój negatywny wpływ*) on the environment – I cycle everywhere and buy only locally-sourced food.
6 The fumes emitted by the factory were *more harmful to the environment* (*bardziej szkodliwe dla środowiska*) than all the other types of pollution combined.

TEKST Z LUKAMI

3 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

EARTH DAY

Earth Day is celebrated annually on 22nd April and is an event dedicated to awareness and education about the challenges that our planet is facing. The first Earth Day, [1] *which* was celebrated in 1970, came about when a United States senator, Gaylord Nelson, organised a national demonstration to raise awareness about environmental issues. He [2] *had* seen the catastrophic impact of a huge oil slick in California and was determined to take action.

The impact made by that very first Earth Day was massive, and it resulted [3] *in* the creation of the Environmental Protection Agency in the US and important environmental laws. [4] *Since* then, Earth Day has grown. It has expanded from a US movement into a global one, with over a billion people participating yearly, learning about conservation and the dangers of climate [5] *change* and global warming.

DOBIERANIE Z PRZEKSZTAŁCANIEM

2 Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

threat control reduce extinct consume warn

A NATURAL SOLUTION: WHY SCOTLAND MIGHT NEED WOLVES

Wolves could play a crucial role in reshaping the Scottish Highlands' ecosystem if they were brought back. Since they disappeared from the area around 250 years ago, red deer numbers in Scotland have soared to roughly 400,000, impacting natural forest growth. Red deer feed heavily on young trees, so without intervention, some native tree species could be on the brink of [1] *extinction*. According to researchers, wolves could help revive woodland areas by [2] *controlling* the expanding red deer population. As a result, young trees would flourish and carbon absorption would increase. This natural process could remove up to a million tonnes of carbon, contributing five per cent towards the UK's climate goals.

Scientists from the University of Leeds believe that using nature to solve problems is essential for addressing climate change and biodiversity loss at the same time. However, farming and rural groups have issued a [3] *warning* against the reintroduction of wolves in Scotland. They argue that wolves could [4] *threaten* rural livelihoods by attacking farm animals and posing a danger to people living in remote areas. Opponents of wolf reintroduction give mainland Europe as an example, where wolves kill thousands of farm animals every year.



ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

1 Are there any animals that you are afraid of? Why? / Why not?
2 Where do you think the best places in Poland are for nature lovers? Why?

UCZEŃ B

1 Do you have a pet? If not, would you like to have a pet? Tell us about it.
2 What kind of weather do you like the most? Why?

ZADANIE 1 *Students' own answers*

UCZEŃ A

Wraz z kolegami i koleżankami ze szkoły chcecie zorganizować lokalną akcję sadzenia drzew. Rozmawiasz o tym z kolegą/koleżanką z Wielkiej Brytanii. Poniżej podano cztery kwestie, które musicie omówić.

Cele akcji

Miejsce i czas akcji

Promocja wśród lokalnej społeczności

Przygotowanie

Rozmowę rozpoczyna uczeń A.

▶ UCZEŃ B STR. 335

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



1 What does the woman expect the dog to do?
2 Which do you prefer: dogs or cats? Why?
3 Tell us about a situation when you or someone you know had an interesting experience with an animal.

ZADANIE 3 *Students' own answers*

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

W ramach międzynarodowego projektu przygotowujesz z kolegami i koleżankami plakat na temat skutków globalnego ocieplenia. Masz do wyboru trzy ilustracje do umieszczenia na plakacie informującym o projekcie.

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

1



2



3



UCZEŃ A

1 Who do you think is more responsible for global warming: individual people or governments? Why?
2 How do you think the next generations will be affected by climate change?

UCZEŃ B

1 What can individuals do to help stop climate change?
2 Are people nowadays as concerned about the environment as fifty years ago? Why? / Why not?

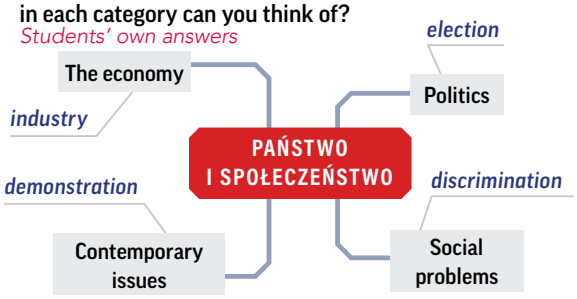
14 PAŃSTWO I SPOŁECZEŃSTWO

SŁOWNICTWO



LOOK BACK

1 **In pairs, look at the categories below. How many words in each category can you think of?**
Students' own answers



STATE | PAŃSTWO

2 **Choose the correct words to complete the sentences. More than one answer might be correct.**

1 Poland's *border* / *neighbouring* countries are: Germany, Czechia (the Czech Republic), Slovakia, Ukraine, Belarus, Lithuania and Russia. Its northern *border* / *line* is with the Baltic Sea.
2 The first *county* / *capital* of Poland was Gniezno, however, since 1596 it's been Warsaw.
3 Poland's current *constitution* / *national identity* was adopted on April 2, 1997, and it confirmed a presidential-parliamentary form of government.
4 As of 2020, there were around 38 million *inhabitants* / *residents* living in Poland and around 6 million Polish *citizens* / *nations* living abroad.
5 Poland's national *song* / *anthem* is called *Poland Is Not Yet Lost* and was written by Józef Wybicki in 1797.

3 **Complete the text with the words in the box. There are two extra words. Then in pairs, cover the text and use the wordpool to say what you know about the Polish government.**

applied Cabinet chancellor courts implement judiciary passes prosecution ratifies resolves state

NON-GOVERNMENTAL AND INTERNATIONAL ORGANISATIONS | ORGANIZACJE SPOŁECZNE I MIĘDZYNARODOWE

4 **Match organisations 1–4 to descriptions a–d. What are the most popular non-governmental or non-profit organisations in Poland?**

1 Doctors Without Borders *b*
2 the International Crisis Group *c*
3 UNESCO *d*
4 UNICEF *a*

a a United Nations agency that provides humanitarian aid to disadvantaged children
b an international non-governmental organisation that provides medical support to people affected by wars, epidemics and natural disasters
c a non-profit international organisation that works to prevent wars and promote peace
d an international organisation that promotes peace through educational, scientific and cultural projects

Poland's Political System

The Polish Constitution of 1997 says that Poland is a democratic [1] *state* with a political system based on the separation of powers. This means that the government is divided into three branches: the legislature, the executive and the [2] *judiciary*. They all have their own responsibilities and are independent of each other, however, they are checks on each other to ensure that there's always a balance of power. Legislative power is attributed to the Parliament, which is composed of two chambers: the lower one which is the Sejm, and the upper one which is the Senate. The legislature [3] *passes* new laws and [4] *ratifies* treaties. Executive power is exercised by the President and the Council of Ministers, also called the [5] *Cabinet*, led by the Prime Minister. The main function of the executive branch is to [6] *implement* laws. Judicial power is vested in the Supreme Court, the Tribunal of State, the Constitutional Tribunal and The [7] *courts* of law. This branch ensures that all laws are [8] *applied* correctly and it also [9] *resolves* any disputes.

SOCIAL EVENTS AND PHENOMENA | WYDARZENIA I ZJAWISKA SPOŁECZNE

5 **ŚRODKI JĘZYKOWE** **Complete the sentences with the words formed from the words in brackets. Which of these issues are most common in Poland?**

1 The ___bribery___ (BRIBE) scandal involving several celebrities in the USA shook the world.
2 Thousands of people will face ___starvation___ (STARVE) unless we take immediate action.
3 South Sudan, Burkina Faso and Niger are among the countries with the highest rates of ___illiteracy___ (LITERATE).
4 One of the indicators of social *equality/inequality* (EQUAL) is income. In the UK, for example, the richest 100 people have the same amount of money as the poorest 18 million.
5 After losing her job and all work-related benefits, she had to rely on social ___security___ (SECURE) until she joined the workforce again.

POLITICS | POLITYKA

6 **Complete the collocations with the words in the box.**

ballots election eligible form government political run support

1 ___form___ a coalition / a government / cabinet
2 gain / win ___support___
3 general / local / presidential ___election___
4 majority / minority ___government___
5 ___political___ leader / scene / system
6 ___run___ a campaign / for office
7 ___eligible___ to join a political party / to vote
8 cast / count ___ballots___

7 **In pairs, discuss how the electoral system in Poland works. Use the words and phrases from Exercise 6 and the illustrations below.** *Students' own answers*



THE ECONOMY | GOSPODARKA

8 **Complete the sentences with the words from the boxes.**

commerce commercial consumer

1 Growing ___consumer___ confidence in the housing market has brought on record-high sales this year.
2 Online ___commerce___ is seeing a surge in the number of shoppers turning to this form of making purchases.
3 The new tax imposed on ___commercial___ enterprises has caused an uproar among business owners.

economical economic economise

4 Spending less money on fuel makes electric cars more ___economical___, despite the initial cost.
5 In order to ___economise___, the company advised its employees not to outsource any work.
6 A sudden increase in inflation and unemployment led to an ___economic___ crisis in the nation.

crash plummet soar

7 House prices will ___soar___ to a record high if we keep seeing demand grow faster than supply.
8 After the sale of the company, we noticed shares ___plummet___ for two weeks before they went back up again.
9 The stock market ___crash___ of 2020 was brought on by the global Covid-19 pandemic.

9 **ŚRODKI JĘZYKOWE** **Complete each set of expressions with one word.**

1 Mike set up a business venture with his brother, but they ___went___ bust last year.
The CEO decided to invest a large portion of their income into new technologies and, as a result, the company ___went___ bankrupt.
2 They had to borrow a lot of money from the bank, but the interest ___rate___ was favourable, so they succeeded in keeping the company afloat.
If the interest you get on your savings is lower than the ___rate___ of inflation, it means that you are losing money.
3 My grandfather was a car mechanic and he joined a ___trade___ union right when he started working.
You might look at the volume of the foreign ___trade___ of a country to evaluate the state of their economy.
4 She has never had a government job, she's always worked in the ___public___ sector.
Some economists say that if you increase ___public___ spending, the economy will improve.
5 There are countries where luxury goods are available only on the black ___market___.
In a free-___market___ economy, anyone can start a company and compete with others for customers.

14 SŁOWNICTWO

▶ LISTA SŁOWNICTWA STR. 238

CONTEMPORARY ISSUES | PROBLEMY WSPÓŁCZESNEGO ŚWIATA

10 14 01 **Read the notes and try to complete the missing words. Then listen and check.**

1 The news report is describing a **r***iot* in the town centre. It began with protesters fighting against the release of the man who allegedly attempted to **a***ssassinate* the prime minister. The police have been forced to use **t***ear* gas and water cannons.
2 After receiving a call about a **h***old*-**u***p* in a bank, the police have found that the incident in fact involved **a***rson*. A witness has testified they saw the **s***uspect* leaving the crime scene with a canister in his hands.
3 The banker was kindnapped and was later held **h***ostage*. The kidnappers were asking for a **r***ansom*. The police managed to **a***rrest* the criminals.
4 The man is describing being **s***talked* by someone. It later appeared that the suspect was a repeat **o***ffender* and had already committed the crime a few times.

11 **Have these words and phrases got the same (S) or a different (D) meaning?**

1 juvenile delinquent | teenage delinquent __S__
2 murder | manslaughter __D__
3 charge somebody with sth | accuse somebody of sth __S__
4 hold somebody in custody | sentence somebody to prison __D__
5 find somebody guilty | plead guilty __D__
6 bully | stalker __D__

HUMAN RIGHTS | PRAWA CZŁOWIEKA

12 **Match the civil liberties from the box to the descriptions. In pairs, put them in order from the most to the least important for you.**

freedom of assembly and association
freedom of conscience freedom of the press
freedom of speech and expression
the right to a fair trial the right to security and liberty

1 You will not be detained or put into prison unless you don't comply with the law. *the right to security and liberty*
2 If you are charged with a crime, you will receive a fair and public hearing, within a reasonable time, by an independent and impartial court. *the right to a fair trial*
3 You can join a political party, trade union or any other group; you can also take part in demonstrations and protests and other public gatherings. *freedom of assembly and association*
4 You are allowed to express your opinions through various methods, including books, magazines, broadcasting, social media, etc., as long as you respect the rights of others. *freedom of speech and expression*
5 News outlets can report information without being controlled by the government or censored. *freedom of the press*
6 You can hold any religious views or beliefs and change them as you please. *freedom of conscience*

Exercise 11
1 S
2 D (murder is deliberate, manslaughter is not)
3 S (charging is formal; accusation isn't usually formal)
4 D (a person can be held in custody before their trial; a person is sentenced to prison after being found guilty)
5 D (a judge/jury can find sb guilty; it is the accused who pleads guilty)
6 D (a bully uses their strength to hurt or frighten a weaker person; a stalker follows and watches another person)

PHRASAL VERBS | CZASOWNIKI ZŁOŻONE

13 **Choose the correct words to complete the sentences.**

1 I wasn't able to afford to go to university by myself, so I had to take *in* / *off* / [out] a loan, which I'm still paying *at* / [off] / *in* today.
2 The government tried to cover [up] / *off* / *in* the voting scandal until it all blew *in* / *off* / [over].
3 As soon as the country came *off* / [out of] / *around* a recession, heavy flooding brought *through* / [about] / *at* a number of new challenges.
4 The two friends decided to set [up] / *on* / *off* a new business venture and all was going well until one of them made *away* / [off] / *of* with all the money.
5 The investor offered to put [in] / *across* / *forward* half a million dollars as start-up costs, but she then went back *at* / *in* / [on] her offer.

IDIOMS | IDIOMY

14 **Complete the idioms in the sentences with the correct forms of the verbs from the box. There are two extra verbs. In pairs, discuss the meaning of the idioms and use them to make five questions. Then ask and answer.**

be come (x2) go have live make take vote

1 After a long investigation, the president's involvement in the corruption scandal __came__ to light.
2 If there is a tie in the competition, the public will __have__ the casting vote.
3 The new restaurant was doing really well, but the pandemic made it __go__ bust.
4 Welcome to the industry awards ceremony. Our CEO will __take__ the floor at 7 p.m., so please take your seats to hear her speech.
5 New regulations regarding parental leave at our company __came__ into force last month.
6 I've been finding it difficult to __make__ ends meet since I was made redundant six months ago.
7 Parents are __voting__ with their feet and keeping their children home from school.

GO FOR IT

15 **In small groups, do the task. Imagine that you and your friends are going to start an NGO. Discuss:**

- the aims of your organisation (what kind of social and economic issues you are going to support),
- how candidates can join your organisation (whether you are going to hold elections for the board),
- your manifesto,
- how you are going to convince people to support your NGO.

Students' own answers

MÓWIENIE Wypowiedź na podstawie materiału stymulującego

TRENING MATURALNY

1 14 02 **In pairs, read the task below and discuss which of the three photos you would choose and why. Then listen to a model answer and compare your ideas.** *Students' own answers*

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

Zdjęcia zostały nadesłane na konkurs organizowany przez lokalne władze, które planują inwestycje mające na celu poprawę jakości życia mieszkańców okolicy. Celem konkursu jest wybranie zdjęcia, które najlepiej zilustruje potrzeby mieszkańców. Która z propozycji, twoim zdaniem, najlepiej spełnia kryteria konkursu?

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

1



2



3



2 **Read three further questions related to the topic in Exercise 1. In pairs, discuss ways in which you could answer the questions.** *Students' own answers*

1 What sort of problems would you like your local government to spend money on?
2 Traffic pollution is a big issue affecting the well-being of urban populations. What can local authorities do about it?
3 What can the government do to improve the well-being of the population?

3 14 03 **Listen and compare the model answers to your ideas in Exercise 2.** *Students' own answers*

▶ ZESTAW ZADAŃ STR. 241

4 14 03 **Read the Useful Phrases box. Then listen to the model answers in Exercise 3 again. Which phrases can you hear?** *All are used apart from 'There is no easy answer to that, but ...'.*

USEFUL PHRASES ▶ STR. 298

Describing a problem

One of the (biggest) problems/issues is ...
The main problem/issue (here) is ...
There is no easy answer to that, but ...
In other words / To be more precise ...

Suggesting solutions

One (obvious) way (of dealing with this issue) is to ...
More to the point is that ...
Another way / An alternative solution would/could be to ...

Speculating

If/Unless ..., it/they would/could(n't) ...

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

▶ ZDANIA WARUNKOWE, STR. 279
▶ CZASOWNIKI MODALNE, STR. 259

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer (audio + script)

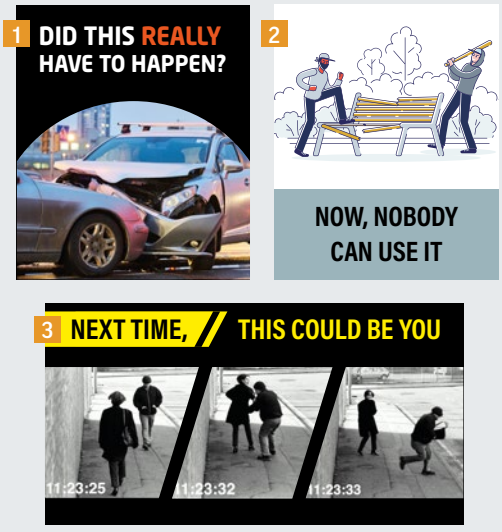
ZADANIE MATURALNE

5 **In pairs, take it in turns to do the task below and answer the questions.**

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

Zdjęcia i ilustracje przedstawiają trzy plakaty promujące lokalną kampanię na rzecz zwiększenia bezpieczeństwa na ulicy. Która z propozycji, twoim zdaniem, najbardziej przemówi do mieszkańców miasta?

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



- What are the most common threats to public safety where you live?
- Is the world around you getting safer or more dangerous?
- What would be the consequences of having video surveillance all over your city or town?

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

14 SŁUCHANIE Uzupełnianie luk

1 **In pairs, rank six of the biggest problems in the world today. What other problems could you add to the list?**
Students' own answers

armed conflict climate change corruption
gender inequality overpopulation poverty

TRENING MATURALNY

2 **Read the tip below and look at the leaflet advertising a local food bank. Decide what type of information you will need to listen out for to complete gaps 1–4.**

Support your local food bank

Who we are
A voluntary bunch of young people located in [1] *a place*.

What we do
We prepare food [2] *an object* for delivery to low-income families.

Why we do it
Many families struggle to feed their children, particularly during [3] *a period of time*. They have also suffered from [4] *a negative phenomenon* and an increase in the cost of housing.



Remember! If you can't eat all your food, someone else will!

Uzupełnij luki w tekście w taki sposób, aby jak najdokładniej oddać sens wysłuchanego nagrania. Pamiętaj, aby wcześniej przeczytać tekst uważnie i zastanowić się, jakiego typu informacji brakuje w zdaniach: daty, czasu, nazwy miejsca, przedmiotu, zjawiska czy grupy osób.

3 14 04 **Listen to an interview with a volunteer teenager and complete gaps 1–4 in the leaflet in Exercise 2.**
1 South London 2 parcels/boxes 3 the school holidays 4 economic downturn/problems / downturn in the economy / decrease in government spending

4 **Read the gapped text in Exercise 5 and predict the type of information that is required to fill each gap.**
Sample answers: 1 an adjective/gerund verb form 2 a noun 3 an adjective 4 a place / a noun

ZADANIE MATURALNE

5 14 05 **Usłyszysz dwukrotnie wywiad z nastolatkiem na temat pewnej teorii ekonomicznej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4. Luki należy uzupełnić w języku angielskim.**

Radio recommendations | Tuesday | 7 p.m.

Teens and their money

In this lively programme, a group of guests discuss economics from a teen perspective. This episode explores new economic models and the first guest talks about Doughnut Economics. Its creator, Oxford academic Kate Raworth, argues that countries which are focused only on [1] *making/generating/producing* profits have got it all wrong. Her model aims to meet people's basic needs without [2] *causing/doing damage* to the planet. The inner ring of the doughnut represents basic necessities such as water, food, shelter etc. and the outer ring represents all the [3] *environmental* considerations. The point is that a healthy economy stays inside the doughnut and doesn't fall into [4] *the hole (in the middle) / the middle* or off the edges of the outer circle. Guests then discuss other models before concluding unanimously that we either change direction now or face economic disaster.

Highly recommended! ★★★★★

6 **SŁOWNICTWO** **In pairs, explain the following terms and phrases from both interviews. You can use the audioscript for more context.**

1 downturn in the economy
2 low-income families
3 fit for purpose
4 government spending
5 food poverty
6 sustainable economy

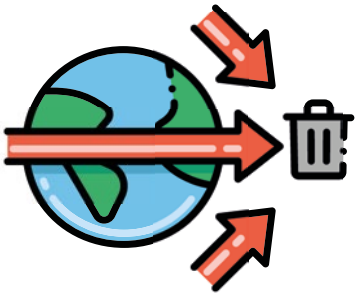
7 **Think about the central idea of Doughnut Economics – that you can meet the needs of everyone without destroying the planet, then read the Culture Bit. In pairs, discuss the questions below and give reasons for your answers.** *Students' own answers*

1 One million UK families rely on food banks to feed their children. What is your opinion on the idea of food banks?
2 Is the gap between rich and poor getting wider or narrower in developed countries? Why do you think so?
3 Is Doughnut Economics a realistic answer to the world's problems? Why? / Why not?
4 Out of the alternatives to a traditional linear economy presented in the lesson, which one appeals to you the most? Why?

Exercise 6
Sample answers:
1 Downturn is the economy contracting.
2 Low-income families are those where the income per household falls below a particular level and they need extra financial support.
3 Well-suited for a specific purpose.
4 Being unable to get enough food due to lack of money.
5 A sustainable economy provides a good quality of life for all within the limits of the planet.

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CULTURE BIT Alternatives to linear economic models



Linear Economy

- A **circular economy** is based on the idea of reusing, mending and recycling existing resources, as opposed to continuously creating new products, increasing pollution and waste (which takes place in a **linear economy**). Although it appears to be based on sustainability, its opponents point out the fact that most circular economy models do not address social issues adequately and that a completely waste-free world is impossible to achieve.



Circular Economy

- A **green economy** applies economic value to natural resources, such as forests or water sources. It is related to green investments, where companies apply funds to environmentally-friendly services or products, as well as promoting renewable energy sources. Critics of the movement feel it does not address climate change issues adequately, by not pushing for change in the prevalent economic system.



Green Economy

TRENING MATURALNY

1 14 06 **Read the tip below and sentences a–c. Then listen to the recording about prisons and choose the correct option.**

The speaker ...

a describes in detail the purpose of prisons before 1800.

b informs listeners how the purpose of prisons has changed over time.

c expresses doubt that prisons will ever fulfil their purpose.

Przed wysłuchaniem całego nagrania warto wyróżnić słowa kluczowe w zdaniach. Tematy wypowiedzi są pokrewne, jednak dzięki słowom kluczowym możesz zorientować się, jakie występują między nimi różnice. Przykładowo, w zdaniach a–c powyżej powtarza się określenie *the purpose of prisons* (temat wypowiedzi), ale pozostałe informacje (np. *before 1800, has changed over time*) różnią się między sobą.

2 **In pairs, discuss how you would describe the type of recording you listened to in Exercise 1 and where you would expect to hear it.** *Students' own answers*

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

ZADANIE MATURALNE

3 14 07 **Usłyszysz dwukrotnie pięć wypowiedzi na temat więzień. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This person ...

A explains the reasons for a career-related choice.

B describes the advantages of an alternative system.

C reports on an incident at a local prison.

D complains about punishments given to prisoners.

E expresses their approval of a story which challenges stereotypes.

F believes the right people can solve difficult problems.

1	2	3	4	5
C	E	A	F	B

4 **In groups, reflect on the comment from Exercise 3. Then discuss the questions.** *Students' own answers*

> Treating someone like a monster will make them behave like one.

- Do you agree with the comment? Why? / Why not?
- What rights should prisoners have / not have when they are serving time?
- What should the main purpose of prisons be in the twenty-first century?

14 CZYTANIE Dobieranie zdań do luk w tekście



Should sixteen-year-olds be able to vote?

How old must you be to be eligible to vote in a national election? In most countries, you have to be at least eighteen years old. In some places, you have to be older. [1] _C_ It was only in 1969 that the voting age here was reduced to eighteen.

In Greece, Indonesia or the Sudan, you can vote when you're seventeen, but the first nation in the world to extend suffrage to sixteen-year-olds was Nicaragua in 1984. Brazil followed in 1988 and now you can vote from the age of sixteen in Argentina, Austria, Ecuador and Malta.

In the UK, the first time that sixteen- and seventeen-year-olds were allowed to vote was in the 2014 referendum on Scottish independence. The experiment was a success, so a year later, a bill was passed unanimously in the Scottish parliament to lower the voting age for both local and parliamentary elections to sixteen. [2] _D_ However, the ruling Conservative party did not follow suit and did not extend the right to vote in British elections. This might seem strange because when the Conservatives hold their own leadership elections, sixteen-year-old party members can vote. Could this inconsistency be explained by the fact that the Conservatives are on the right and young people tend to vote for left-wing parties? [3] _E_ Might the result have been different if they had?

Some politicians argue the young are not mature enough to vote. They say that they don't know enough about politics and would probably just turn up at the polling station and vote the same way their parents do. Others, however, say that if you can get a job, pay taxes and get married (with parental permission) when you're sixteen, you should be able to vote, too.

The Electoral Reform Society, the British Youth Council and the Votes at 16 campaign all support reducing the voting age. [4] _A_ Since young people tend to abstain more than older voters, that would be a good thing for democracy.

What do you think? Should the voting age be lowered to sixteen or not? Send us your views.

1 **In groups, discuss if sixteen- to eighteen-year-olds should be allowed to vote in local, regional or national elections. Give reasons for your answers. Then read the article and say if your opinion has changed or not and why.** *Students' own answers*

TRENING MATURALNY

2 **Choose the correct continuation (a or b) for sentences 1–3.**

1 How did a party that's been in power for so long manage to win yet again?
- **a** In spite of that, their share of the vote went down.
- **b** Perhaps it's because most of the media supports them.

2 I got to the polling station just before it closed.
- **a** I had better hurry or I'll be late.
- **b** If I'd been five minutes later, I wouldn't have been able to vote.

3 The party proposes increasing taxes on high earners.
- **a** One reason they give is that it would boost the economy.
- **b** They haven't yet produced their election manifesto.

Podczas dobierania zdań do luk w tekście pamiętaj, że:
- po pytaniu może nastąpić przypuszczenie (*perhaps, might, may*),
- czasy gramatyczne w kolejnych zdaniach są ze sobą powiązane,
- po opisie czynności lub opinii może pojawić się jej przyczyna (*because, since*).

ZADANIE MATURALNE

3 **Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

A They argue that by involving young people, they will be more engaged in politics and more likely to continue voting in the future.

B However, unless it became clear that it would be a vote-winning strategy, the party is unlikely to add it to their election manifesto in any forthcoming elections.

C For example, in Singapore, Kuwait or Samoa, you can't vote until you're twenty-one. Not so long ago that was the case in the UK, too.

D Wales followed this example and sixteen-year-olds were able to elect candidates to the Welsh Assembly in May 2021.

E Whatever the reason, sixteen- to eighteen-year-olds can't elect MPs to the House of Commons. Nor could they vote in the 2016 referendum that led to the UK leaving the EU.

ALSO AVAILABLE DIGITALLY
For the teacher: Smart key
For the student: Smart hint

4 **In pairs, answer the questions.**
1 & 3 Students' own answers
2 Because young people tend to vote for left-wing parties. / Students' own answers

1 Which country or countries in the text do you think has the best policy on voting age? Why?
2 According to the author, why might the British Conservative party oppose lowering the voting age? Is this true, in your experience?
3 Do you think the voting age in Poland will change in the future? If so, how do you think it will change and would you support or oppose it?

5 **SŁOWNICTWO Choose the correct words to complete the text. Then in pairs, discuss if you agree with the speaker's views on politics and democracy.**

I voted 'No' in the Scottish independence [1]*campaign* / *referendum* in 2014. I was in two minds while I was walking to the [2]*polling* / *voting* station. I was even thinking about [3]*abstaining* / *electing*, but in the end, I voted for Scotland to stay in the UK. However, after Brexit, I changed my mind and now I [4]*declare* / *support* independence. Back then, I wasn't interested in [5]*parliaments* / *politics*. I used to think that all [6]*politicians* / *supporters* were the same. But then I realised that although [7]*democracy* / *leadership* isn't perfect, it's better than all the other systems we've tried. So last year, I became a [8]*conservative* / *member* of a political party for the first time and now I'm going to be a [9]*candidate* / *manifesto* in the forthcoming elections for the city council. I have a great vote-winning [10]*assembly* / *strategy*. What is it? I'm going to be honest and tell the truth.

6 **SŁOWNICTWO Complete the sentences with the correct form of the phrases from the box. Then in pairs, ask and answer the questions.**

be engaged in politics extend suffrage
hold an election pass a bill rule a country

1 Can you think of a policy for which all the political parties in Poland would unite in parliament to *pass a bill* unanimously? Give reasons for your answer.
2 What is the longest time a president or prime minister should be allowed to *rule a country*? Why?
3 When was the most recent *election held* in Poland? What was the result?
4 When was the *suffrage extended* to allow women to vote in Poland?
5 Do you think most people in Poland *are engaged in politics*? Why do you think that is?

LIFE SKILLS | Assessing facts and forming opinions

7 **In groups, discuss how you think people form their political opinions. Use the ideas below and give reasons for your answers.** *Students' own answers*

be influenced by friends
complete political quizzes online or in magazines
follow in their parents' footsteps
go to meetings and rallies
listen to podcasts
read books read newspapers
watch TV or online videos

8 **What do you think are the most reliable sources for political news and information? Give reasons for your answers.** *Students' own answers*

CULTURE BIT | Referendums in the UK

Referendums in the UK are permitted by an Act of Parliament. However, they don't happen very often. So far, there have only been three UK-wide referendums in British history, all relatively recent.

1975
REFERENDUM PURPOSE: to join the European Community (currently the EU).
RESULT: Accepted; over 2/3 of voters voted 'yes'.

2011
REFERENDUM PURPOSE: to change the voting system to make it more proportional.
RESULT: Rejected; under 1/3 of voters voted for change.

2016
REFERENDUM PURPOSE: to leave the EU.
RESULT: Accepted → Brexit; 51.89% voted 'leave' and 48.11% 'stay'.

There have been other referendums in London, North-East England, Northern Ireland and, of course, in Scotland. In 2014, the Scots narrowly voted to stay in the UK. However, since Scotland has been taken out of the EU despite voting decisively to stay in 2016, there is a large and growing demand for another referendum on Scottish independence.



14 ŚRODKI JĘZYKOWE Transformacje zdań

GRAMATYKA

A Write questions about the underlined parts of the sentences below.

1 She has to deal with a lot of paperwork in her job.
What does she have to deal with in her job?

2 The government has given the green light to this project.
Who has given the green light to the project?

3 As the quality of life in the city was going down rapidly, they decided to move house.
Why did they decide to move house?

4 Richard was in two minds about joining the air force.
What was Richard in two minds about?

B Complete indirect questions using the words below.

1 yesterday / no / you / didn't / why / come / idea
I've *no idea why you didn't come yesterday*.

2 me / plane / Paris / lands / time / anyone / what / tell / our / in
Can *anyone tell me what time our plane lands in Paris*?

3 don't / glasses / where / put / my / I / remember
I *don't remember where I have put my glasses*.

4 party / you / you / invite / his / Robert / sure / will / to
Are *you sure Robert will invite you to his party? / you sure you will invite Robert to his party*?

▶ PYTANIA, STR. 287
▶ PYTANIA POŚREDNIE, STR. 288

TRENING MATURALNY

1 Complete the sentences so that they mean the same as the original sentences. Use the words in capitals, but do not change their form. You can use up to five words in each gap.

1 'Has the judge already announced the verdict?' one of the reporters asked. BEEN
One of the reporters asked if *the verdict had already been* announced by the judge.

2 Did your mother find it fulfilling to work for charities? WAS
I wonder *if/whether it was fulfilling for* your mother to work for charities.

3 I'd like to know the number of polling stations in this area. THERE
I'd like to know how *many polling stations there are* in this area.

4 'Have you ever seen such extreme measures being successful?' a journalist asked the officials. THEY
A journalist asked the officials *if/whether they had ever seen* such extreme measures being successful.

5 'Why is the fundraiser going to be postponed until further notice? I really want to know,' said Anna. WHY
Anna really wanted to know *why the fundraiser was going* to be postponed until further notice.

Przeczytaj uzupełnione zdanie jeszcze raz i sprawdź, czy spełnia ono następujące trzy warunki:
- zachowuje sens zdania wyjściowego,
- jest poprawne pod względem ortograficznym i gramatycznym, oraz
- twoja odpowiedź nie przekracza liczby wyrazów określonej w poleceniu.

W zadaniu tym może, ale nie musi, być podany wyraz, którego należy użyć w odpowiedzi.

Pamiętaj, że parafrazując zdanie, musisz w jak najpełniejszy sposób oddać jego pierwotne znaczenie. Staraj się nie pominąć znaczenia żadnego z wyrazów w zdaniu wyjściowym.

2 Complete the sentences so that they mean the same as the original sentences. You can use up to five words in each gap.

1 'Did the opposition leader fully realise the implications of the referendum?' a journalist enquired.
A journalist enquired if the opposition leader *had fully realised* the implications of the referendum.

2 'Are criminals deterred by the prospect of severe punishment? I'm not sure,' said the PM.
The PM wasn't sure *if/whether criminals are/were deterred* by the prospect of severe punishment.

3 'How does the trial process ensure fairness for the defendant?' asked one of the law students.
One of the law students asked how *the trial process ensures* fairness for the defendant.

4 'How quickly will the economy improve after the new laws are passed?' wonders one of the experts.
An expert wonders how quickly *the economy will improve* after the new laws are passed.

3 Match the sentence beginnings to the endings.

1 The inflation rate is forecast to rise in the next few months, __d__
2 Some people don't think that increasing the retirement age is necessary and __b__
3 This politician can sometimes be very economical with the truth, __e__
4 I'm sure our company will soon go bankrupt and __a__
5 The economic recovery isn't likely to be faster than anticipated, __f__
6 Let's keep in mind the fact that the defendant seemed unconcerned, __h__
7 The taxes were not to blame for high housing costs, __g__
8 I'm experienced enough to analyse economic trends, __c__

a so is everybody else.
b neither do I.
c aren't I?
d isn't it?
e can't he?
f is it?
g were they?
h shall we?

4 **Complete the sentences so that they mean the same as the original sentences. Use the words in capitals, but do not change their form. You can use up to five words in each gap.**

1 The moment the troops are withdrawn, the civil war will start again, right? IT

The moment the troops are withdrawn, the civil war will start again, _won't it_?

2 Like Robert, Thomas will not agree to change his citizenship. NEITHER

Robert will not agree to change his citizenship _and neither will_ Thomas.

3 All citizens over 18 should have the right to vote, and convicts too. SO

All citizens over 18 should have the right to vote _and so should_ convicts.

4 The Prime Minister wanted to step down, and the Minister of Defence also wanted to do it. AND

The Prime Minister wanted to step down _and so did_ the Minister of Defence.

5 Your brother voted in the last presidential election, right?

Your brother voted in the last presidential election, _didn't he_? HE

5 **Complete the sentences so that they mean the same as the original sentences. You can use up to five words in each gap.**

QUESTIONS ABOUT CRIME AND PUNISHMENT YOU'VE ALWAYS WANTED TO ASK

1 'Am I allowed to fight back against a mugger?'
I really want to know *if/whether I am allowed* to fight back against a mugger.

2 'How has technology changed the way crimes are committed and solved?'
I wonder *how technology has changed* the way crimes are committed and solved.

3 'What role does forensic evidence play in solving crimes?'
Can I ask *what role forensic evidence plays* in solving crimes?

4 'Is there a correlation between education and criminal behaviour?'
I'd like to know *if /whether there is a correlation* between education and criminal behaviour.

5 'Should juvenile delinquents be tried as adults for their crimes?'
I wonder *if /whether juvenile delinquents should be* tried as adults for their crimes.

6 'How do wrongful convictions affect public trust in the justice system?'
I was wondering *how wrongful convictions affect* public trust in the justice system.

7 'What are the biggest challenges for the criminal justice system now?'
I'm curious *what the biggest challenges are* for the criminal justice system now.

6 **Choose one question in Exercise 5 that you think you know the answer to and one question you would really like answered. Compare your choices in pairs or small groups.** *Students' own answers*

ZADANIE MATURALNE

7 **Uzupełnij drugie zdanie każdego punktu tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.**

1 'Were you taught about the Great Depression in secondary school?' our university professor asked.

Our university professor asked *if/whether we/I had been taught* about the Great Depression in secondary school.

2 My best friend and I don't approve of dishonesty in political campaigns.

I don't approve of dishonesty in political campaigns and *neither does my best* friend.

3 People think the new trade union leader is very good at communicating ideas and opinions.

The new trade union leader *is thought to be* very good at communicating ideas and opinions.

4 When Sandra started secondary school, she thought about becoming a judge – and she's still thinking about it.

Sandra *has been thinking of becoming* a judge since the beginning of secondary school.

5 He didn't resign because he wants to complete his term in office.

He *would have resigned* if he didn't want to complete his term in office.



▶ ZADANIA DODATKOWE STR. 240

14 PISANIE List formalny: list do władz

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Przebywasz na wymianie studenckiej w Wielkiej Brytanii i jesteś członkiem lokalnej trupy teatralnej. Rada miasta niedawno otworzyła nowy ośrodek kultury w budynku byłej fabryki. Napisz do burmistrza list, w którym pogratulujesz otwarcia ośrodka i zaprosisz przedstawicieli władz miasta na przedstawienie organizowane w nim przez twoją trupę.

Wypowiedź powinna zawierać od 200 do 250 słów.

Dear Mayor Smith,

As a member of RYTG (the Redwood Youth Theatre Group), I am writing to congratulate the town council for inaugurating the splendid new cultural centre in the old crisp factory and to invite you to an event we are planning.

I recently rehearsed for the first time in the new centre and I would like to take this opportunity to offer you and the council our most sincere congratulations for creating such a wonderful facility for artists, musicians and actors. Everyone I have spoken to is most impressed with the quality and practicality of the building. I am aware of the issues you faced when developing the centre, in particular, the problem of financing it. However, despite those difficulties you showed great determination to complete the work. We would like to compliment you on a job well done.

On behalf of RYTG, I would like to invite you and all the town councillors to the opening night of our new play *Distractions*. It is a political black comedy set in the near future. We are confident that everyone, especially people like yourself who are involved in politics, will enjoy it immensely. Please find enclosed twenty complimentary tickets for Saturday March 27 at 8 p.m. at the Riverside Cultural Centre.

Hoping you will be able to accept our invitation, we congratulate you again on the work you have done and wish you more successful cultural initiatives in the future.

Yours sincerely,
XYZ

1 **In Poland, what are the responsibilities of the town council, and the national government? Use the ideas from the box to help you.**

courts & justice defence & foreign affairs
museums & cultural centres parks & gardens
policing public health public transport
rubbish collection the electoral system
water & sanitation

Exercise 1
Answers may vary, e.g. defence and foreign affairs is clearly the responsibility of national government and rubbish collection is clearly the responsibility of the town council, other responsibilities can be shared at different levels of government, e.g. policing.

2 **Read the sample text and the model answer above. What particularly impressed the author about the new cultural centre? Why does he believe the mayor will enjoy the play?**

TRENING MATURALNY

3 **Complete the Useful Phrases box with words from the model text.**

Exercise 2
The quality and practicality of the building; the way the mayor and the council solved the problems involved in developing the new centre. Because it is a political play and the mayor is involved in politics.

USEFUL PHRASES ▶ STR. 307

Congratulating others

I am writing to congratulate you on/[1] *for* inaugurating the new centre.
I would like to take this [2] *opportunity* to ...
I would like to offer you my most [3] *sincere* / warmest congratulations.
Please accept my congratulations on/for (completing the work).
Congratulations on your contribution / success.

Praising others

Well done! / We would like to [4] *compliment* you on a job well done.
I am extremely/most [5] *impressed* with the work you have done.
You have shown great [6] *determination* /imagination.
I must compliment you on the success of ... / how well you did.

Wishing others success

I [7] *wish* you more success in the future.
Please accept my best wishes for ...

Formal invitations

On [8] *behalf* of ..., I would like to invite you to ...
We would like to extend an invitation to you to visit ...
We would be delighted if you could ...
We invite you to join us ...
I hope you will be able to attend.

4 **Choose the correct words to complete the sentences.**

1 I wish you more *congratulations* / *success* / *wishes* in the future.
2 I would like to take this *compliment* / *opportunity* / *wish* to thank you for the work you have done.
3 On behalf *for* / *of* / *on* our association, I would like to congratulate you.
4 I would like to *accept* / *offer* / *wish* you my most *delighted* / *sincere* / *warm* congratulations.
5 I must *compliment* / *extend* / *invite* you on your success.
6 Please accept my *congratulations* / *invitation* / *success* on completing the work.
7 We were most *determined* / *imaginative* / *impressed* with what you did.



ALSO AVAILABLE DIGITALLY
For the student: Flashcards

5 **Read the tip. Then, rewrite the letter below so that it is more formal and effective.**

Gdy piszesz list do władz:
- użyj odpowiedniego tytułu adresata listu, np. *Mayor Smith*, *Professor Higgins*, *Prime Minister*,
- we wstępie listu przedstaw się i wyjaśnij powód napisania listu,
- unikaj kolokwialnych wyrażeń i zwrotów, takich jak: *Congrats! Way to go! Great work!*

To: Mayor Jones
From: Jamie

Hey there,

How's it going Mr. Mayor?

Hope it all goes well with that stuff you're doing down by the river. The walkway, I mean. You did great with the new skatepark. Fast and not expensive. We love it. Congrats on doing that, dude.

Cheers

Jamie (Oh, by the way, I'm the secretary of the local skateboarders' club)

6 **In pairs, agree which three situations below are less formal. Then use the Useful Phrases to write a suitable sentence for each situation.**
The less formal situations are 1–3.
Students' own answers

1 Your uncle has just passed his final exams to become a doctor.
2 Your favourite video blogger now has over 100,000 subscribers.
3 A cousin has just been elected student president.
4 A local athlete has won a gold medal at the Olympic Games.
5 A neighbour has just been elected mayor of your town.
6 The president of your regional government has been re-elected.

7 **How often do you and the people you know talk about political issues? Which issues do you find most/least interesting? Discuss in groups.**
Students' own answers

ZADANIE

8 **Do the task.**

Konsulat brytyjski niedawno zorganizował konferencję na temat obecnych problemów politycznych i społecznych w Wielkiej Brytanii, adresowaną do młodych osób. Wydarzenie cieszyło się dużym zainteresowaniem. Napisz list do konsul Wielkiej Brytanii. Pogratuluj organizacji konferencji i zaproś ją do udziału w debacie w twojej szkole na temat angażowania młodzieży w politykę.

Wypowiedź powinna zawierać od 200 do 250 słów.

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Lokalna firma transportowa podjęła decyzję o likwidacji wieczornego kursu autobusowego z centrum miasta do okolicy twojego miejsca zamieszkania. We wpisie na blogu:
- wyraź swoje uczucia na temat zmiany rozkładu jazdy i wyjaśnij, w jaki sposób wpłynie ona na mieszkańców twojej okolicy,
- udziel wskazówek, jak unikać zagrożeń wynikających z wprowadzonych zmian,
- zaproponuj działania, które mogłyby wpłynąć na zmianę decyzji firmy,
- zaproś czytelników na spotkanie, by omówić dalsze działania.

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

Guess what! They've cancelled the late bus from the centre to our neighbourhood.

I'm furious. I used that bus to get to my guitar lessons. Now, if people here can't get a lift or afford a taxi, they'll either have to catch the 8.30 bus or walk home in the dark. And that's dangerous.

I'd never recommend walking home alone, but if you have to do it, take care. Watch out for the streets near the factory. And if I were you, I wouldn't take the tunnel under the railway line. Whatever you do, don't go through the park.

I think we should start a campaign to ask the bus company to reconsider their decision. Perhaps we could write to the newspaper or appear on local TV. Or what about organising a petition?

I've set up an online meeting next Thursday at 7 p.m. to debate what action to take. Please attend if you can and send me more ideas and suggestions.

Exercise 5
Sample answer:
Dear Mayor Jones,
I am the secretary of the local skateboarders' club.
I would like to offer you our congratulations on completing the new skatepark on time and under budget. We are all extremely impressed with the park. It is certainly the best one I have ever seen. Wishing you all the best with the river walkway that you are currently working on.
Yours sincerely,
James Pritchard

ZADANIE MATURALNE

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

1 **Read the sample task and the model answer above, then do the task below.**

Niepokoisz się przypadkami agresywnego zachowania w twojej szkole. We wpisie na blogu:
- opisz przykłady agresywnego zachowania, którego byłeś/byłaś świadkiem,
- wyjaśnij, jakich działań nie należy podejmować podczas kontaktu z agresywną osobą,
- udziel wskazówek, jak reagować w takiej sytuacji,
- zasugeruj zorganizowanie kampanii przeciwko przemocy i zaproś czytelników na spotkanie na ten temat.

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

MY BLOG
Violence seems to be getting worse in our school.

14 LISTA SŁOWNICTWA

SOCIAL EVENTS AND PHENOMENA | WYDARZENIA I ZJAWISKA SPOŁECZNE

accept bribes – przyjmować łapówki
be economical with the truth – nie mówić całej prawdy
bribery – łapówkarstwo
corrupt – skorumpowany, korumpować
corruption scandal – skandal korupcyjny
destitution – nędza, ubóstwo
embezzlement – defraudacja
equal opportunities – równouprawnienie, równe szanse
ethnic prejudice – uprzedzenia na tle etnicznym
evict – wyeksmitować
fairness – sprawiedliwość
favouritism – kumoterstwo
● **food poverty** – niedostatek żywności
illiteracy – analfabetyzm
lack of transparency – brak przejrzystości
live from hand to mouth – klepać biedę
● **low-income family** – rodzina o niskich dochodach
make ends meet – wiązać koniec z końcem
overpopulation – przeludnienie
sleep rough – spać pod gołym niebem
social benefits – świadczenia socjalne
social inequality – nierówności społeczne
social security – opieka społeczna

BASIC CONCEPTS RELATED TO POLITICS AND THE ECONOMY | PODSTAWOWE ZAGADNIENIA ZWIĄZANE Z POLITYKĄ I GOSPODARKĄ

STATE | PAŃSTWO

authorities – władze
balance of power – równowaga sił
bureaucracy / red tape – biurokracja
border – granica
~ sth – graniczyć z
border/neighbouring country – kraj sąsiadujący
capital (of Poland) – stolica (Polski)
citizen – obywatel, obywatelka
citizenship – obywatelstwo
city/town council – rada miejska
city/town councillor – radny, radna
city/town hall – ratusz
civil servant – urzędnik państwowy, urzędniczka państwowa
constitution – konstytucja
adopt the ~ – przyjąć konstytucję
current ~ – obecna konstytucja
county – hrabstwo, powiat
● **democracy** – demokracja
democratic state – państwo demokratyczne
independence – niepodległość
declare ~ – ogłosić niepodległość
gain/win ~ – uzyskać niepodległość
inhabitant/resident – mieszkaniec, mieszkanka
nation – naród
national – narodowy, państwowy
~ anthem – hymn państwowy
~ flag – flaga państwowa
~ identity – tożsamość narodowa
passport office – urząd paszportowy
province – prowincja
separation of powers – podział władz
state – państwo
head of ~ – głowa państwa
tax office – urząd skarbowy

THE LEGISLATURE | WŁADZA USTAWODAWCZA

amendment to the Constitution – poprawka do konstytucji
House of Commons – Izba Gmin
House of Lords – Izba Lordów
House of Representatives – Izba Reprezentantów
legislative power / legislature – władza ustawodawcza
Member of Parliament (MP) – członek parlamentu, poseł/posłanka
parliament – parlament
pass new laws / a bill – uchwalać nowe ustawy/ustawę
ratify – ratyfikować
the Senate – senat

THE EXECUTIVE | WŁADZA WYKONAWCZA

administer the country – rządzić krajem
administration – administracja
Cabinet – rząd, Rada Ministrów
chamber – izba
the lower/upper ~ – izba niższa/wyższa
chancellor – kanclerz
executive power – władza wykonawcza
implement laws – wdrażać ustawy
government – rząd
head of ~ – szef, szefowa rządu
minority ~ – rząd mniejszościowy
mayor – burmistrz
Ministry of Defence/Justice – Ministerstwo Obrony/Sprawiedliwości
president – prezydent
Prime Minister (PM) – premier
rule/govern – rządzić
the Council of Ministers – Rada Ministrów
the Home Office – Ministerstwo Spraw Wewnętrznych
the Foreign Office – Ministerstwo Spraw Zagranicznych

THE JUDICIARY | SĄDOWNICTWO

announce a verdict – ogłosić werdykt
apply the law – stosować prawo
Attorney General – Prokurator Generalny
court of law – sąd
defence – obrona
defendant – oskarżony, pozwany
judge – sędzia
judiciary power – władza sądownicza
jury – ława przysięgłych
prosecution – oskarżenie
prosecutor – prokurator
reach a verdict – uzgodnić werdykt
resolve disputes – rozstrzygać spory
testify – zeznawać
the Constitutional Tribunal – Trybunał Konstytucyjny
the Supreme Court – Sąd Najwyższy
the Tribunal of State – Trybunał Stanu

POLITICS | POLITYKA

● **abstain** – wstrzymać się od głosu
abstention – wstrzymanie się od głosu
aide – asystent, asystentka (np. polityka)
blow over – przycichnąć
bring about – spowodować
● **candidate** – kandydat, kandydatka
casting vote – decydujący głos
come into force – wejść w życie
come to a head – osiągnąć punkt krytyczny
come to light – wyjść na jaw
confidential – poufny
conservative – konserwatywny
conspiracy/plot – spisek
constituency – okręg wyborczy
count/cast ballots – liczyć/oddawać głosy
cover sth up – zatuszować coś
elect – wybierać
dissolve parliament – rozwiązać parlament
election – wybory
general ~ – wybory powszechne
hold an ~ – zorganizować wybory
local ~ – wybory samorządowe
presidential ~ – wybory prezydenckie
eligible to vote / join a political party – uprawniony do głosowania / mający prawo wstąpić do partii politycznej
form a coalition – utworzyć koalicję
form a government/cabinet – utworzyć rząd
fundraising – zbieranie funduszy
gain/win support – zdobyć poparcie
go back on – wycofać się z
hear evidence – wysłuchać zeznań
high treason – zdrada stanu
impeach – postawić w stan oskarżenia
impeachment – impeachment, postawienie w stan oskarżenia
internal politics – polityka wewnętrzna
landslide election victory – przytłaczające zwycięstwo w wyborach
left wing – lewicowy
majority – większość
~ government – rząd większościowy
● **member** – członek, członkini (np. partii)
minority – mniejszość
multi-party system – system wielopartyjny
opposition leader – lider, liderka opozycji
political – polityczny
~ leader – przywódca polityczny, przywódczyni polityczna
~ scene – scena polityczna
~ system – system polityczny
● **politician** – polityk, polityczka
● **politics** – polityka (działalność publiczna)
be engaged in ~ – być zaangażowanym w politykę
● **polling station** – lokal wyborczy
preliminary election – prawybory
put sth forward – wystąpić z czymś, zaproponować
re-election – reelekcja
● **referendum** – referendum
resign – złożyć rezygnację
right wing – prawicowy
run a campaign – prowadzić kampanię
run for office – kandydować na urząd
serve a term – sprawować kadencję
social democratic – socjaldemokratyczny
● **support** – wspierać
step down – złożyć rezygnację (ze stanowiska)
take the floor – zabrać głos
term – kadencja
vote for – głosować na
vote with your feet – dać wyraz dezaprobacie (opuszczając salę, wycofując się, rezygnując z czegoś)
voter – wyborca
floating ~ – niezdecydowany wyborca
● **vote-winning strategy** – strategia zdobywająca głosy (wyborców)
win sb over – pozyskać kogoś, przekonać kogoś

THE ECONOMY | GOSPODARKA

come out of (a recession) – wyjść z recesji
commerce – handel
commercial enterprise – przedsiębiorstwo handlowe
consumer confidence – zadowolenie z sytuacji ekonomicznej
corporate sector – sektor korporacyjny
currency – waluta
common ~ – wspólna waluta
decrease / drop / go down / fall (by 50%) – spaść, zmniejszyć się (o 50%)
decrease/fall – spadek
demand – popyt
● **downturn in the economy** – spadek, schyłek koniunktury
economic crisis – kryzys gospodarczy
economic growth – wzrost gospodarczy
economic recovery – uzdrowienie gospodarki
economical – oszczędny
economics – ekonomia
economise – oszczędzać, oszczędnie gospodarować
economist – ekonomista, ekonomistka
expenditure – wydatki
● **fit for purpose** – spełniający założenia
foreign trade – handel zagraniczny

free-market economy – gospodarka wolnorynkowa
GDP (gross domestic product) – PKB (produkt krajowy brutto)
go bankrupt – zbankrutować
go bust – zbankrutować
income – dochód
increase borrowing – zwiększyć zadłużenie
increase / grow / go up / rise (by 50%) – wzrosnąć, zwiększyć się (o 50%)
increase/rise – wzrost
industry – przemysł
inflation – inflacja
rate of ~ – stopa inflacji
interest rate – poziom oprocentowania
international trade – handel międzynarodowy
investment – inwestycja
market – rynek
black ~ – czarny rynek
free ~ – wolny rynek
pay off (debts) – spłacić (długi)
plummet – gwałtownie spadać
private/public sector – sektor prywatny/publiczny
provide new jobs – tworzyć nowe miejsca pracy
public debt – dług publiczny
● **public spending / government spending** – wydatki publiczne
reduce taxes – obniżyć podatki
set up (a business venture) – założyć (przedsiębiorstwo)
soar – iść w górę
stock market crash – krach na giełdzie
supply and demand – podaż i popyt
● **sustainable economy** – gospodarka zrównoważona
the Great Depression – Wielki Kryzys
trade union – związek zawodowy

NON-GOVERNMENTAL AND INTERNATIONAL ORGANISATIONS | ORGANIZACJE SPOŁECZNE I MIĘDZYNARODOWE

benefactor – dobroczyńca
Doctors Without Borders – Lekarze Bez Granic
International Crisis Group – Międzynarodowa Grupa Kryzysowa
NGO (non-governmental organisation) – organizacja pozarządowa
public-spirited – obywatelski, społecznikowski
UNESCO (United Nations Educational, Scientific and Cultural Organisation) – UNESCO (Organizacja Narodów Zjednoczonych do spraw Oświaty, Nauki i Kultury)
UNICEF (United Nations Children's Fund) – UNICEF (Fundusz Narodów Zjednoczonych na rzecz Dzieci)

CONTEMPORARY ISSUES | PROBLEMY WSPÓŁCZESNEGO ŚWIATA

WAR AND CONFLICT | WOJNA I KONFLIKTY

armed conflict – konflikt zbrojny
assassin – zamachowiec
assassinate sb – dokonać zamachu na kogoś
break off (talks/negotiations) – zerwać (rozmowy/negocjacje)
casualty – ofiara
civil war – wojna domowa
give in – poddać się, ustąpić
military coup – przewrót wojskowy
outbreak (of war) – wybuch (wojny)
(peace) treaty – traktat (pokojowy)
riot – zamieszki
(send in / withdraw) troops – (wysłać/wycofać) oddziały wojskowe
shell-shock – wstrząs psychiczny wywołany przez ostrzał artyleryjski
tear gas – gaz łzawiący
uprising – powstanie
water cannon – armatka wodna
weapons of mass destruction – broń masowego rażenia

CRIMES AND CRIMINALS | PRZESTĘPSTWA I PRZESTĘPCY

armed robbery – napad z bronią w ręku
arson – podpalenie
arsonist – podpalacz, podpalaczka
ask for a ransom – domagać się okupu
attempted murder/burglary – próba zabójstwa/włamania
blackmail – szantaż; szantażować
blackmailer – szantażysta, szantażystka
breach of the peace – zakłócenie porządku publicznego
bully – prześladowca, prześladowczyni
crime scene/scene of the crime – miejsce popełnienia przestępstwa
cyberbullying – prześladowanie w internecie, cyberprzemoc
falsify – sfałszować
force a window / a door – wyważyć okno/drzwi
forge – podrobić
forgery – fałszerstwo, falsyfikat
genocide – ludobójstwo
hijack – porwać (np. samolot)
hijacking – porwanie (np. samolotu)
hold-up – napaść z bronią w ręku
hold sb hostage – przetrzymywać kogoś jako zakładnika
identity theft – kradzież tożsamości
juvenile/teenage delinquent – młodociany przestępca
looter – grabieżca
manslaughter – nieumyślne spowodowanie śmierci
misappropriate (public funds) – sprzeniewierzyć (pieniądze publiczne)
misdeed – występek
mugger – bandyta uliczny
mugging – rozbój, napaść uliczna
offender – przestępca, przestępczyni
repeat ~ – recydywista
petty crime – drobne przestępstwo
stalking – nękanie
testify – zeznawać
vandalise – zdewastować

LAW ENFORCEMENT | EGZEKWOWANIE PRAWA

accuse sb of sth – oskarżyć kogoś o coś
alibi – alibi
appeal against (a conviction) – odwoływać się od (wyroku skazującego)
arrest a criminal – aresztować przestępcę
charge sb with sth – oskarżyć kogoś o coś
conspiracy theory – teoria spiskowa
convict – skazany
convict sb of sth – skazać kogoś za coś
criminal trial – proces karny
eligible for parole – uprawniony do ubiegania się o zwolnienie warunkowe
circumstantial evidence – poszlaki
find sb guilty/innocent of sth – uznać kogoś za winnego / za niewinnego czegoś
hold sb in custody – przetrzymywać kogoś w areszcie śledczym
imprison – uwięzić
interfere with witnesses – wpływać na świadków
launch an inquiry – rozpocząć dochodzenie
make off – uciekać
plead guilty / not guilty / innocent – przyznać / nie przyznać się do winy
power of attorney – pełnomocnictwo
prison term – kara pozbawienia wolności
search warrant – nakaz rewizji
sentence sb to sth for (a crime) – skazać kogoś na (karę) za (przestępstwo)
stand trial – stanąć przed sądem
suspect – podejrzany
suspend a sentence – zawiesić wyrok
try – sądzić, rozpatrywać sprawę w sądzie

HUMAN RIGHTS | PRAWA CZŁOWIEKA

comply with the law – postępować zgodnie z prawem
law-abiding citizen – praworządny obywatel, praworządna obywatelka
censorship – cenzura
civil liberties – swobody obywatelskie
emancipation – emancypacja
extend suffrage – rozszerzyć prawo do głosowania
fair trial – sprawiedliwy proces
freedom of assembly – wolność zgromadzeń
freedom of association – wolność zrzeszania się
freedom of conscience – wolność sumienia
freedom of religion – wolność religii
freedom of speech and expression – wolność słowa
freedom of the press – wolność prasy
presume sb innocent – uważać kogoś za niewinnego
prove sb guilty – udowodnić czyjąś winę
rights of the accused – prawa oskarżonego
the right to a fair trial – prawo do sprawiedliwego procesu
the right to bear arms – prawo do noszenia broni
universal suffrage – powszechne prawo wyborcze
violate sb's rights – naruszać czyjeś prawa

PRONOUNCE IT

Linking /r/

The letter *r* is pronounced when it comes after a vowel sound at the end of a word and the next word starts with a vowel sound (e.g. *car accident*).

1 14 08 **Practise saying the underlined words below, then the whole phrases. What is the difference in pronunciation? Listen and repeat the individual words and the phrases.**

1 ask <u>for</u> a ransom
2 take the <u>floor</u> at 9 a.m.
3 the <u>power</u> in question
4 <u>Member</u> of Parliament

2 14 09 **Which phrases link together with an /r/ sound? Listen and practise saying the phrases.**

1 more arrests
2 run for office
3 border a country
4 their vote
5 power of attorney
6 they are armed

14 MATURA BOOSTER

ŚRODKI JĘZYKOWE | ZADANIA DODATKOWE

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 The witnesses were clearly *economical with the truth / not telling the whole truth* (*nie mówili całej prawdy*) and the police couldn't take the case to court.

2 If the opposition leader *does not manage to form* (*nie zdoła utworzyć*) a cabinet soon, there will be a new election.

3 The judge *sentenced the defendant/accused to prison* (*skazał oskarżonego na karę pozbawienia wolności*) for misappropriating public funds.

4 We asked *an/the economist if there was/had been* (*ekonomistkę, czy był*) a stock market crash before the Great Depression because we need the information for our project.

5 The jury *found her guilty of forgery* (*uznała ją za winną fałszerstwa*) and didn't believe her explanation that she hadn't been aware that she had broken the law.

TRANSFORMACJE ZDAŃ

2 Uzupełnij drugie zdanie każdego punktu tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 I got the impression that someone was observing us.
I got the impression that we *were being observed*.

2 People believe that it was the previous government that should have reduced unemployment.
People blame the previous government *for not reducing / for not having reduced* unemployment.

3 It's a shame the local authorities didn't consult their decision with the community.
If only *the local authorities had consulted* their decision with the community.

4 Will there be any new jobs in the public sector next year?
I'd like to know *if/whether there will be any* new jobs in the public sector next year.

5 What is the suspect accused of?
Could you tell me *what the suspect is charged* with?

TEKST Z LUKAMI

3 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i gramatycznie poprawny tekst.

VOLUNTEERING LEAVE: A WIN-WIN FOR WORKERS, BUSINESSES AND SOCIETY

Imagine having 35 hours a year to spend volunteering for your community, without having to give up your job or go on leave. It [1] *would* be like getting paid time off, basically, while gaining new skills and experiences at the same time. That's exactly what Dwayne Fields, the Chief Scout (the leader of the Scouts organisation in the UK), is calling for – flexible leave for volunteering that could be taken in hourly segments [2] *rather* than full days.

Fields believes that volunteering benefits both individuals and society. It helps build confidence, strengthen friendships, and improve overall well-being. Those who volunteer tend to be happier, [3] *which* in turn leads to increased productivity at work. Fields speaks from personal experience, crediting his involvement in the Scouts with helping him avoid a dangerous path in his youth.

Economist Andy Haldane backs the idea, arguing that structured volunteer programmes could help people develop useful skills and improve their situation on the job market. According to him, if such a policy were to [4] *come* into force, it could boost business productivity and strengthen the economy.

The hope is that the long-term benefits of volunteering will win [5] *over* business leaders and policymakers, convincing them that this initiative is a smart investment for society.

TRANSFORMACJE ZDAŃ

P

4 Uzupełnij drugie zdanie każdego punktu tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Do you know their reasons for demonstrating in front of the Parliament now?
Do you know why *the protesters / they / people are demonstrating* in front of the Parliament now?

2 The authorities should really do something about the traffic jams in the city.
It's high time *the authorities did* something about the traffic jams in the city.

3 People have reported fifteen acts of vandalism to the police since the riots started.
Fifteen acts of vandalism *have been reported* to the police since the riots started.

4 Is speeding the most common cause of road accidents?
I wonder *if/whether speeding is* the most common cause of road accidents.

5 We didn't vote for those politicians again because they'd failed us.
We *'d/would have voted* for those politicians again if they hadn't failed us.

ROZMOWA WSTĘPNA *Students' own answers*

W parach odpowiedzcie na pytania.

UCZEŃ A

1 Would you like to be a politician? Why? / Why not?
2 Do you follow the news? Why? / Why not?

UCZEŃ B

1 Do you like watching crime films? Why? / Why not?
2 Is Civics an interesting subject for you? Why? / Why not?

ZADANIE 1 *Students' own answers*

UCZEŃ A

Mieszkanie, które wynajmujesz za granicą, zostało właśnie okradzione. Pół godziny później rozmawiasz o tym ze współlokatorem/współlokatorką. Poniżej podano cztery kwestie, które musicie omówić.

Okoliczności włamania

Skradzione przedmioty

Szkody w mieszkaniu

Dalsze postępowanie

Rozmowę rozpoczyna uczeń A.

▶ **UCZEŃ B** STR. 335

ZADANIE 2 *Students' own answers*

Opisz zdjęcie i odpowiedz na pytania.



1 How do you think the children could help the volunteers ?
2 Is donating money to a charity a good idea? Why? / Why not?
3 Tell us about a situation when you or someone you know helped a person in need.

ZADANIE 3 *Students' own answers*

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

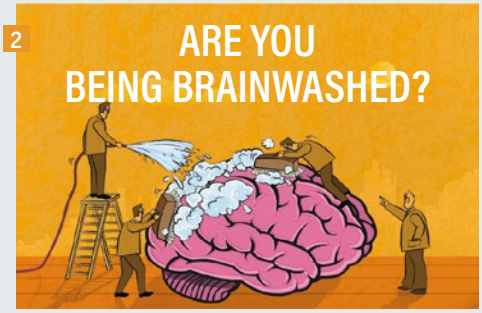
Wspólnie z uczniami ze szkoły w Szkocji bierzecie udział w kampanii zachęcającej do ostrożnego i krytycznego podejścia do informacji znajdowanych w środkach masowego przekazu. Opracowaliście trzy propozycje plakatów reklamujących waszą kampanię.

- Wybierz plakat, który będzie, twoim zdaniem, najbardziej odpowiedni i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



UCZEŃ A

1 Why do some people believe uncritically in what they find online?
2 Should spreading fake news in social media be punished? Why? / Why not?

UCZEŃ B

1 Are conspiracy theories dangerous? Why? / Why not?
2 Is lying ever acceptable? Why? / Why not?

01-14 POWTÓRZENIE KUMULATYWNE

SŁUCHANIE

WYBÓR WIELOKROTNY

1 14 10 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.**

W zadaniach 1 i 2 zakreśl jedną z liter: A, B albo C.

Tekst 1

1 From what the girl says, we can assume that

(A) she used a form of mindfulness without realising it.
B she started using mindfulness when she began exercising.
C the ideas she talks about are her own.

Tekst 2

2 Which of these happened first?

A The man started to write a mood diary.
B The man had an injury.
(C) The man started suffering from mood swings.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Tekst 3

3 In the introduction to the speech the speaker

A criticises the previous speaker.
B apologises for the content of their speech.
(C) mentions the audience's reaction to the previous speech.
D indicates that the earlier speech has made them change their mind about their own ideas.

4 Which of these is given as a reason for health apps being worthwhile?

(A) They make us more aware of missed targets.
B We can use them to change our goals.
C They include alerts about built-in workout breaks.
D They give us information unavailable elsewhere.

5 From what the speaker says about apps and websites about medical problems, we can say that

A he thinks they can replace visits to the doctor.
(B) it is easier to find an app that you know you can trust than a website.
C he has had advice from doctors about the best apps. D they are more useful for people with unusual symptoms.

6 The speaker is giving the talk in order to

A warn the listeners about the dangers of leading an unhealthy lifestyle.
B warn against accepting direct medical advice online.
C suggest that apps are better at encouraging us to be healthy than the people we know.
(D) prove how our health can benefit in different ways with the help of technology.

UZUPEŁNIANIE LUK

2 14 11 **Usłyszysz dwukrotnie tekst na temat pracy w tajnych służbach brytyjskich podczas II Wojny Światowej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

Bletchley Park documentary: Notes for presenter

Introduction

- first law on official secrets was passed [1] *in the (late) 19th/nineteenth century / towards the end of the 19th/ nineteenth century / in 1889* and updated 22 years later.

Bletchley Park during the war

- short description – mention that most employees at Bletchley Park [2] *were women / female*
- what work was done there
- result: without these actions the war might have [3] *lasted / continued / gone on for two more years / another two years*

After 1974

- include the story about the husband and wife who had never [4] *told each other that they had worked at / known/realised that they had both worked at* Bletchley Park
- mention the book The Debs of Bletchley Park

Finish by Introducing the manager of Bletchley Park Museum and discuss what people can see there.

ŚRODKI JĘZYKOWE

GRAMATYKALIZACJA

3 Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

1 The nature reserve was located on the tip of a very long peninsula, *which made it difficul* (*make / difficult*) for tourists to get to.
2 The judge asked the jury *if/whether they had reached* (*they / reach*) a verdict and they said that they had.
3 We should all earn the same salary, because each *one of us is as* (*one / we / be*) important as everyone else.
4 The man *has already been held in* (*already / hold*) custody for a week, so the police should charge him or let him go.
5 If I *had listened to the weather* (*listen / weather*) forecast before I set off, I would have taken a coat.

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GRAMATYKALIZACJA

4 Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

1 To my knowledge, *rarely has/had a politician won / does a politician win* (*rare / a politician / win*) so much support from the working class.
2 Both of the accused *had been/were found guilty of* (*find / guilty*) arson and jailed for ten years.
3 Teresa is seriously *considering running for* (*consider / run*) office in the local government elections.
4 I believe *it was/is / it's James who/that* (*it / be / James*) encouraged the workers to join the union.
5 If the authorities hadn't suspected the business partners of fraud, *they would not / wouldn't have investigated* (*they / not investigate*) them.

TRANSFORMACJE ZDAŃ

5 Uzupełnij drugie zdanie każdego punktu z wykorzystaniem podanego wyrazu tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów ani formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

1 Not many people have signed up for the trip to London. NUMBER
Only _____*a small number of*_____ people have signed up for the trip to London.
2 Tom expected the ride to be more exciting than it actually was. NOT
The ride _____*was not as exciting as*_____ Tom had expected.
3 Clea said that she ought to call her father to tell him she was going to be late. BETTER
'I _____*had better let him*_____ know that I'm going to be late,' said Clea.
4 People say the couple will marry next month. RUMOURED
The couple _*are/is rumoured to be getting*_ married next month.
5 She said I had stolen the money. ACCUSED
She ____*accused me of stealing*____ the money.
6 A local mechanic services Grace's car. HAS
Grace ____*has her car serviced by*____ a local mechanic.

DOBIERANIE Z PRZEKSZTAŁCANIEM

6 Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

apply available date detach situate space

COUNTRY COTTAGE TO RENT

We are offering for rent a beautiful cottage on the outskirts of the small coastal town of Grayston Rock. The cottage is perfect for four people, though it's possible to add a baby cot as well. The cottage is [1] ___*situated*___ in a peaceful area near the beach, but it is also within walking distance of local shops and restaurants. There is parking for two cars and the nearest bus stop is 50 metres away. There are also four bikes at the guests' disposal, so you can get around on your own two wheels.

The cottage stands at the end of a long leafy lane overlooking the sea. There is a kitchen, living room, two [2] ___*spacious*___ bedrooms and an attractive garden with a patio, perfect for eating outside and admiring the sunset.

The cottage [3] ___*dates*___ back to the 19th century, but it has recently been completely modernised. There is a jacuzzi in the garden for foamy stargazing and the kitchen has modern appliances including a dishwasher, microwave, and washing machine.

For more details of prices and [4] ___*availability*___, please contact the owners on +44 01726138.



PRESENT SIMPLE

Czasu **Present Simple** używamy:

- mówiąc o posiadaniu:
  *I **have** an out-of-date passport.*
- mówiąc o regularnie powtarzających się czynnościach:
  *When we go on holiday, we always **choose** somewhere off the beaten track.*
- przytaczając fakty oraz ogólne sądy i opinie:
  *Water **boils** at 100°C.*
- z czasownikami statycznymi, np.: z takimi, które wyrażają emocje (*hate, like, love*), stany umysłu (*believe, know, need, remember, seem, think, understand, want*) lub doznania (*feel, hear, see*):
  *I **need** your help with packing.*
- mówiąc o przyszłych wydarzeniach, których termin wynika z zewnętrznych ustaleń (rozkład jazdy, program telewizyjny, terminy świąt itp.):
  *Their plane **takes off** at 6.30 a.m. tomorrow and **lands** at 10.25 a.m.*
  *New Year's Eve **falls** on a Wednesday this year.*

TIME EXPRESSIONS | OKREŚLENIA CZASU

always, regularly, usually, often, sometimes, rarely, seldom, hardly ever, never, every day/week/month, once / twice / three times a week/month

PRESENT CONTINUOUS

Czasu **Present Continuous** używamy:

- mówiąc o czynnościach i zdarzeniach mających miejsce w chwili, w której o nich mówimy, lub w okresie obejmującym tę chwilę:
  *They**'re rehearsing** for our school play **now**.*
  *We**'re studying** the history of post-war Europe **this semester**.*
- mówiąc o zachodzących zmianach:
  *More and more men and women **are getting** married older nowadays.*
- mówiąc o planach na przyszłość, których szczegóły (np.: czas, miejsce) są już określone:
  *We **are meeting** John and Caroline for lunch at 1.30 the day after tomorrow.* (nasze spotkanie zostało już wcześniej zaplanowane, została też uzgodniona jego godzina)
- mówiąc o czynnościach powtarzających się i uważanych za irytujące (ze słowami *always, constantly, continually, forever*):
  *She **is** always **picking** on me.*

TIME EXPRESSIONS | OKREŚLENIA CZASU

at the moment, (right) now, today, this morning/ afternoon/year, these days, at present

STATIVE AND DYNAMIC VERBS | CZASOWNIKI STATYCZNE I DYNAMICZNE

Czasowniki statyczne występują wyłącznie w czasie Present Simple (nie przyjmują formy *-ing*), nawet jeśli odnoszą się do zdarzeń lub stanów mających miejsce w chwili, w której o nich mówimy:

*__Do__ you **understand** what she means?*
*I **don't believe** you.*

Niektóre czasowniki statyczne mogą występować zarówno w czasie Present Simple, jak i Present Continuous w zależności od tego, co chcemy wyrazić:

*What **do** you **think** about my new job?* – Co myślisz/ sądzisz o mojej nowej pracy?
*I**'m thinking** about my new job.* – Myślę o mojej nowej pracy. (w tej chwili)

Czasowniki dynamiczne opisują czynności i mogą występować w czasie Present Simple lub Present Continuous:

*I often **watch** TV.*
*I**'m watching** a western now.*

Czasownik ***have*** może występować zarówno w czasie Present Simple, jak i Present Continuous.

- Gdy ***have*** wyraża posiadanie (mieć), występuje tylko w czasie Present Simple:
  *I **have (got)** a new car.*
  *She **has** two sisters.*
- Gdy ***have*** odnosi się do czynności (np.: *have a bath, have a party, have a good time*), może występować zarówno w czasie Present Simple, jak i Present Continuous:
  *On Saturdays, we usually **have** lunch at home.*
  *I can't talk now. We **are** just **having** lunch.*

PRESENT PERFECT SIMPLE

Czasu **Present Perfect Simple** używamy:

- opisując czynności i sytuacje, które zdarzyły się w niedalekiej przeszłości, a ich skutek jest widoczny w chwili obecnej:
  *I **have passed** my Biology exam!*
  *She **has misplaced** her debit card.*
- opisując czynności i sytuacje, które zakończyły się w przeszłości, ale nie wiemy lub nie jest istotne, kiedy miały miejsce (możemy wtedy podać, ile razy się wydarzyły):
  *I **have taken part** in beauty contests **three times**.*
- opisując czynności, sytuacje i stany, które zaczęły się w przeszłości i trwają do chwili obecnej:
  *My little sister **has known** the truth about Santa Claus since last Christmas.*
  *His family **has lived** in this magnificent house for over a decade.*
- w konstrukcjach typu *it is the first/second time*:
  ***It is the first time** I **have travelled** by plane.*

TIME EXPRESSIONS | OKREŚLENIA CZASU

Czasu **Present Perfect Simple** używamy często z wyrażeniami *already, just, yet, ever* i *so far*:

- ***already*** (już) oraz ***just*** (dopiero co / właśnie) występują tylko w zdaniach twierdzących:
  *She**'s already done** her homework.*
  *I **have just finished** cooking.*
- ***ever*** (kiedyś/kiedykolwiek) występuje w pytaniach:
  ***Have** you **ever been** to England?*
- ***so far*** (jak dotąd):
  *He's happy with the grades he **has received so far**.*
- ***yet*** występuje w zdaniach przeczących (jeszcze nie) lub pytaniach (już):
  *I **haven't told** him **yet**.*
  ***Has** Tom **left** his office **yet**?*
- ***since*** określa moment, w którym rozpoczęła się dana czynność lub sytuacja:
  ***since** 2001*
  Monday
  last summer
  her name day
  yesterday
- ***for*** określa czas, przez który trwa dana czynność lub sytuacja:
  ***for** twenty minutes / three weeks / most of his life / a very long time / ages*

PRESENT PERFECT CONTINUOUS

Czasu **Present Perfect Continuous** używamy, opisując czynności i sytuacje:

- które rozpoczęły się w przeszłości i trwają do chwili obecnej, a podkreślamy wówczas okres trwania i powtarzalność czynności:
  *My mother **has been teaching** in this school since 2014.*
  *We **have been learning** English for eight years.*
- które trwały przez pewien okres (i trwają nadal lub dopiero co się zakończyły), a ich skutek (często również uboczny i niezamierzony) jest bezpośrednio widoczny w chwili obecnej:
  *I feel exhausted. I **have been working** in the garden all day.*
  *Look at them! I'm sure they **have been arguing**.*
- powtarzające się od jakiegoś czasu:
  *We **have been doing** a lot of voluntary work recently.*

Mówiąc o tym, **jak długo** trwa obecne zdarzenie lub sytuacja, używamy czasu Present Perfect, a nie Present Simple lub Present Continuous:

*I**'ve known** her for twenty years.* – NIE: ~~*I know her for twenty years.*~~

*We**'ve had** this house since 2010.* – NIE: ~~*We have this house since 2010.*~~

*She**'s been working** here since February.* – NIE: ~~*She's working here since February.*~~

*How long **have you been waiting**?* – NIE: ~~*How long are you waiting?*~~

PRESENT PERFECT SIMPLE A PRESENT PERFECT CONTINUOUS

O wyborze czasu Present Perfect Simple lub Present Perfect Continuous decyduje często to, czy chcemy położyć większy nacisk na skutek czynności, czy na samą czynność i okres jej trwania. W języku polskim używamy wtedy odpowiednio czasowników dokonanych lub niedokonanych:

*I **have knitted** ten rows.* – Zrobiłem dziesięć rzędów na drutach. (skutek)

*I **have been knitting** all morning.* – Robiłem na drutach przez cały ranek. (okres trwania czynności)

Czas Present Perfect Continuous jest częściej używany, gdy chcemy podkreślić, że czynność, o której mowa, powtarza się od jakiegoś czasu i/lub nie została zakończona:

*I **have been calling** my bank's customer service all day.* – Wydzwaniałem do obsługi klienta mojego banku cały dzień. (wiele razy, być może nieskutecznie)

*I **have called** my bank's customer service.* – Zadzwoniłem do obsługi klienta mojego banku. (może tylko raz lub kilka razy)

Present Perfect Continuous nie jest używany do opisu stanów:

*He**'s known** her since he was a little boy.* – NIE: ~~*He's been knowing her since he was a little boy.*~~

*I**'ve belonged** to the swimming club for two years.* – NIE: ~~*I've been belonging to the swimming club for two years.*~~

1 Które formy czasowników poprawnie uzupełniają zdania?

1 I'm afraid Matthew can't come to the phone right now. He *B* a shower.
A takes **B** is taking **C** has taken

2 It's the first time I ____ in a film competition of this kind.
(A) have participated
B have been participating
C participate

3 Is it true that air pressure ____ with temperature?
(A) increases **B** has increased **C** is increasing

4 I'm afraid I ____ French very well, but I'm not bad at Spanish.
A am not speaking
(B) don't speak
C haven't spoken

5 You look absolutely exhausted. ____?
(A) Have you been running
B Are you running
C Have you run

2 Dopasuj początki zdań do zakończeń.

A

1 You drink *c*
2 You've drunk *a*
3 You've been drinking *b*

a a whole bottle of milk!
b too much coffee recently.
c a glass of water with every meal.

B

1 She irons *a*
2 She's been ironing *c*
3 She's ironed *b*

a all her clothes on Sunday evening.
b five shirts so far.
c all evening.

C

1 I wear *b*
2 I'm wearing *a*
3 I've been wearing *c*

a my favourite blouse today.
b a school uniform every day.
c glasses for two years.

3 Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.

Lucy [1]*has been a student* (jest studentką) for two years and she [2]*is planning to* (planuje) to graduate next June. [3]*I don't think* (Nie sądzę) she will have problems finding a good job in IT. She [4]*has/'s been dreaming* (marzy) of becoming a video game designer all her life.

4 Jakich form czasowników zapisanych wielkimi literami należy użyć, uzupełniając dialogi?

1 A: Who ***are you thinking*** about? THINK
B: My boyfriend.
2 A: *Have you finished* writing your History essay yet? FINISH
B: Almost. I have only one page to go.
3 A: I'm sorry, I'm late. *Have you been waiting* long? WAIT
B: No, not really. For about five minutes or so.
4 A: Can you give me a hand with the washing-up?
B: Not now. *I'm/I am getting* ready to leave. GET
5 A: *Do you speak* German? SPEAK
B: Only a little. I started my course last month.
6 A: Is it the first time *you've/have visited* Paris? VISIT
B: No, it's not. I was here on holiday last year

OPIS ILUSTRACJI

5 Jakie formy czasowników w nawiasach poprawnie uzupełniają opis ilustracji?



In the foreground of the picture I can see six people, four adults and two children, probably in a park. They [1]***look*** (look) like an extended family. Both the children and the adults [2]*seem* (seem) very happy and relaxed. They [3]*are/'re having* (have) fun together. The teenage boy [4]*is/'s kicking* (kick) a ball while the others [5]*are trying* (try) to tackle him. I [6]*don't know* (not know) exactly why they are all barefoot, as I [7]*have/'ve never seen* (never see) a group of people playing football this way before. I [8]*don't think* (not think) they [9]*are playing* (play) a proper game of football though. Also, the people in the picture [10]*don't look* (not look) very tired, so it's clear they [11]*have not/haven't been playing* (not play) for long.

PAST SIMPLE

Czasu **Past Simple** używamy:

- mówiąc o zdarzeniach lub sytuacjach, które miały miejsce i zakończyły się w przeszłości:
  *During our last History class, Tom **answered** the most difficult question.*
- mówiąc o wydarzeniach, które powtarzały się w przeszłości:
  *As a child, I **spent** most of my summer holidays at my grandparents' house.*
- opowiadając o następujących po sobie wydarzeniach:
  *I **switched off** the computer, **locked** the door and **went** to bed.*

TIME EXPRESSIONS | OKREŚLENIA CZASU
yesterday, yesterday afternoon/evening, last week/month/year/Monday/night, in March, in 2020 / the 1980s, three days / a month / five years ago, when I was six / a teenager / young, one night/morning

PRESENT PERFECT SIMPLE A PAST SIMPLE

Mówiąc o zdarzeniach lub sytuacjach, które miały miejsce i zakończyły się w konkretnym momencie w przeszłości, używamy czasu Past Simple, a nie czasu Present Perfect Simple:

*I **bumped into** my English teacher **last Monday**. –* NIE: ~~*I have bumped into my English teacher last Monday.*~~

Ten konkretny moment w przeszłości może być wyrażony w zdaniu za pomocą jednego z okoliczników czasu (np.: *yesterday evening, in 2006, four weeks ago, when I was a child*) lub pozostawać domyślny:

*They **flew** to Canada **the day before yesterday**. –* NIE: ~~*They have flown to Canada the day before yesterday.*~~ (konkretny moment w przeszłości wyrażony za pomocą okolicznika czasu *the day before yesterday*)

*My grandmother **came up with** the idea for her business in secondary school. –* NIE: ~~*My grandmother has come up with the idea for her business in secondary school.*~~ (domyślny moment w przeszłości, bez okolicznika czasu)

Odpowiadając na pytanie zadane w czasie Present Perfect Simple i dotyczące naszych doświadczeń życiowych, używamy tego samego czasu. Podając dalsze szczegóły wydarzeń, stosujemy czas Past Simple:

A: ***Have** you **ever been** to a wedding?*
B: *Yes, I **have**. I **went** to my cousin's wedding last year. It **was** a very big wedding with a hundred guests.*

PAST CONTINUOUS

Czasu **Past Continuous** używamy:

- opisując czynności, które trwały w określonym momencie w przeszłości:
  *Hannah and Robert **were waiting** for us in front of the cinema.*
- mówiąc o zwyczajach lub sytuacjach przejściowych w przeszłości:
  *At that time, my cousin James **was staying** with us.*
  ***Were** you **studying** at university when you first met Professor Richards?*
- mówiąc o czynnościach lub stanach w przeszłości, podczas których nastąpiły inne, krótsze zdarzenia (które wyrażamy w czasie Past Simple):
  *Somebody knocked on the door while I **was chatting** with my best friend on the phone.*
- opisując tło jakiegoś wydarzenia lub czynności:
  *It **was getting** dark and the sun **was setting**.*
- w wyrażeniach typu *I was wondering, I was hoping, I was thinking*, które czynią prośby, pytania i sugestie bardziej uprzejmymi:
  *I **was wondering** if you had the chance to read my last assignment.*
  *I **was hoping** that you could help me with the last three sentences.*

Mówiąc o zakończonych czynnościach i stanach, używamy zwykle czasu Past Simple, a nie Past Continuous, nawet jeżeli te zdarzenia trwały przez dłuższy czas:

*Even though she was in a bad mood, she **tried** to joke with us. –* NIE: ~~*Even though she was in a bad mood, she was trying to joke with us.*~~

*We **went** to the park every day last week. –* NIE: ~~*We were going to the park every day last week.*~~

*Even when we **had** no clue how to solve the problem, the teacher **made** an attempt to explain it to us again and again. –* NIE: ~~*Even when we had no clue how to solve the problem, the teacher was making an attempt to explain it to us again and again.*~~

TIME EXPRESSIONS | OKREŚLENIA CZASU
when, while, as, all afternoon/day/night, all day yesterday

PAST PERFECT SIMPLE

Czasu **Past Perfect Simple** używamy:

- mówiąc o czynnościach zakończonych przed określonym momentem w przeszłości:
  *Joanna **had finished** working on her Spanish assignment by five o'clock yesterday.*
- opisując zdarzenia z przeszłości w kolejności niechronologicznej (wtedy czas Past Perfect Simple wskazuje, że dana czynność poprzedzała inne czynności, wyrażone w czasie Past Simple):
  *When we got to the theatre, the play **had** already **started**.* (drugie zdarzenie miało miejsce wcześniej niż pierwsze)
  *On my way to the airport, I remembered that I **hadn't packed** my passport.* (drugie zdarzenie miało miejsce wcześniej niż pierwsze)
- w wyrażeniach typu *it was the first time:*
  ***It was the first time I had seen** my best friend so terribly embarrassed.*

TIME EXPRESSIONS | OKREŚLENIA CZASU
when, already, just, by, by the time, after, before, never, for, since

PAST PERFECT SIMPLE A PAST SIMPLE

Mówiąc o pojedynczym zdarzeniu lub sytuacji, która miała miejsce i zakończyła się w konkretnym momencie w przeszłości, używamy czasu Past Simple:

*Robert **twisted** his ankle while stepping off a curb yesterday.* – NIE: ~~*Robert had twisted his ankle while stepping off a curb yesterday.*~~

Czasu Past Perfect Simple używamy, gdy opisujemy co najmniej dwa zdarzenia z przeszłości i chcemy podkreślić, że jedno z nich poprzedzało drugie:

*When she **gave** me a call, I **had managed** to fix her computer.* (dwa zdarzenia; drugie zdarzenie miało miejsce wcześniej niż pierwsze: najpierw naprawiłem jej komputer, a potem ona do mnie zadzwoniła)

*I **had never won** an athletics competition before the long jump last week.* (dwa zdarzenia: pierwsze zdarzenie miało miejsce wcześniej niż drugie: nigdy nie wygrałem żadnych zawodów lekkoatletycznych aż do czasu wygrania skoku w dal w zeszłym tygodniu)

Jeżeli wydarzenia opisujemy w kolejności chronologicznej, użycie czasu Past Perfect Simple nie jest konieczne.

*Because they **(had) offered** me a job in Australia, I moved there with my wife and children.*

Użycie czasu Past Perfect Simple w takim kontekście ma na celu podkreślenie, że pierwsza czynność została zakończona przed rozpoczęciem drugiej:

*When I **had gathered** all the information about the incident, I wrote an article for a local newspaper.* (najpierw zgromadziłem wszystkie informacje, a dopiero potem napisałem artykuł)

USED TO, WOULD

Wyrażenia ***used to*** używamy, mówiąc o stanach i czynnościach, które powtarzały się w przeszłości, ale nie występują obecnie lub występują w innym natężeniu:

*Lia **didn't use to** be so talkative.* (teraz się to zmieniło)

*Robert **used to** take up a new hobby every year when he was younger.* (teraz już tego nie robi albo robi to rzadziej/częściej)

Jeżeli mówimy o czynnościach lub stanach, które wystąpiły jednokrotnie lub zdarzały się nieregularnie, bądź jeżeli nie chcemy podkreślać zmiany w stosunku do przeszłości, używamy czasu Past Simple:

*One time she **slipped** on a banana skin.* (zdarzenie jednorazowe)

*I **watched** a lot of romantic comedies when I was younger.* (nie wiadomo, czy się to zmieniło)

Wyrażenie ***used to*** odnosi się tylko do przeszłości. Mówiąc o obecnie powtarzających się czynnościach, używamy czasu Present Simple:

A: ***Did** you **use to** go to the gym on Saturdays?*

B: *No, I **used to** go to the gym on Sundays. Now I **go** to the gym on Fridays.*

Opisując typowe zachowania lub czynności (ale nie stany) w przeszłości, można użyć także ***would***:

*As a child, she **would** always give her parents a kiss before going to bed.*

*When I visited my grandmother, we **would** always bake cakes together.*

Kiedy mówimy o stanach lub uczuciach powtarzających się w przeszłości, nie możemy użyć ***would***:

*As a little boy, Peter **used to** love ketchup, but now he can't stand it.* – NIE: ~~*As a little boy, Peter would love ketchup, but now he can't stand it.*~~

*I **used to** be much more adventurous than I am now.* – NIE: ~~*I would be much more adventurous than I am now.*~~

Gdy opowiadamy historie z przeszłości, często dla urozmaicenia używa się obu form (*used to* i *would*) oraz czasu Past Simple:

*My brother and I **used to** fall out very often, and after each argument he **would** sulk for hours.*

*Beth **used to** be very shy as a child. Whenever we **had** visitors, she **would** run to her bedroom and refuse to come out.*

PAST PERFECT CONTINUOUS

Czasu **Past Perfect Continuous** używamy, opisując czynności, które były wykonywane w przeszłości przez pewien okres i poprzedzały inne czynności i stany w przeszłości:

*When I moved to Paris, my sister **had been living** there for over ten years.*

*Just before the accident, he **had been working** on his new novel.*

Czas Past Perfect jest odpowiednikiem czasu Present Perfect w przeszłości:

*Bethany is upset. She **has lost** her favourite pen.* (Present Perfect Simple)

*Bethany was upset. She **had lost** her favourite pen.* (Past Perfect Simple)

*The dog is exhausted. He **has been running** in the garden all morning.* (Present Perfect Continuous)

*The dog was exhausted. He **had been running** in the garden all morning.* (Past Perfect Continuous)

TIME EXPRESSIONS | OKREŚLENIA CZASU

how long, for, since, before

1 Które formy czasowników poprawnie uzupełniają dialogi?

1 **A:** Do you know Caroline well?
B: Yes, we *know* / *have known* each other since primary school.
2 **A:** You didn't turn up for Maria's party on Saturday. What happened?
B: It's a long story. I *twisted* / *had twisted* my ankle.
3 **A:** Have you ever been to South America?
B: Yes, several times. We *visited* / *have visited* Brazil last year.
4 **A:** Any more news about the fire?
B: Yes, three houses *have already burnt down* / *had already burnt down* when the fire brigade arrived.
5 **A:** My great-grandmother *has had* / *had* her first child when she was sixteen.
B: Oh, really? She was a very young mother.
6 **A:** Olivia has changed a lot, don't you think?
B: Yes, she *used to* / *would* be very bad-tempered when she was younger.
7 **A:** Is Robert Alexia's boyfriend?
B: Yes, they *are going out* / *have been going out* with each other for three months now.

2 Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.

a It would be a good idea to get some snacks. We will need quite a lot of them. Remember? Last time Nicolas and Marta [1] *were late* (*spóźnili się*) and when they arrived, the other people [2] *had eaten* (*już zjedli*) almost everything. And drinks? I [3] *don't suppose* (*nie przypuszczam*) anyone would like hot drinks. Juice and mineral water then?

b I can book a room for our party at the reception. I [4] *have/'ve done it/that before* (*robiłam to już przedtem*), so I know how to go about it. Could you collect some money for food and drinks from everybody? I think £3 each should be enough. That's how much we [5] *collected* (*zbieraliśmy*) last time. I will help you do the shopping. That's all that needs to be arranged, isn't it? Oh, no! We [6] *have/'ve forgotten* (*zapomnieliśmy*) about a thank-you card for John.

c No, a barbecue party is not a good idea. You [7] *never know* (*nigdy nie wiadomo*) what the weather might be like here, in England. It [8] *has/'s been raining* (*pada deszcz*) for three days now and it [9] *doesn't look* (*nie wygląda*) like the weather is going to change at the weekend. Let's have our farewell party at school. We [10] *have/'ve already had* (*już mieliśmy*) one party at school, remember? So it shouldn't be any problem.

d How about playing some games? Last time somebody [11] *brought* (*przyniósł*) chess. Shall we play something different now? How about *Twenty questions*? Do you remember the rules? I [12] *used to know them* (*kiedyś je znałam*), but I [13] *have not/haven't played* (*nie grałam*) it for ages!

3 Zapisz pytania, na które odpowiedziami będą fragmenty zdań napisane pogrubioną czcionką.

1 I used to play basketball **three times a week**.
How often did you use to play basketball?
2 Before we started the experiment, we had asked **the teacher's** permission.
Whose permission had you asked (for) before you started the experiment?
3 My mother was travelling **in Italy** when she discovered her passion for art.
Where was your mother travelling when she discovered her passion for art?
4 I had seen Beth's parents **twice** before we got engaged.
How many times had you seen Beth's parents before you got engaged?
5 When they came in, we were talking **about Matthew's new girlfriend**.
Who/What were you talking about when they came in?
6 I got **a thank-you card and a book** for our Psychology teacher.
What did you get for your Psychology teacher?
7 Before Robert decided to move to London, he had been living in Bournemouth **for five years**.
How long had Robert been living in Bournemouth before he decided to move to London?

4 Które formy czasowników poprawnie uzupełniają zdania?

1 The match was over. Unfortunately, we ____.
a had lost **c** had been losing
b were losing **d** used to lose
2 I ____ a supermarket yesterday to get a couple of things for today's dinner.
a was popping into **c** had popped into
b used to pop into **d** popped into
3 The news came as no surprise to me. I ____ about their engagement plans for some time.
a knew **c** used to know
b had known **d** did know
4 When we started our journey, the sun ____ and everybody was in a good mood.
a had been shining **c** was shining
b shone **d** used to shine
5 It sounds funny now, but as a child I ____ afraid of balloons.
a have been **c** used to be
b was being **d** had been
6 The woman's face looked very familiar. I was sure I ____ her somewhere before.
a saw **c** used to see
b had seen **d** was seeing
7 This was the third time Peter ____.
a had been standing me up **c** used to stand me up
b stood me up **d** had stood me up

5 Jakie formy czasowników w nawiasach w czasach Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous lub z wyrażeniem *used to* poprawnie uzupełniają zdania?

1 I ***arrived*** (arrive) in the United States in the middle of January.
2 The burglars broke into the house while everybody *was sleeping* (sleep).
3 After inviting me to dinner, Peter admitted that he *had/'d never cooked* (never/cook) anything himself before.
4 He spends most of his free time lazing on the sofa now, but as a teenager he *used to be/was* (be) much more active.
5 The woman explained that her daughter *had just swallowed* (just/swallow) a five-pence coin.
6 When the teacher entered the classroom, all the pupils *were working* (work) in complete silence.
7 I found out from my colleague the other day that Mr Prince *had been trying* (try) to get hold of me for over a week.
8 I must say I *did not/didn't take to* (not/take to) Trevor at first, but now I count him among my best friends.

6 Jakie formy czasów przeszłych czasowników w nawiasach poprawnie uzupełniają anegdoty?

A
True friendship

It [1]***happened*** (happen) several years ago in London. Two friends [2]*were standing* (stand) in a bank when three robbers [3]*entered* (enter). Having threatened the bank clerks with a knife, the thieves [4]*cleaned* (clean) out the tills and then [5]*ordered* (order) everyone to throw all their valuables into the sacks they [6]*had brought* (bring) with them. Just as the robbers [7]*were approaching* (approach) the pair of friends, one of them [8]*turned* (turn) to the other and [9]*handed* (hand) him a ten-pound note. 'By the way, Chris, here's that ten quid I borrowed from you.'

B
Eager help

Monday morning was very cold. At 10 o'clock I [1]*was sitting* (sit) in my lecture on International Politics, together with some hundred other half-asleep students. It [2]*had been snowing* (snow) for a couple of hours when an announcement [3]*came* (come) over the public address system: 'Will the students who [4]*parked* (park) their cars on University Drive before 8 o'clock please move them so that a snowplough can get past.' About half an hour later there [5]*was* (be) another announcement: 'Will the hundred students who [6]*went* (go) to move the fifteen cars that [7]*had been parked* (be parked) on University Drive please return to class.'

C
Lost boy

One day I [1]*saw* (see) a small boy on his own in a shopping centre. The boy [2]*was sobbing* (sob) uncontrollably and I [3]*didn't manage* (not manage) to calm him down. It became apparent to me that he [4]*had been trying* (try) to find his parents for quite a long time but to no avail. The boy [5]*remembered* (remember) vaguely where he [6]*had seen* (see) his parents for the last time. I [7]*made* (make) a gentle attempt to learn his parents' names: 'OK, little fella, tell me – what are your mummy and daddy called?' The boy [8]*stopped* (stop) crying for a second and [9]*blurted out* (blurt out): 'Honey and Sweetheart'!

7 Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.

1 Is it true that in the nineteenth century ***women didn't have*** (*kobiety nie miały*) the right to vote?
2 When I bumped into Patricia, she *had/'d just started* (*właśnie zaczęła*) attending a self-defence course.
3 I took up reading to pass the time while I *was recovering* (*wracałam do zdrowia*) from shoulder surgery.
4 By March 2018, we *had/'d been running our own company* (*prowadziliśmy własną firmę*) for more than a decade.
5 Considering his criminal record, *he received* (*on otrzymał*) a very lenient sentence, don't you think?
6 As *it was getting/becoming very late* (*robiło się bardzo późno*), they had no choice but to take a taxi to the airport.
7 Robert's parents were summoned to school to receive a warning after Robert *had/'d missed/skipped/skived twenty lessons/classes* (*opuścił dwadzieścia lekcji*) in a row.

8 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych.

1 I don't miss deadlines for projects as often as before. USED
I used to miss deadlines for projects more often than I do now.
2 Dennis felt very tired from travelling back and forth to Paris. BECAUSE
_____
3 There was a power cut in the middle of my favourite television series. WHILE
_____
4 Mr Jones is fed up with his students' disruptive behaviour, but this was not the case before. DIDN'T
_____
5 It was my young daughter's first time on a roller coaster. BEFORE
_____
6 I didn't want to leave without discussing the issue with the insurance agent. UNTIL
_____

Exercise 8
2 Dennis felt very tired because he had been travelling back and forth to Paris.
3 There was a power cut while I was watching my favourite television series.
4 Mr Jones didn't use to be fed up with his students' disruptive behaviour.
5 My little daughter had not/hadn't been on a roller coaster before.
6 I didn't want to leave until I had/'d discussed the issue with the insurance agent.

FUTURE SIMPLE

Will/won't + **bezokolicznika** bez ***to*** używamy:

- przewidując, co się zdarzy, na podstawie własnych opinii, przeczuć lub doświadczeń:
  *I'm sure your German teacher **will be** disappointed that you've decided to give up German.* (mam bardzo silne przeczucie)
- podejmując spontaniczne decyzje:
  *I'**ll answer** the phone.* (podjąłem decyzję w tej chwili)
  *OK, I'**ll look into** that matter as soon as possible.* (zgodziłem się na to w tej chwili)
- formułując obietnice, propozycje lub groźby:
  *I'**ll show** you around if you want.*
  *I'**ll** never **lie** to you again.*

FUTURE CONTINUOUS

Will/won't + ***be*** + **czasownik** + ***-ing*** używamy:

- opisując czynności, które będą trwały w określonym momencie w przyszłości:
  *I **will be driving** to Kraków at 10 o'clock tonight.* (o 10 będę w podróży)
  ***Will** you still **be working** on your essay at 11 p.m.?* (będziesz w trakcie pisania)
- mówiąc o przyszłych zdarzeniach, które są nieuchronne lub mają charakter rutynowy:
  *They'**ll be staying** with their family.* (zawsze to robią)
  *I'**ll be going** to the supermarket on Saturday, so I can get some charcoal for the barbecue.* (w soboty zwykle jeżdżę do supermarketu)
- formułując prośby w sposób pośredni:
  ***Will** you **be using** your laptop tomorrow?* (bo chciałbym z niego skorzystać)

Czasowniki statyczne (*be, know, believe, forget, like, want* itp.) nie występują w czasie Future Continuous:
*This time tomorrow I **will know** the exam results.*

BE GOING TO

Konstrukcji ***be going to*** używamy:

- mówiąc o planach i zamiarach, które mogą jeszcze ulec zmianie:
  *We **are going to raise** money for breast cancer research.* (mamy taki zamiar, ale może to jeszcze ulec zmianie)
- opisując zdarzenia, które – na podstawie tego, co wiemy lub co obserwujemy obecnie – wydają się bardzo prawdopodobne:
  *Look at that fishing boat out in the sea! It **is going to sink**!* (widzę, jak łódka się przechyla i nabiera wody)

CZASY TERAŹNIEJSZE

Do mówienia o przyszłości używamy też czasów **Present Continuous** i **Present Simple**.

Czasu **Present Continuous** używamy, mówiąc o planach, których szczegóły (np.: czas, miejsce) są już określone:
*They **are flying** to New York on Monday.* (mają już bilety)
*I can't come tomorrow. I'**m studying** for my History exam with Robert.* (jestem już z nim umówiony)

Czasu **Present Simple** używamy, mówiąc o przyszłych wydarzeniach, których termin wynika z zewnętrznych ustaleń (rozkład jazdy, program, terminy świąt itp.):
*My train tomorrow **leaves** at 3.30 p.m.*
*Easter **falls** at the end of March next year.*

FUTURE PERFECT SIMPLE

Czasu **Future Perfect Simple** używamy:

- mówiąc o czynnościach, które odbędą się do określonego momentu w przyszłości:
  *We **will have paid off** the mortgage by the end of next year.*
  *By the time you get home, we **will have finished** eating dinner.*
- odnosząc się do stanów, które będą trwały przez jakiś czas do określonego momentu w przyszłości:
  *They **will have been** married for fifteen years by next May.*
  *When I drive on holiday to Paris, I **will have had** my driving licence for only a few weeks.*

Until/till używamy w czasie Future Perfect Simple tylko w zdaniach przeczących:
*She **won't have completed** her English essay **until/till** noon.*
*She **will have completed** her English essay **by** 2 o'clock.*

FUTURE PERFECT CONTINUOUS

Czasu **Future Perfect Continuous** używamy, mówiąc o czynnościach, które w pewnym określonym momencie w przyszłości będą trwać już od pewnego czasu:
*By the end of the academic year, we **will have been learning** English for eight years.*

GRAMATYKA CZASY GRAMATYCZNE

1 Formy czasu przyszłego użyte w poniższych sytuacjach są błędne. Zapisz poprawione zdania.

1 Pytasz kogoś o godzinę zakończenia filmu.
*What time **will** the film **end**?*
What time does the film end?

2 Rozmawiacie z koleżanką o swoich postanowieniach noworocznych.
*I **will cut down** on eating sugary snacks.*
I'm going to cut down on eating sugary snacks.

3 Oferujesz swoją pomoc przy rozbijaniu namiotu.
*I'**m giving** you a hand with putting up the tent.*
I'll / I will give you a hand with putting up the tent.

4 Wymieniasz ze współtowarzyszem podróży uwagi na temat jej długości.
*By the time we get there, I **will drive** for seven hours non-stop.*
By the time we get there, I will have been driving for seven hours non-stop.

5 Pytasz kolegę o jego plany na lato.
***Will you do** anything interesting over the summer?*
Are you doing / Are you going to do anything interesting over the summer?

2 Które formy czasu przyszłego poprawnie uzupełniają dialogi?

1 **A:** What time do we need to leave for the airport?
B: Mum's plane *will land* / *lands* / *is going to land* at 7 o'clock so we'd better leave very soon.

2 **A:** Is there any chance of you completing this project before the deadline?
B: Yes, I'm pretty sure I *am finishing* / *will have finished* / *will be finishing* it by Tuesday.

3 **A:** Do you feel like going to see that new comedy? It's on at the Odeon on Sunday night.
B: Unfortunately, I won't be able to make it this Sunday. I *will revise* / *will be revising* / *will have revised* for my Maths exam until midnight.

4 **A:** Is everything all right, Beth? You look very pale.
B: It's so hot in here. I think I *will faint* / *am fainting* / *am going to faint*.

5 **A:** Robert, you're grounded for the next two weeks!
B: Oh, Dad. I promise I *will improve* / *am going to improve* / *will have improved* my grades.

6 **A:** Is Trevor Rebecca's new boyfriend?
B: Oh, no. By next month, they *will be going out* / *will have been going out* / *will have gone out* with each other for two years.

3 Jakie formy czasów przyszłych czasowników w nawiasach poprawnie uzupełniają zdania?

1 Don't call David between 8 and 10 tonight. He ***will be watching*** (watch) the Champions League final.
2 I hope we *will/'ll keep* (keep) in touch after the course.
3 We can't put you up in August. Richard's brother *is/'s staying/will be staying* (stay) with us then.
4 According to this timetable, the next train *departs* (depart) at 7.45.
5 Sheila has changed her mind again. She *is not / isn't / 's not going to study* (not/study) Business Administration.
6 Oh, no, we're running late again. By the time we get to the cinema, the film *will have started* (start).
7 I think I *am/'m going to be* (be) sick! The meat they served us must have been off.

ROZMOWA WSTĘPNA

4 Przeczytaj wypowiedzi ucznia i zapisz poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj właściwych form wyrażających przyszłość.

ZAKUPY I USŁUGI

How do you think we will shop in the future?

I believe shopping in the future [1]***won't be*** (*nie będzie*) dramatically different from what we do now. Hopefully, shops and shopping centres [2] *will still exist* (*w dalszym ciągu będą istnieć*) although most people [3] *will be buying* (*będą kupować*) things online. Judging by all the technological improvements, Internet shopping [4] *is going to become* (*stanie się*) even more secure.

SPORT

What sport would you like to take up and why?

I am a very active person and I already spend a lot of time doing sport. I regularly do judo, football and running. Next week, for example, I [5] *am/'m taking part/participating* (*biorę udział*) in a half-marathon in Warsaw. While I am still at school, I don't think I [6] *will/'ll have* (*będę miał*) enough time to take up another sport. But I [7] *am/'m going to learn* (*zamierzam nauczyć się*) to sail when we go on holiday in the summer.

KONSTRUKCJE *THERE IS / IT IS*

KONSTRUKCJA *THERE IS/ARE*

Konstrukcji ***there + be*** (w odpowiedniej formie) używamy, mówiąc o tym, że coś znajduje się (istnieje) lub czegoś nie ma (nie istnieje) w jakimś miejscu:

There is *somebody at the door.*
There aren't *any keys on the desk.*

Forma czasownika *to be* występującego po *there* zależy od następującego po nim rzeczownika:

There ***is*** *a fountain in the middle of the garden.* (l. poj.)
There ***are*** *two new programmes on TV tonight.* (l. mn.)

Konstrukcji tej możemy użyć w różnych czasach, zmieniając odpowiednio formę czasownika *to be*:

There have been *several outbreaks of avian flu since 2010.*
There weren't *any complaints about the course.*
There might be *more tea in the other pot. I'm not sure.*

There + be (w odpowiedniej formie) często używamy z następującymi słowami/wyrażeniami:

- *a lot of, many, much* (dużo, wiele):
  There is too ***much*** *noise in here.*
  There are too ***many*** *people in here.*
- *more* (więcej):
  There are ***more*** *seats than passengers.*
- *some, any* (trochę):
  There is ***some*** *justice in this world after all.*
  There isn't ***any*** *butter in the fridge.*
- *enough / not enough* (wystarczająco/niewystarczająco):
  There will be ***enough*** *time to finish it tomorrow.*
  *There wo****n't*** *be* ***enough*** *time to finish it today.*
- *bound to be* (na pewno będzie):
  There is ***bound to be*** *a long queue.*

KONSTRUKCJA *IT IS*

Konstrukcji ***it + be*** używamy:

- odnosząc się do rzeczy, czynności lub sytuacji:
  I like your kitchen. ***It's*** *very spacious.* (*it* odnosi się do kuchni)
  Why do you keep buying these magazines? ***It's*** *a waste of money.* (*it* odnosi się do kupowania czasopism)
  Jill's friends didn't offer her any support when she needed it. ***It was*** *very disappointing.* (*it* odnosi się do sytuacji)
- mówiąc o godzinach, dniach tygodnia, datach, pogodzie lub odległościach:
  It's *half past three.*
  It's *Wednesday today.*
  It's *December 12, 2021.*
  It was *freezing cold yesterday.*
  It's *about two hundred miles from here.*
- jako podmiotu w zdaniach, w których występuje bezokolicznik z *to* lub konstrukcja z *that*:
  It was *wonderful to see you again.*
  It's *a shame that your team lost the match yesterday.*
- jako podmiotu w zdaniach, w których występuje *for/of* + dopełnienie + bezokolicznik:
  It's *very kind of you to let me stay.*
- w wyrażeniu *it's worth* (warto) + rzeczownik / czasownik + *-ing*:
  I have a tablet and personally think ***it's worth*** *the money.*
  The new series has very good reviews. ***It's*** *definitely worth watching.*
- w wyrażeniu *it's no use* (nie ma sensu) + czasownik + *-ing*:
  It's no use *crying over spilt milk.*

THERE IS/ARE I *IT IS*

Często używamy konstrukcji ***there + be***, mówiąc o czymś po raz pierwszy i wspominając, gdzie to coś się znajduje. Podając dalsze szczegóły, używamy ***it + be*** (w odpowiedniej formie):

There was a strange car parked in front of our house.
It was a Ford or a Toyota. (*it* odnosi się do samochodu)
There's a new language school in my town. ***It's*** *very modern.* (*it* odnosi się do szkoły językowej)

ROZMOWA WSTĘPNA

1 Jakie formy *there + be* lub *it + be* poprawnie uzupełniają wypowiedź ucznia?

SZKOŁA

What does your school look like?

Our school building is quite modern. [1]*It is* not very big, but it's comfortable. In fact, [2]*it is* considerably smaller than my primary school. [3]*There are* 400 students studying in my school with a teaching staff of twenty-five. The classrooms are fully equipped and [4]*there is* an interactive whiteboard in most of them. [5]*There is* also a separate computer lab with the latest state-of-the-art software and hardware. [6]*It was / It used to be* a library before, but two years ago the library was moved to the first floor of the building. At the moment our school is undergoing even more changes. In a few months [7]*there will be* a new canteen and a new gym behind the hall. And if [8]*there is* enough money, they might start building a swimming pool. [9]*It will be* the only indoor swimming pool in our village. [10]*It's* a pity I won't be a student here for much longer!

VERB PATTERNS | SKŁADNIA CZASOWNIKÓW

W zdaniach w języku angielskim często występują obok siebie dwa czasowniki. W zależności od tego, jaki czasownik stoi na pierwszym miejscu, drugi z nich może przybierać następujące formy:

- ***-ing***, np.: *admit, avoid, can't help, can't stand, consider, deny, dislike, enjoy, fancy, hate, imagine, like, love, miss, not mind, practise, prefer, start, suggest*
  *I **love** watching westerns on TV.*
- dopełnienie + ***-ing***, np.: *appreciate, approve of, like, insist on, mind, object to*
  *He **objected to** my borrowing the book.*
- ***to*** + bezokolicznik, np.: *afford, agree, appear, choose, decide, expect, happen, help, hope, learn, manage, need, offer, plan, promise, refuse, seem, want, wish, would like/love/prefer*
  *I **learnt** to swim when I was seven.*
- dopełnienie + ***to*** + bezokolicznik, np.: *advise, allow, beg, help, invite, order, tell, want, would like/love/prefer*
  *Mark **begged** me to stay with him.*
- bezokolicznik bez ***to***, np.: *can, could, might, must, should, had better, would rather, help, used to, be supposed to, be about to*
  *I **can** go with you if you want.*
  *You **were not supposed to** tell him about it.*
  *The concert **is about to** start.*
- dopełnienie + bezokolicznik bez ***to***, np.: *let, make*
  ***Let** me show you how to do it.*

Czasownik występujący po czasowniku *help* może przyjmować formę bezokolicznika bez *to* lub bezokolicznika z *to*:

*Can you **help** me (to) hang out the washing?*

Po czasownikach ***see***, ***watch***, ***notice***, ***feel*** oraz ***hear*** drugi czasownik może przybrać dwie formy, które mają różne znaczenie:

- dopełnienie + ***-ing***:
  Zdanie opisuje wtedy tylko fragment postrzeganej czynności:
  *I **saw** them dancing the waltz.* (widziałem tylko fragment ich tańca)
- dopełnienie + bezokolicznik bez *to*:
  Zdanie opisuje wtedy całość postrzeganej czynności:
  *I **saw** them dance the waltz.* (widziałem, jak tańczyli, od początku do końca)

Czasownik występujący po ***suggest***, ***insist***, ***demand*** oraz ***recommend*** może przybierać następujące formy:

- czasownik + ***-ing***:
  *I **suggest** taking a long break.*
- ***that*** + zdanie z ***should***:
  *I **suggest** that she should take a long break.*
- ***that*** + zdanie w czasie Present Simple:
  *I **suggest** that she takes a long break.*
- ***that*** + zdanie w trybie łączącym (*subjunctive*) (tylko w stylu formalnym):
  *I **suggest** that she take a long break.*

Czasowniki zmieniające znaczenie w zależności od składni

Niektóre czasowniki mają różne znaczenie w zależności od tego, czy użyjemy po nich bezokolicznika, czy formy *-ing*.

REMEMBER

- ***remember to do something*** (pamiętać, żeby coś zrobić)
  *Did you **remember to buy** milk on your way from school?* – Czy pamiętałeś, żeby kupić mleko w drodze ze szkoły?
- ***remember doing something*** (pamiętać, że coś się zrobiło)
  *I clearly **remember telling** you about their wedding.* – Wyraźnie pamiętam, że powiedziałem ci o ich weselu.

FORGET

- ***forget to do something*** (zapomnieć coś zrobić)
  *She **forgot to mention** this problem during the meeting.* – Zapomniała wspomnieć o tym problemie podczas zebrania.
- ***forget doing something*** (zapomnieć, że coś się zrobiło)
  *I'll never **forget meeting** her for the first time.* – Nigdy nie zapomnę chwili, kiedy po raz pierwszy ją spotkałem.

REGRET

- ***regret to do something*** (wyrażać żal z powodu konieczności zrobienia czegoś)
  *We **regret to inform** you that the show tonight is cancelled.* – Z przykrością informujemy państwa, że dzisiejsze przedstawienie jest odwołane.
- ***regret doing something*** (żałować czegoś, co się wcześniej zrobiło)
  *I **regret going** to the cinema, the film was dreadful.* – Żałuję, że poszłam do kina, film był beznadziejny.

TRY

- ***try to do something*** (próbować, czy potrafi się coś zrobić, zwykle coś trudnego)
  ***I've been trying to contact** you for a week.* – Próbowałem się z tobą skontaktować przez tydzień.
- ***try doing something*** (spróbować zrobić coś, aby zobaczyć, jakie będą tego efekty)
  ***Try opening** this jar with a knife.* – Spróbuj otworzyć ten słoik nożem.

STOP

- ***stop to do something*** (przerwać jedną czynność, żeby wykonać inną)
  *On their way back, they **stopped to have** a picnic.* – W drodze powrotnej zatrzymali się, żeby urządzić sobie piknik.
- ***stop doing something*** (przerwać wykonywaną czynność)
  *They never **stop talking** about their work.* – Oni nigdy nie przestają mówić o swojej pracy.

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1 Jakie formy czasowników w nawiasach poprawnie uzupełniają zdania?

1 The two sportsmen denied ***using*** (use) performance-enhancing drugs.
2 To be honest, I'd prefer *to discuss* (discuss) it with you in more detail before making a final decision.
3 His mother made him *write* (write) thank-you notes on all occasions.
4 Do you happen *to know* (know) what time the staff meeting starts?
5 I saw somebody *breaking/break into* (break into) our house and started screaming.

2 Dokończ zdania w logiczny i gramatycznie poprawny sposób. Użyj właściwych form czasowników.
Sample answers:

1 Would you ever consider ***moving to a foreign country***?
2 When I was fifteen, my parents didn't let *me go to discos*.
3 I'm trying to concentrate on my work. Could you please stop *shouting*?
4 The teachers in our school don't allow *us to use mobile phones*.
5 After finishing my studies, I'm planning *to take a gap year*.
6 I had several New Year's resolutions last year. I decided *to give up chocolate*.
7 What you said to Gloria was very rude. I think you should *apologise to her*.
8 The exam was really difficult. How did you manage *to answer all the questions*?

3 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.

1 I think you should apologise to Mr Perkins for your disrespectful comments. HAD
I think you ***had better apologise*** to Mr Perkins for your disrespectful comments.
2 I'm sorry, but you have not been shortlisted for this post. REGRET
I *regret to tell you / inform you that* you have not been shortlisted for this post.
3 I think it would be a good idea to remind them of the meeting. SUGGEST
I *suggest reminding them / that you remind them* of the meeting.
4 I don't want to go out tonight. FANCY
I *don't fancy going out* tonight.
5 Nobody managed to meet the deadline for the project. SUCCEEDED
Nobody *succeeded in meeting* the deadline for the project.
6 I don't have any hope that they will be reunited in the near future. NO
There's *no hope of their getting* reunited in the near future.

WYPOWIEDŹ NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

4 Zapoznaj się z zadaniem. Jakie formy czasowników w nawiasach poprawnie uzupełniają odpowiedź ucznia?

Popatrz na ilustracje 1., 2. i 3. Wybierasz ilustrację, która zostanie umieszczona na plakacie organizowanego przez twoją klasę konkursu wiedzy o Wielkiej Brytanii.
- Wybierz tę ilustrację, która, twoim zdaniem, jest najlepsza i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe ilustracje.

I think we should [1] ***choose*** (choose) photograph number 3. It seems [2] *to represent* (represent) the United Kingdom quite well. The first association most people have when they think of Britain is probably London with the Houses of Parliament. But we also want [3] *to make* (make) it absolutely clear from our poster that we're planning [4] *to test* (test) knowledge about the United Kingdom and not just England. It would mean [5] *adding* (add) the name Wales and its flag somewhere. We should also consider [6] *including* (include) a small photograph referring to Scotland. I suggest [7] *finding* (find) an image of the Loch Ness Monster or something like that. I can't imagine [8] *choosing* (choose) illustration 2 because it might [9] *give* (give) the impression that our quiz will only cover the geography of the United Kingdom. In the same way, photograph 1 is likely to make people [10] *think* (think) that the quiz will focus mostly on English castles or they might expect only [11] *to be asked* (ask) questions about the British royal family. By choosing photograph 3 we will avoid [12] *creating* (create) such confusion.

1



2



3



GRAMATYKA PRZYMIOTNIKI

ADJECTIVES | PRZYMIOTNIKI

Przymiotniki opisują rzeczowniki i zawsze występują przed nimi (*an **interesting** book*, *a **cuddly** toy*). Mają one taką samą formę w liczbie pojedynczej i mnogiej (*an **interesting** book*, ***interesting** books*). Mogą także występować z niektórymi czasownikami (np.: *appear, be, feel, look, seem, smell, taste, become, get* itd.) i ich miejsce jest wtedy po czasowniku (*feel **guilty**, taste **good**, get **dark***).

Przymiotniki mogą także łączyć się z innymi częściami mowy:

- przedimkiem określonym ***the***, tworząc rzeczownik osobowy w liczbie mnogiej odnoszący się ogólnie do grup ludzi, np.: ***the** rich* – bogaci, ***the** poor* – biedni, ***the** great* – wielcy
- zaimkami *how* lub *what* w zdaniach wykrzyknikowych:
  ***What** a stupid mistake!*
  ***How** kind of you to help me!*

What używamy z przymiotnikiem i następującym po nim rzeczownikiem:

***What** a crazy day!*

How używamy tylko z przymiotnikiem, bez następującego po nim rzeczownika:

***How** awful!*

- wyrażeniami ***so*** i ***such***, wzmacniającymi znaczenie przymiotnika:
  *I was **so** disappointed with the test score.*
  *She is **such** a modest person.*

So używamy tylko z przymiotnikiem, bez następującego po nim rzeczownika:

*I was **so** tired that I couldn't fall asleep.*

Such używamy z przymiotnikiem i następującym po nim rzeczownikiem:

*Beata and Iza are **such** good friends.*

Istnieją także przymiotniki złożone z więcej niż jednego wyrazu, np.: *a fair-haired boy, a blue-eyed girl, a well-paid job, a five-hour journey, a freshly-painted wall.*

KONSTRUKCJA *TO* + BEZOKOLICZNIK PO PRZYMIOTNIKACH

Konstrukcji ***to*** **+ bezokolicznik** używamy po następujących przymiotnikach:

- ***the first*** / ***the second*** / ***the third*** itd. oraz ***the next*** i ***the last***:
  *He was **the first** to come.*
  *The German team was **the next** to qualify for the World Cup.*
- przymiotnikach wyrażających uczucia, np.: *happy, sorry, surprised, glad, pleased, sad, disappointed, amazed*:
  *I'm **glad** to see you.*
- ***too*** + przymiotnik w stopniu równym:
  *This problem is **too difficult** to solve.*

COMPARATIVES | PRZYMIOTNIKI W STOPNIU WYŻSZYM

Przymiotników w stopniu wyższym oraz słowa *than* (od/niż) używamy w celu porównania dwóch osób lub rzeczy:

*Who is **shorter**, you or your brother?*
*Whose bedroom is **cosier**, your twin brother's or yours?*

Po ***than*** używamy zaimka w formie dopełnienia:

*She is more observant **than** me.*

SUPERLATIVES | PRZYMIOTNIKI W STOPNIU NAJWYŻSZYM

Przymiotników w stopniu najwyższym używamy w celu wyrażenia tego, że ktoś lub coś posiada jakąś cechę w największym natężeniu (na tle innych). Przymiotniki w stopniu najwyższym zwykle poprzedzamy przedimkiem *the*. Po przymiotniku możemy użyć *in* albo *of*. *In* występuje z rzeczownikiem w liczbie pojedynczej odnoszącym się do miejsca lub grupy:

*Little Harry is **the youngest** in our family.*
*Mike is **the most agreeable** person in our office.*
*For me, Charlie Chaplin is **the funniest of** all comedians.*

WYRAŻANIE MAŁEJ I DUŻEJ RÓŻNICY

Chcąc wyrazić małą różnicę, używamy *a little, a bit* lub *slightly* przed przymiotnikiem w stopniu wyższym:

*I hope my jokes are **a little / a bit / slightly funnier** than his.*

Chcąc wyrazić dużą różnicę, używamy *much* lub *a lot* przed przymiotnikami w stopniu wyższym oraz *by far* przed przymiotnikami w stopniu najwyższym:

*Travelling by coach is **much / a lot cheaper** than by train.*
*Julia is **much / a lot more talkative** than her sister.*
*This was **by far the hardest** exam this year.*

STOPIEŃ NIŻSZY I NAJNIŻSZY

Przymiotniki w stopniu niższym i najniższym tworzymy za pomocą wyrażeń *less* oraz *the least:*

*This game is **less** competitive than we expected.*
*This game is **the least** competitve of all the ones we've seen so far.*
*She is **the least** competitive person in class.*

STOPIEŃ WYŻSZY + *AND* + STOPIEŃ WYŻSZY

W celu pokazania, że jakaś cecha wzrasta lub maleje, używamy konstrukcji **stopień wyższy + *and* + stopień wyższy**:

*It was getting **darker and darker**.*
*Petrol is getting **more and more expensive**.*
*Holidays abroad are becoming **less and less popular**.*

THE + STOPIEŃ WYŻSZY, *THE* + STOPIEŃ WYŻSZY

W celu pokazania, że dwie rzeczy zmieniają się jednocześnie lub że jedna rzecz jest zależna od drugiej, używamy konstrukcji: *the* + stopień wyższy, *the* + stopień wyższy:

***The older** she becomes, **the more beautiful** she gets.*
***The faster** you are, **the higher score** you will get.*

ADJECTIVE ORDER | KOLEJNOŚĆ PRZYMIOTNIKÓW

Jeżeli kilka przymiotników opisuje jeden rzeczownik, występują one w określonej kolejności. Im bardziej obiektywny przymiotnik, tym znajduje się on bliżej rzeczownika. Przymiotniki subiektywne (wyrażające opinię) znajdują się najdalej od rzeczownika.
Kolejność przymiotników przed rzeczownikiem:

Opinia	Wielkość/Kształt	Wiek	Kolor	Narodowość/Pochodzenie	Materiał	Rzeczownik
	a big		black		leather	jacket
a clever		young		Japanese		boy
a comfortable	narrow				wooden	desk

COMPARATIVE AND SUPERLATIVE ADJECTIVES | STOPNIOWANIE PRZYMIOTNIKÓW

Przymiotniki (*Adjectives*)	Stopień wyższy (*Comparative*)	Stopień najwyższy (*Superlative*)
jednosylabowe np.: *clean* *short*	dodajemy końcówkę *-er* *clean**er*** *short**er***	dodajemy końcówkę *-est* *the clean**est*** *the short**est***
jednosylabowe, zakończone na *-e* np.: *wide* *simple*	dodajemy końcówkę *-r* *wide**r*** *simple**r***	dodajemy końcówkę *-st* *the wide**st*** *the simple**st***
jednosylabowe, zakończone na pojedynczą samogłoskę + pojedynczą spółgłoskę np.: *big* *slim*	podwajamy końcową spółgłoskę i dodajemy końcówkę *-er* *bigger* *slimmer*	podwajamy końcową spółgłoskę i dodajemy końcówkę *-est* *the biggest* *the slimmest*
dwusylabowe, zakończone na *-y* np.: *pretty* *lazy*	końcówkę *-y* zmieniamy na *-ier* *pretti**er*** *lazi**er***	końcówkę *-y* zmieniamy na *-iest* *the pretti**est*** *the lazi**est***
dwusylabowe lub dłuższe np.: *modest* *attractive*	dodajemy *more* przed przymiotnikiem *more modest* *more attractive*	dodajemy *the most* przed przymiotnikiem *the most modest* *the most attractive*
nieregularne np.: *good* *bad* *little* *far* *old*	*better* *worse* *less* *further (farther)* *elder* (o członkach rodziny)	*the best* *the worst* *the least* *the furthest (the farthest)* *the eldest* (o członkach rodziny, np.: *the eldest brother*)

TOO, (NOT) ENOUGH, AS ... AS

Porównując osoby lub rzeczy, możemy posłużyć się także następującymi wyrażeniami:

- ***too*** (zbyt):
  *This cake is **too** sweet for me.*
  *The weather was definitely **too** hot for my liking.*
- ***(not) enough*** (wystarczająco/niewystarczająco):
  *The water was **not** warm **enough** to take a bath in.*
- ***(not) as ... as*** (tak ... jak / nie tak ... jak):
  *Robert is **as** clever **as** his brother.*
  *Our new payment method is **as** convenient **as** the old one.*
  *Our new teacher is **not as** patient **as** Mrs Smith.*

GRAMATYKA PRZYMIOTNIKI

1 Utwórz i zapisz przymiotniki złożone na podstawie podanych informacji.

1 A meal that has two courses.
a two-course meal
2 A story that breaks your heart.
a heart-breaking story
3 A building that has five storeys.
a five-storey building
4 A guide who speaks French.
a French-speaking guide
5 A woman who has a bad temper.
a bad-tempered woman
6 A journey that lasts five hours.
a five-hour journey
7 A worker who isn't paid well.
a badly-paid worker

2 Ułóż przymiotniki w nawiasach w odpowiedniej kolejności tak, aby poprawnie uzupełniały zdania.

1 He was last seen wearing a ***smart brown leather*** (leather/brown/smart) jacket, black trousers and black boots.
2 Our *big fat white* (fat/big/white) cat Harvey weighs over ten kilograms.
3 You'll be amazed by *spectacular old Italian* (Italian/old/spectacular) architecture.
4 As a wedding gift, we bought them four *soft rectangular velvet* (soft/velvet/rectangular) cushions.
5 We stayed in a(n) *beautiful little old* (little/old/ beautiful) cottage overlooking the river.
6 He was surrounded by a group of *intelligent young Brazilian* (Brazilian/intelligent/ young) scientists ready to debate the issue.
7 As a birthday present, we decided to get Robert a(n) *exquisite purple silk* (purple/silk/exquisite) tie and a pair of warm gloves.

3 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.

1 Tablets used to be much more expensive. AS
Tablets ***aren't as expensive as they*** used to be.
2 I have never seen such an amazing film. BY FAR
It was *by far the most amazing film* I have ever seen.
3 Is this the best room you can find for us? THAN
Can't you *find a better room for us than* this?
4 If you exercise a lot, you will get fitter. MORE
The *more you exercise, the fitter* you will get.

4 Przeczytaj fragmenty wypowiedzi niezadowolonego ucznia szkoły językowej. Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.

a My name's Robert Szewczyk and I've come to talk about my course. On the first day, I took a test and was placed into an intermediate group. But I think my level of English is [1]***much higher*** (*dużo wyższy*) than that. I know that my test score [2]*was not good enough* (*nie był wystarczająco dobry*) for the advanced level, but I was quite nervous while writing it. I'm sure my test result is [3]*worse than* (*gorszy niż*) my level of English.

b I am also unhappy about the homework. I think we should be given homework more often and it should be [4]*much more difficult* (*dużo trudniejsza*) than it is at the moment. For some students, it's [5]*the least favourite* (*najmniej lubiana*) part of the course, but some of us want to learn. The more I practise, [6]*the better* (*tym lepszy*) my English will be.

c When I enrolled on the course, I was told that my group would not have [7]*more than* (*więcej niż*) eight students. But in my intermediate class there are sixteen students at the moment – that is twice as many as I was led to believe. I don't think it's fair. It was [8]*such an expensive course* (*taki drogi kurs*) that we should be learning in [9]*much smaller groups* (*dużo mniejszych grupach*).

d I think the course would be [10]*much more useful* (*dużo bardziej pożyteczny*) if there were more extra activities. [11]*The simplest idea* (*Najprostszym pomysłem*) would be a film evening, where we could watch English films with English subtitles. [12]*How strange* (*Jak dziwnie*) that your school doesn't offer anything like that!

ODGRYWANIE ROLI

5 Które wypowiedzi z zadania 4 pasują do czterech kwestii w poniższym zadaniu?

Przyjechałeś/Przyjechałaś do Londynu na trzy tygodnie uczyć się angielskiego w szkole językowej. Nie jesteś zadowolony/zadowolona ze swojego kursu i po trzech dniach pobytu decydujesz się porozmawiać o tym z dyrektorem szkoły. Poniżej podane są cztery kwestie, które musicie omówić w rozmowie.

Poziom grupy *a* | Liczba osób w grupie *c*
Zajęcia dodatkowe *d* | Praca domowa *b*

ADVERBS | PRZYSŁÓWKI

Przysłówki zwykle opisują czasowniki, imiesłowy czasu przeszłego, przymiotniki lub inne przysłówki:

*He looked at me **angrily**.* (przysłówek opisujący czasownik)

*The window was **completely** broken.* (przysłówek opisujący imiesłów czasu przeszłego)

*I am **extremely** tired.* (przysłówek opisujący przymiotnik)

*My little brother walks **incredibly** slowly.* (przysłówek opisujący inny przysłówek)

Reguły pisowni przysłówków:

- do większości przymiotników dodajemy końcówkę **-ly** (np.: *bad – bad**ly***, *strong – strong**ly***),
- w przypadku przymiotników zakończonych na **-le** końcówkę **-e** zmieniamy na **-y** (np.: *probable – probab**ly***),
- w przypadku przymiotników zakończonych spółgłoską + **-y** końcówkę **-y** zmieniamy na **-i** i dodajemy **-ly** (np.: *hungry – hungr**ily***, *lucky – luck**ily***),
- w przypadku przymiotników zakończonych na **-ic** dodajemy końcówkę **-ally** (np.: *tragic – trag**ically***, wyjątek: *public – publ**icly***).

Niektóre wyrazy z końcówką **-ly** nie są przysłówkami, ale przymiotnikami (np.: *cowardly, elderly, friendly, lively, lonely, lovely, silly, ugly*):

His elderly father lives in Boston.

Aby utworzyć od nich przysłówki, często używamy wyrażenia ***in a ... way/manner***:

*He looked at me **in a friendly way**.*

Niektóre przysłówki zachowują taką samą formę, jak odpowiadające im przymiotniki (np.: *early, fast, hard, high, late, long, low, near*):

*I felt pressured to make a **fast** decision.* (przymiotnik)

*The boy swallowed his food **fast**.* (przysłówek)

Niektóre przysłówki mają dwie formy, które różnią się znaczeniem (np.: *hard* i *hardly*, *near* i *nearly*, *late* i *lately*, *high* i *highly*):

*Our team will be fighting **hard** to avoid defeat.* (ciężko, z wysiłkiem)

*There is **hardly** any coffee left.* (prawie nie, ledwie)

*She lives **near** my school.* (blisko)

*They lost **nearly** everything.* (prawie)

*I got home very **late**.* (późno)

*I haven't seen her **lately**.* (ostatnio)

*The clouds were **high** in the sky.* (wysoko)

*She is a **highly** effective chief executive.* (bardzo)

TOO* I *(NOT) ENOUGH

Przysłówków można również używać ze słowami *too* i *(not) enough*:

- ***too*** (zbyt):
  *You're walking **too** slowly.*
- ***(not) enough*** (wystarczająco/niewystarczająco):
  *You're **not** driving fast **enough**.*

COMPARATIVE AND SUPERLATIVE ADVERBS | STOPNIOWANIE PRZYSŁÓWKÓW

- Większość przysłówków stopniujemy poprzez dodanie ***more*** (stopień wyższy) lub ***the most*** (stopień najwyższy):
  quietly – more quietly – the most quietly
- Przysłówki, które zachowują formę przymiotnika, stopniujemy tak jak przymiotniki:
  hard – harder – the hardest
- Niektóre przysłówki stopniowane są w sposób nieregularny:
  well – better – the best, badly – worse – the worst
  much – more – the most, little – less – the least
  far – farther/further – the farthest/the furthest

POSITION OF ADVERBS | MIEJSCE PRZYSŁÓWKA W ZDANIU

Przysłówki mogą występować:

- przed czasownikiem głównym:
  *He **quickly** shut the door.*
- po czasowniku *to be*:
  *He is **always** cheerful and attentive.*
- po czasowniku posiłkowym, ale przed czasownikiem głównym:
  *I have **never** seen it. They are **slowly** recovering.*
- na końcu zdania:
  *They listened **carefully**.*

ROZMOWA WSTĘPNA

1 Przeczytaj wypowiedź ucznia i zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.

PRACA

Which is better: a well-paid job or an interesting job? Why?

For me, an interesting job is [1]*definitely more attractive* (*zdecydowanie bardziej atrakcyjna*) than a well-paid job. If somebody has a genuine interest in the work they're doing, they [2]*hardly notice* (*ledwie zauważają*) that they're actually working. When people are doing things they enjoy, they also perform even the most mundane tasks [3]*much more effectively* (*dużo bardziej efektywnie*). It's been proved that happy employees tend to flourish and it doesn't matter whether their job responsibilities require them to show up at work [4]*early* (*wcześnie*) or leave [5]*very late* (*bardzo późno*). On the other hand, job satisfaction is not everything. People who struggle financially as a result of not being paid [6]*well enough* (*wystarczająco dobrze*) for their work, soon become frustrated and [7]*bitterly disappointed* (*gorzko rozczarowani*). I suppose receiving a decent income is an important factor after all and most people can't be [8]*perfectly/totally/completely/absolutely happy* (*całkowicie szczęśliwymi*) in their job without it.

GRAMATYKA CZASOWNIKI MODALNE

MODAL VERBS | CZASOWNIKI MODALNE

Cechy czasowników modalnych (*can, could, may, might, must, ought to, should*):

- występują tylko w czasie teraźniejszym (z wyjątkiem *could*) – w pozostałych czasach używamy innych konstrukcji,
- mają tylko jedną formę (w 3. os. l. poj. nie dodajemy do nich końcówki *-s*, nie mają formy *-ing* ani *-ed*),
- pytania tworzymy przez inwersję (tzn. zamieniając miejscami podmiot i czasownik modalny), a przeczenia przez dodanie *not* (*n't*) po czasowniku modalnym,
- nie występują bezpośrednio po sobie,
- występujące po nich czasowniki niosące znaczenie mają formę bezokolicznika bez *to*.

OBLIGATION, ABILITIES, PERMISSION | POWINNOŚĆ, UMIEJĘTNOŚCI, POZWOLENIE

MUST, HAVE TO, NEED TO

Wyrażając nakaz, konieczność lub przymus, używamy:

- ***must***, jeśli opisujemy wewnętrzną konieczność odczuwaną przez osobę mówiącą:
  *I **must** talk to her as soon as she comes back.* (wewnętrzne przekonanie)
  *I **must** visit my grandma in hospital tomorrow.* (powinienem)
  *I **must** give Robbie a hand with renovating his flat.* (naprawdę chciałbym to zrobić)
- konstrukcji ***have to***, jeśli opisujemy przymus zewnętrzny, wynikający z reguł, przepisów albo nakazów innych osób:
  *We **have to** be at school ten minutes before the first class.* (takie są reguły obowiązujące w naszej szkole)
  *You **have to** take this medicine twice a day.* (nakaz lekarza)
  *You **have to** stop when the traffic lights are red.* (takie są przepisy ruchu drogowego)
  *I **have to** stop taking this medication.* (lekarz mi to zalecił)
- konstrukcji ***need to***, jeśli opisujemy potrzebę lub konieczność:
  *I **need to** take a nap now.*
  *They **need to** know the exact date of delivery.*

DON'T HAVE TO, DON'T NEED TO, NEEDN'T

Aby wyrazić brak przymusu lub brak konieczności, używamy:

- konstrukcji ***don't have to***:
  *You **don't have to** bring any food.*
  *She **doesn't have to** help with the housework.*
- konstrukcji ***don't need to***:
  *You **don't need to** do the shopping today.*
- konstrukcji ***needn't***:
  *You **needn't** tell your sister about it.*
  *She **needn't** be afraid of me.*

NEEDN'T + HAVE + PAST PARTICIPLE

Wyrażając opinię, że to, co ktoś zrobił, było niepotrzebne, używamy ***needn't + have* + past participle**:

*My parents **needn't have worried** about me because I was perfectly safe.* – Moi rodzice niepotrzebnie się o mnie martwili.

Struktura ***needn't + have* + past participle** ma inne znaczenie niż struktury *didn't have to / didn't need to*:

*She **needn't have put on** elegant clothes.* (ubrała się elegancko, choć nie było to konieczne)

*She **didn't need to put on / didn't have to put on** elegant clothes.* (nie było to konieczne, więc nie ubrała się elegancko)

SHOULD, OUGHT TO

Wyrażając powinność lub udzielając rad, używamy ***should, shouldn't, ought* i *oughtn't to*** (które kładą słabszy nacisk na powinność niż *must*):

*I think everybody **should** help their elderly parents.* (powinność)

*He **shouldn't** eat so many sweets.* (moja rada)

*You **ought to** treat him with more respect.* (powinność)

OUGHT TO / SHOULD + HAVE + PAST PARTICIPLE

Wyrażając żal lub krytykę, że coś nie zdarzyło się w przeszłości, lub udzielając rad odnośnie do przeszłości, używamy ***ought to / should + have* + past participle**:

*I **ought to / should have asked** her to dance.* (nie poprosiłem jej do tańca i teraz żałuję)

*You **ought to / should have paid off** your debts last year.* (to źle, że nie spłaciłeś długów – krytyka)

MUSTN'T, CAN'T/COULDN'T

Mówiąc o tym, czego nie wolno robić, używamy:

- ***mustn't*** i ***can't*** – w odniesieniu do chwili obecnej lub ogólnych zakazów, przy czym ***mustn't*** wyraża bardzo silny zakaz:
  *You **can't/mustn't** drive faster than 50 km/h in built-up areas.*
- ***couldn't*** – w odniesieniu do przeszłości:
  *When I was a teenager, I **couldn't** stay out as late as I wanted.*

COULD/MIGHT + HAVE + PAST PARTICIPLE

Wyrażając irytację, że ktoś czegoś nie zrobił w przeszłości, używamy ***could/might + have* + past participle**:

*They **could/might have informed** us about the meeting earlier.*

CAN, COULD

Mówiąc o umiejętnościach posiadanych obecnie lub kiedyś, używamy ***can, can't, could* i *couldn't***:

*I **can** use chopsticks quite well.*

*He **can't** drive a car.*

*When I was ten, I **could** sew, but I **couldn't** knit.*

CAN I *COULD* Z CZASOWNIKAMI STATYCZNYMI

Opisując zdarzenia lub stany za pomocą czasowników statycznych (*see, hear, taste, smell, understand, remember*) używamy ***can, can't, could, couldn't***. Tego typu zdania tłumaczymy na język polski z pominięciem czasownika modalnego:

Can *you see him?* – Widzisz go?
I ***can't*** *remember what she said.* – Nie pamiętam, co powiedziała.
I ***could*** *hear him humming the song.* – Słyszałem, jak nucił piosenkę.
To be honest, I ***couldn't*** *feel any pain.* – Mówiąc szczerze, nie czułem żadnego bólu.

BE ABLE TO

Mówiąc o możliwości wykonania jakiejś czynności lub posiadanych umiejętnościach, używamy struktury ***be able to***. Można ją stosować we wszystkich czasach.

W czasie teraźniejszym Present Simple jest ona używana wymiennie z czasownikiem modalnym *can* (czasownika modalnego *can* używa się jednak dużo częściej):

I'm afraid I ***am not able to*** *do it. = I'm afraid I can't do it.*

CAN A *BE ABLE TO*

W czasie przeszłym Past Simple istnieje różnica pomiędzy *was/were able to* oraz *could*:

Unfortunately, I ***wasn't able to*** *finish the report yesterday.* – Niestety nie byłem w stanie skończyć wczoraj raportu. (konkretna sytuacja w przeszłości)
I ***couldn't*** *swim very well when I was a child.* – Jako dziecko nie umiałem dobrze pływać. (ogólna umiejętność w przeszłości)

W czasie przyszłym stosuje się tylko strukturę *be able to*:

I ***won't be able to*** *give you a hand tomorrow, I'm afraid.* – Obawiam się, że nie będę mógł ci jutro pomóc.

Be able to stosowane jest także we wszystkich innych strukturach gramatycznych:

You should ***be able to*** *pass your driving test with flying colours.*
I remember ***not being able to*** *walk after my surgery.*

CAN, COULD, MAY

Mówiąc o tym, co wolno robić lub przedstawiając prośbę, używamy:

- ***can*** i ***could*** (przy czym w prośbach *could* jest formą bardziej uprzejmą niż *can*):
  Can/Could *you do me a big favour?*
  When I was a child, I ***could*** *go to bed later on Saturdays.*
- ***may*** i ***can***, jeżeli udzielamy pozwolenia lub chcemy przedstawić prośbę w jeszcze bardziej uprzejmy sposób:
  You ***may*** *kiss the bride now.*
  May/Can *I leave a bit earlier today?*

WOULD LIKE, WILL, SHALL, WOULD

Wyrażając prośbę, propozycję lub zaproszenie, używamy ***would like***:

I ***'d like*** *two slices of smoked ham, please.*

Wyrażając prośbę do kogoś w sposób bardziej formalny i bezpośredni, używamy ***will***:

Will *you wait here for a moment, please?*

Proponując, że coś dla kogoś zrobimy, oraz oferując lub prosząc o sugestie, używamy ***shall***:

Shall *we stop here for a short break?*

Shall używane jest także w języku bardziej formalnym i prawniczym do wyrażania postanowienia lub nakazu:

All candidates ***shall*** *follow the instructions.* – Wszyscy kandydaci mają postępować zgodnie z instrukcjami.

Opisując typowe zachowanie w przeszłości, używamy ***would***:

As a child, I ***would*** *always drink milk in the evening.*

SPECULATING ABOUT THE PRESENT AND THE FUTURE | PRZYPUSZCZENIA ODNOSZĄCE SIĘ DO TERAŹNIEJSZOŚCI I PRZYSZŁOŚCI

Wyrażając przypuszczenie dotyczące tego, co ma miejsce lub nie ma miejsca w chwili obecnej albo będzie miało miejsce lub nie będzie miało miejsca w przyszłości, używamy konstrukcji ***must/might/may/can/could/can't*** + **bezokolicznik** bez ***to***.

Must wyraża bardzo silne przekonanie (graniczące z pewnością), że coś ma miejsce:

Barbara ***must be*** *really hungry.* (jestem tego prawie pewien)

Might, ***may***, ***can*** i ***could*** wyrażają przypuszczenie, że dane zdarzenie jest możliwe lub prawdopodobne, przy czym ***can*** używamy w odniesieniu do zdarzeń ogólnych, a ***could***, ***might*** i ***may*** używamy w odniesieniu do konkretnych sytuacji:

A lawsuit ***can last*** *for many months, even years.*
This ***could be*** *the book I'm looking for.*
They ***might/may want*** *you to explain it again.*

Might not i ***may not*** wyrażają przypuszczenie, że coś nie ma lub nie będzie miało miejsca:

Lucy ***may/might not pass*** *her driving test first time.* (takie jest moje przypuszczenie, tego się spodziewam)

Can't wyraża bardzo silne przekonanie (graniczące z pewnością), że coś nie ma miejsca:

He ***can't be*** *so silly as to do that.* (to prawie niemożliwe)

Wyrażając opinie lub przypuszczenia dotyczące zdarzeń, które odbywają się dokładnie w momencie mówienia, używamy konstrukcji ***must***/***might***/***may***/***could***/***can't*** + ***be*** + **czasownik** + ***-ing***:

This is not true! You ***must be joking!*** (jestem pewien, że żartujesz)
Sarah is not picking up the phone. She ***might be driving*** *now.* (przypuszczam, że tak jest)

GRAMATYKA CZASOWNIKI MODALNE

SPECULATING ABOUT THE PAST | PRZYPUSZCZENIA ODNOSZĄCE SIĘ DO PRZESZŁOŚCI

Wyrażając opinie lub przypuszczenia dotyczące zdarzeń z przeszłości, używamy konstrukcji ***must/might/may/could/can't + have* + past participle**.

***Must* + *have* + past participle** wyraża bardzo silne przekonanie, że coś się zdarzyło:

*He **must have lived** in France. His French is perfect.* (jestem przekonany, że mieszkał we Francji)

Might, ***may*** oraz ***could* + *have* + past participle** wyrażają przypuszczenie, że coś się zdarzyło (w takim znaczeniu nie można użyć *can*):

*The boss **might/may/could have put off** the meeting until tomorrow.* (być może szef przełożył spotkanie)

***Can't* + *have* + past participle** wyraża bardzo silne przekonanie, że coś się nie zdarzyło:

*He **can't have paid** £50 for this fleece.* (to niemożliwe, że tyle zapłacił)

Wyrażając opinie lub przypuszczenia dotyczące zdarzeń, które odbywały się w określonym momencie w przeszłości, używamy konstrukcji ***must/might/may/could/can't* + *have been* + czasownik + *-ing***:

*I saw Chris running out of school. He **must have been rushing** home.* (jestem pewien, że spieszył się do domu)

*She **might have been trying** to cheer me up.* (być może ona próbowała mnie pocieszyć)

*You **can't have been waiting** for us for over two hours.* (jestem pewien, że na nas nie czekaliście)

Poszczególne czasowniki modalne wyrażają różny stopień pewności:

*They **must be** at school now.* – Oni na pewno są teraz w szkole.

*She **must have learnt** Italian as a child.* – Z pewnością nauczyła się włoskiego jako dziecko.

*They **might/may/could be** at school now.* – Być może są teraz w szkole.

*She **might/may/could have learnt** Italian as a child.* – Być może nauczyła się włoskiego jako dziecko.

*They **may/might not be** at school now.* – Być może nie są teraz w szkole.

*She **may/might not have learnt** Italian as a child.* – Prawdopodobnie nie nauczyła się włoskiego jako dziecko.

*They **can't be** at school now.* – Na pewno nie są teraz w szkole.

*She **can't have learnt** Italian as a child.* – Z pewnością nie nauczyła się włoskiego jako dziecko.

1 Które czasowniki modalne poprawnie uzupełniają zdania?

1 We can easily cope with this task ourselves. We *C* be supervised.
A can't **C** don't need to
B mustn't **D** couldn't

2 If you feel something is right for you, don't let anyone persuade you that you ought ____ it.
A not to do **C** not do
B to do **D** do

3 Don't panic! You ____ prepare this report for tomorrow. The deadline's next week.
A don't have to **C** mustn't
B can't **D** shouldn't

4 I'm freezing cold! I ____ put my winter coat on as my mum told me.
A had to **C** must have
B ought to have **D** might have

5 When I was a child, my mother ____ read me bedtime stories every night.
A might **C** shall
B should **D** would

6 All applicants ____ provide a completed medical examination form.
A could **C** may
B shall **D** would

7 I'm afraid I ____ taste the difference between this one and the one you made before.
A shall not **C** may not
B shouldn't **D** can't

2 Przekształć zdania, używając podanych początków, zakończeń oraz czasowników modalnych tak, aby zachować znaczenie zdań wyjściowych.

1 Shall I elaborate on that point?
Would *you like me to elaborate* on that point?

2 These items are not allowed to be carried onto the plane.
You _____ *mustn't/can't carry* _____ these items onto the plane.

3 It's so annoying that he didn't anticipate any difficulties with this project.
He could *have anticipated some difficulties* with this project.

4 It's not necessary for parents to arrange everything for their children.
Parents *don't have to / don't need to arrange / needn't arrange* everything for their children.

5 The sound coming from underneath the vehicle was deafening.
I *could hear* a deafening sound coming from underneath the vehicle.

3 **Przeczytaj fragmenty rozmowy między koleżankami. Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj czasowników modalnych.**

a [1]*Would you like to go* (*Czy chciałabyś chodzić*) at the weekend or during the week? Early morning would be ideal for me. But skipping our morning English class is out of the question – we [2]*mustn't/can't do* (*nie wolno nam tego robić*) it! So how about Saturday or Sunday morning? We [3]*will/would have to get used to* (*będziemy musiały się przyzwyczaić*) getting up a bit earlier at the weekend, but it [4]*shouldn't be* (*nie powinno być*) such a big problem. What do you think?

b I think we [5]*should choose* (*powinnyśmy wybrać*) a class that is not too intense or physically demanding. Any kind of light fitness activity will be good for me. Or maybe you [6]*could/can think* (*możesz pomyśleć*) of something else? It [7]*can't be* (*nie może być*) swimming though because I hate water and water sports. But on the other hand, we [8]*don't have/need to do* (*nie musimy*) go to the same class.

c I know that they have two different payment options. You [9]*can pay* (*można płacić*) as you go or there's a membership option. I think the membership option works out cheaper. [10]*Shall I check / Would you like me to check* (*Czy mam sprawdzić*) that? Obviously, in that case, we [11]*would have to go* (*musiałybyśmy chodzić*) at least once or even twice a week. We [12]*don't have/need to decide* (*nie musimy decydować*) now, but it's worth thinking about it.

d Getting there by car might be a problem. When I went there with Robert last week, we [13]*couldn't find* (*nie mogliśmy znaleźć*) a parking space for twenty minutes and it was quite expensive. In fact, we [14]*needn't have taken* (*niepotrzebnie wzięliśmy*) the car – I'm sure there is an underground station nearby. I [15]*should have asked* (*powinnam była zapytać*) our teacher – he lives close to the sports centre. I'll ask him tomorrow.

OPIS ILUSTRACJI

4 **Które formy czasowników poprawnie uzupełniają opis ilustracji?**



I can see a lot of people in this picture. They appear to be at a summer music festival, as in the background there is a temporary construction, which [1]*must be* / *may have been* / *can't be* a music stage set up for the performers.

Judging by the large crowd, the stars invited to perform [2]*mustn't* / *might not* / *can't* be unknown singers or musicians. The event definitely features very popular artists.

The group of people in the foreground of the picture are clapping their hands. They [3]*must* / *might* / *can't* have just met at the festival or perhaps they've known each other for ages – it's hard to say for sure.

By the way they're chatting and smiling I think they [4]*might* / *can't* / *must* be having the time of their lives. Some of the crowd behind them are waving their hands in the air. Some others in the distance [5]*might dance* / *might be dancing* / *might have been dancing* too – but it's difficult to see for sure. All the people are wearing everyday clothing, like T-shirts and jeans, and appear very excited. The group closest to the camera are being restrained by waist-high steel barriers, which the organisers [6]*must put up* / *must have put up* / *must be putting up* before the event started.

ARTICLES *A/AN/THE* AND NO ARTICLE | PRZEDIMKI *A/AN/THE* I BRAK PRZEDIMKA

Odpowiedniki przedimków ***a/an/the*** nie występują w języku polskim.

A/AN

A/An używamy:

- przed rzeczownikami policzalnymi w liczbie pojedynczej (***a*** *toy*, ***an*** *apple*),
- gdy wspominamy o kimś lub o czymś po raz pierwszy:
  I have ***a*** *hamster. Its name is Bounty.*
- gdy mówimy o jednej z wielu osób lub rzeczy (nie jest istotne, którą konkretną rzecz lub osobę mamy na myśli):
  Have you got ***a*** *sheet of paper?* (jakąkolwiek)
  I need ***a*** *sleeping bag.* (jakikolwiek)
- przed nazwami zawodów:
  My aunt works as ***a*** *graphic designer.*
  David is ***an*** *accountant.*
- w wyrażeniach określających częstotliwość, prędkość i cenę za jednostkę wagi (*twice* ***a*** *day, 30 miles* ***an*** *hour, £1.50* ***a*** *kilo*).

THE

The używamy:

- przed rzeczownikami niepoliczalnymi oraz policzalnymi w liczbie pojedynczej i mnogiej (***the*** *coffee,* ***the*** *table,* ***the*** *grapes*),
- gdy wspominamy o osobach lub rzeczach po raz kolejny:
  I have a hamster. ***The*** *hamster's name is Bounty.*
- gdy mówimy o kimś lub o czymś konkretnym (w liczbie pojedynczej lub mnogiej), a nasz rozmówca orientuje się, o jaką rzecz lub osobę chodzi:
  Where have you put ***the*** *scissors?* (chodzi o konkretne nożyczki)
  The *girls in my class are very pretty.* (te konkretne dziewczyny)
- przed nazwami rzeczy lub osób jedynych w swoim rodzaju (***the*** *Moon,* ***the*** *Earth*),
- przed rzeczownikami policzalnymi w liczbie pojedynczej, mówiąc ogólnie o całej grupie, gatunku lub wynalazku:
  The *cheetah is the fastest animal on land.*
- przed przymiotnikami w użyciu rzeczownikowym (charakteryzującymi pewną grupę osób lub rzeczy):
  The *rich will never understand* ***the*** *poor.*
- przed nazwiskami rodzin (***the*** *Perkins family,* ***the*** *Smith family*),
- przed nazwami pór dnia (*in* ***the*** *afternoon, in* ***the*** *morning*),
- przed nazwami pokoi/pomieszczeń w mieszkaniu i miejsc w pobliżu domu (*in* ***the*** *living room, in* ***the*** *toilet, in* ***the*** *garden*),
- przed nazwami instrumentów muzycznych i tańców (***the*** *piano,* ***the*** *waltz*),
- przed przymiotnikami w stopniu najwyższym (***the*** *best performance,* ***the*** *most expensive car*),
- przed liczebnikami porządkowymi (***the*** *first,* ***the*** *third*),
- przed liczebnikami określającymi stulecia i dekady (***the*** *nineteenth century,* ***the*** *1960s*),
- przed nazwami epok historycznych (***the*** *Middle Ages*),
- przed nazwami rzek (***the*** *Thames*), mórz (***the*** *Red Sea*) i oceanów (***the*** *Pacific*),
- przed nazwami pasm górskich (***the*** *Rocky Mountains*) i archipelagów (***the*** *Canary Islands*),
- przed nazwami niektórych państw – jeśli ich nazwa ma formę liczby mnogiej (***the*** *Netherlands*) lub zawiera rzeczownik pospolity (***the*** *United States*).

NO ARTICLE | BRAK PRZEDIMKA

Przedimków nie używamy:

- przed rzeczownikami w liczbie mnogiej, gdy mówimy o osobach lub rzeczach w sposób bardzo ogólny albo wspominamy je po raz pierwszy:
  At this age, boys are very immature. (chłopcy w ogóle)
  Cats make very agreeable pets. (koty w ogóle)
- przed rzeczownikami w zdaniach o charakterze stwierdzeń ogólnych:
  Football is very popular in Germany.
- przed rzeczownikami abstrakcyjnymi:
  What these kids need is love and support.
- przed nazwami własnymi:
  Robert comes here every day.
- przed nazwami dni tygodnia i miesięcy (*on Tuesday, in September*),
- przed latami (*in 2020, in 1789*),
- przed nazwami posiłków (*after dinner, before lunch*),
- przed nazwami dyscyplin sportowych i gier:
  I love football, but I can't stand chess.
- przed nazwami świąt (*Christmas, Easter*),
- przed słowami *home* i *work* (*go home, go to work*),
- przed słowami *mother* i *father* w odniesieniu do własnej rodziny:
  Mother should be here any minute.
- przed słowami *school, college, university, hospital, church, prison,* jeżeli używamy ich, myśląc o funkcjach, którym służą:
  He ended up in prison for robbery. (jest więźniem)
  ALE: *His mother went to* ***the*** *prison to visit him.* (poszła jako osoba odwiedzająca, nie jest więźniem)
- w wyrażeniach *by* + środek transportu (*by train, by car*),
- przed nazwami języków, o ile nie występuje po nich słowo *language*:
  I speak English.
  ALE: ***The*** *English language has difficult pronunciation.*
- przed nazwami kontynentów (*in Asia*),
- przed nazwami większości krajów (*in Sweden*) oraz prowincji i stanów (*from Florida*),
- przed nazwami miast (*in Warsaw, in Chicago,* wyjątek: ***The*** *Hague*),
- przed nazwami ulic (*in Uplands Street*), dworców (*from Victoria Station*) i lotnisk (*to Luton Airport*),
- przed nazwami jezior (*on Lake Garda*), pojedynczych szczytów górskich (*on Mount Everest*) i pojedynczych wysp (*Sicily*).

1 Przepisz zdania, wstawiając brakujące przedimki.

1 The woman sitting in front of fireplace is singer who can also play piano quite well.
The woman sitting in front of the fireplace is a singer who can also play the piano quite well.

2 I can't understand why some children are afraid of dogs, while others can play with them for hours without sign of fear.
I can't understand why some children are afraid of dogs, while others can play with them for hours without a sign of fear.

3 We started our tour in Samoens, which is beautiful mountain village in French Alps, and finished in Amsterdam, capital city of Netherlands.
We started our tour in Samoens, which is a beautiful mountain village in the French Alps, and finished in Amsterdam, the capital city of the Netherlands.

4 **A:** Do you know Smith family who moved into our neighbourhood in March?
Do you know the Smith family, who moved into ourt our neighbourhood in March?
B: Yes, parents are teachers and their three daughters go to school in nearby town.
Yes, the parents are teachers and their three daughters go to school in a nearby town.

5 There were few people waiting when we got to airport, but nobody knew why plane was delayed.
There were a few people waiting when we got to the airport, but nobody knew why the plane was delayed.

6 In nineteenth century, flood of immigrants from Eastern Europe entered United States.
In the nineteenth century, a flood of immigrants from Eastern Europe entered the United States.

7 At end of exhausting day, I went to hospital to visit very sick colleague.
At the end of an exhausting day, I went to the hospital to visit a very sick colleague.

8 I used to eat breakfast at home in morning before work, but now I need to get up at crack of dawn, so I'd rather get extra twenty minutes of sleep.
I used to eat breakfast at home in the morning before work, but now I need to get up at the crack of dawn I'd rather get an extra 20 minutes of sleep.

2 Które przedimki (*a/an/the* lub –) poprawnie uzupełniają tekst?

Welcome!

Come and visit historic [1] _–_ Sherborne Castle and explore its beautiful lakeside gardens. Built by [2] _–_ Sir Walter Raleigh at [3] _the_ end of [4] _the_ sixteenth century and home to [5] _the_ Digby family since [6] _–_ 1617, [7] _the_ castle's state rooms reflect [8] _a_ variety of decorative styles from [9] _the_ greatest periods of English history. In [10] _the_ castle's cellars, you can see Raleigh's original kitchen and [11] _a_ collection of finds from [12] _the_ castle grounds. [13] _–_ visitors will enjoy exploring [14] _the_ lakeside gardens, which provide [15] _a_ wonderful setting for [16] _–_ picnics. Recently, we have opened up the historic dry grounds walk, [17] _an_ eight-acre extension to [18] _the_ gardens on [19] _the_ north side of [20] _the_ lake. Admission is free for [21] _–_ children. [22] _–_ dogs are welcome on [23] _a_ lead.

[24] _The_ castle is open daily, except [25] _–_ Mondays and [26] _–_ Fridays, from 22 May till [27] _the_ end of [28] _–_ October. For more [29] _–_ information, call 0193513182 or visit our website.

OPIS ILUSTRACJI

3 Które przedimki poprawnie uzupełniają opis ilustracji?



There are three people in [1] *a* / – / (*the*) picture: [2] (*a*) / *an* / *the* girl and two boys. They are standing outside some kind of [3] (*a*) / – / *the* building. It looks a lot like [4] (*a*) / – / *the* school. [5] (*The*) / – / *A* place seems deserted because there aren't any people in [6] *a* / – / (*the*) background. [7] *A* / – / (*The*) girl is looking at one of [8] *a* / – / (*the*) boys and having a laugh with him. They are having [9] (*a*) / – / *the* conversation and she's giving the cold shoulder to [10] *a* / – / (*the*) third person, who could be her younger sibling. All three people in [11] *a* / – / (*the*) photo seem to be in a good mood and look like [12] *a* / (–) / *the* children discussing the events of the day after [13] *a* / (–) / *the* school.

COUNTABLE AND UNCOUNTABLE NOUNS | RZECZOWNIKI POLICZALNE I NIEPOLICZALNE

COUNTABLE NOUNS | RZECZOWNIKI POLICZALNE

- określają rzeczy, które można policzyć, np: *a* ***cat***, *five* ***books***
- występują zarówno w liczbie pojedynczej, jak i mnogiej:
  This ***watermelon*** *is absolutely delicious. These* ***watermelons*** *are absolutely delicious.*
- mogą być poprzedzone przedimkami *a/an* (***a*** *dress*) lub *the* (***the*** *dress*), liczebnikami (***two*** *dresses*) oraz określnikami ilości, np.: *some/any, (too) many, how many, a lot of, (a) few*.

UNCOUNTABLE NOUNS | RZECZOWNIKI NIEPOLICZALNE

- określają rzeczy, których nie można policzyć: ***oil***, ***rice***, ***love***
- następuje po nich czasownik w liczbie pojedynczej:
  Petrol is *becoming really expensive.*
- mogą być poprzedzone przedimkiem *the* (***the*** coffee) oraz określnikami ilości, np.: *some/any, (too) much, how much, a lot of* lub *(a) little* (patrz tabela poniżej).

Do rzeczowników niepoliczalnych zaliczamy:

- nazwy ciał stałych, płynów, gazów, związków chemicznych (np.: *iron, butter, oil, oxygen*),
- rzeczowniki abstrakcyjne (np.: *freedom, time, fun, health*),
- nazwy uczuć (np.: *love, anger, honesty, courage*),
- nazwy chorób (np.: *pneumonia, flu, measles*),
- rzeczowniki zbiorowe (np.: *furniture, luggage, jewellery*),
- niektóre inne rzeczowniki (np.: *accommodation, advice, equipment, homework, information, knowledge, money, news, progress, traffic, travel, weather, work*).

COLLECTIVE NOUNS | RZECZOWNIKI ZBIOROWE

Przed rzeczownikami niepoliczalnymi często występują policzalne określenia ilości, np.: *a piece of bread/advice/information/luggage; a bottle of water/juice; a pair of jeans; a loaf/slice of bread; a game of tennis; a bar of soap.*

Rzeczowniki zbiorowe (np.: *army, audience, class, committee, company, crew, crowd, data, family, government, group, jury, press, public, staff, team*) mogą występować z czasownikiem w liczbie pojedynczej lub mnogiej. Zależy to od tego, czy opisywaną grupę traktujemy jako całość, czy jako zbiór pojedynczych jednostek:

The ***team*** *has done a good job.* (zespół jako całość)
The ***team*** *are going to work hard this season.* (każdy członek zespołu z osobna)

Niektóre rzeczowniki zbiorowe (np.: *police, people*) występują tylko z czasownikami w liczbie mnogiej.
The ***police*** *are looking for a suspect.*

QUANTIFIERS | OKREŚLNIKI ILOŚCI

(Too) many (of), ***not many (of)***, ***few***, ***a few (of)*** używamy przed rzeczownikami policzalnymi:
(too) many/not many/few/a few pens

(Too) much, ***not much***, ***little***, ***a little*** używamy przed rzeczownikami niepoliczalnymi:
(too) much/not much/little/a little coffee

A lot (of), ***lots of***, ***all (of)***, ***most (of)***, ***some (of)***, ***(not) any*** występują przed rzeczownikami niepoliczalnymi i policzalnymi w liczbie mnogiej:
a lot of time/lots of time/most of the time/some time/all the time
a lot of/lots of/most/some/all children
We haven't got any tea/potatoes.

None (of) występuje przed rzeczownikami w liczbie mnogiej, gdy mowa o więcej niż dwóch osobach lub rzeczach:
None of *the employees has received a bonus.*

Both (of) występuje przed rzeczownikami w liczbie mnogiej, gdy mowa o dokładnie dwóch osobach lub rzeczach:
Both *girls are very intelligent.*
Both of *us were disappointed.*

Either (of) i ***neither (of)*** odnoszą się do dwóch osób lub rzeczy. Po *either of* lub *neither of* może występować czasownik w liczbie pojedynczej lub mnogiej:
There are solid arguments for ***either*** *decision.*
Neither of *her sisters likes/like History.*

ROZMOWA WSTĘPNA

1 Które określniki ilości poprawnie uzupełniają wypowiedzi ucznia?

CZŁOWIEK

Do you think that the clothes we wear reflect our personality? Why? / Why not?

No, I don't. I don't think that the clothes we wear have [1]*many* / *much* to do with our personality. I know [2]*a lot of* / *lots* people who dress in a certain way because that's what's expected of them. Take, for example, lawyers and teachers. [3]*All* / *Both* of these groups tend to wear suits or other formal clothes. And [4]*neither* / *none* of them would necessarily feel comfortable or happy in their outfits.

NAUKA I TECHNIKA

Does modern technology reduce or increase stress? Why?

In my opinion, modern technology greatly increases stress. For example, [5]*both* / *all* of the new electronic devices (such as smartphones or tablets) were supposed to give us more time. In reality, we spend too [6]*much* / *many* time using them. As a result, we tend to multitask and have only a [7]*little* / *few* time left for contact with others. Should we limit the use of modern technology then or drop it altogether? I believe there are good arguments for [8]*either* / *both* option.

ADVERBIAL CLAUSES | ZDANIA OKOLICZNIKOWE

ZDANIA OKOLICZNIKOWE CZASU

Zdania te wprowadzane są za pomocą następujących spójników: ***when*** (kiedy), ***while*** (podczas gdy), ***whenever*** (kiedy tylko, ilekroć), ***after*** (po, kiedy), ***before*** (zanim, przed), ***till/until*** (do, aż, zanim), ***as*** (kiedy), ***since*** (odkąd, od czasu kiedy), a także ***as soon as*** (skoro tylko), ***as long as*** (tak długo jak), ***by the time*** (do czasu) itd.

Jeśli zdanie okolicznikowe czasu występuje przed zdaniem głównym, oddzielamy oba zdania przecinkiem:

After I finished *school, I decided to take a gap year.*

Jeśli zdanie okolicznikowe czasu występuje jako drugie, przecinka nie używamy:

I decided to take a gap year ***after I finished*** *school.*

W zdaniach okolicznikowych tego typu nigdy nie używamy czasów przyszłych:

She won't move out ***until*** *she* ***gets*** *a steady job.*
– NIE: ~~*She won't move out until she will get a steady job.*~~

ZDANIA OKOLICZNIKOWE MIEJSCA

Zdania te wprowadzane są za pomocą spójników ***where*** (gdzie), ***to where*** (dokąd) lub przysłówka ***wherever*** (dokądkolwiek, wszędzie gdzie).

ZDANIA OKOLICZNIKOWE CELU

Zdania te opisują cel podjętej czynności i wprowadzane są za pomocą konstrukcji ***to*** + bezokolicznik oraz spójników ***in order (not) to***, ***so as (not) to***, ***for***, ***in order that, so that, in case***.

- ***to* + bezokolicznik:**
  I called the teacher ***to*** *apologise for my son's behaviour.*
- ***in order (not) to* + bezokolicznik:**
  He craned his neck ***in order to*** *see better.*
- ***so as (not) to* + bezokolicznik:**
  I drove at a steady 50 mph ***so as to*** *save fuel.*
  He wore an apron ***so as not to*** *get his shirt dirty.*
- ***for* + rzeczownik / czasownik + *-ing*:**
  He promised to help me prepare ***for*** *my exam.*
  I use a video conferencing platform ***for*** *communicating with my boyfriend.*
- ***in order that / so that* + zdanie podrzędne**, zwykle z czasownikami modalnymi *can*, *may*, *could* lub *might*:
  He lowered his voice ***so that*** *Doris couldn't hear.*
- ***in case*** (w razie czego, na wypadek czegoś) + **zdanie podrzędne**:
  Take your coat ***in case*** *it gets very cold.*

ZDANIA OKOLICZNIKOWE SKUTKU

Zdania te opisują skutek zdarzenia/czynności i wprowadzane są za pomocą następujących spójników lub wyrażeń: ***so*** (więc), ***as a result*** (w wyniku tego), ***therefore*** (zatem, dlatego), ***as a consequence, consequently*** (więc).

Po spójnikach i wyrażeniach: *as a result, therefore, as a consequence, consequently* stawiamy przecinek:

This method of production is expensive. ***As a result / Therefore / As a consequence / Consequently****, it is not used.*

ZDANIA OKOLICZNIKOWE PRZYCZYNY

Zdania te opisują przyczynę zdarzenia/czynności i wprowadzane są za pomocą następujących spójników lub wyrażeń: ***because***, ***since, as, because of, owing to, on account of, due to, the reason for/why*** itp.

- ***because/since/as* + zdanie podrzędne:**
  I went to bed ***because*** *I was tired.*
  As/Since *it was his birthday, I bought him a present.*
  Because zwykle nie występuje na początku zdania, chyba że rozpoczyna bezpośrednią odpowiedź na pytanie *Why*?
  Why didn't you come to the party? ***Because*** *I had to study.*
- ***because of / owing to / on account of / due to /thanks to* + rzeczownik**:
  The poor visibility was ***because of / owing to / due to / on account of*** *the fog.*
- ***the reason for* + rzeczownik / czasownik + *-ing*:**
  The reason for *Tom's anger / Tom being angry was Ann's laziness.*
- ***the reason why* + zdanie podrzędne:**
  The reason why *Tom was angry was Ann's laziness.*

ZDANIA OKOLICZNIKOWE PORÓWNAWCZE

Zdania te wprowadzane są za pomocą spójników złożonych ***as ... as*** oraz ***so ... as*** (tak... jak):

I hope I can age ***as*** *gracefully* ***as*** *she has.*

Jeśli w pierwszym członie porównania występuje przeczenie, zamiast *as ... as* możemy użyć wyrażenia *so ... as*:

It's not ***so*** *obvious* ***as*** *it might seem.*

ZDANIA OKOLICZNIKOWE STOPNIA

Zdania te wprowadzane są za pomocą konstrukcji ***so*** + ***przymiotnik/przysłówek*** + ***that*** oraz ***such*** + **(przymiotnik) + rzeczownik** + ***that***:

I was ***so busy that*** *I haven't got round to calling him yet.*
They were talking ***so loudly that*** *we couldn't hear a word.*
Emma has ***such an inquisitive mind that*** *everybody thinks she'll become a scientist.*
The little boy was ***such a chatterbox that*** *I couldn't get a word in edgeways.*

ZDANIA OKOLICZNIKOWE PRZYZWOLENIA

Zdania te wyrażają kontrast i wprowadzane są za pomocą następujących spójników lub wyrażeń: ***but*** (ale), ***although / even though / though*** (chociaż, aczkolwiek), ***despite/in spite of*** (pomimo), ***however/ nevertheless*** (niemniej jednak), ***yet/still*** (mimo to, a jednak), ***while/whereas*** (natomiast, podczas gdy) itd.

- *although / even though / though* + zdanie podrzędne:
  Although / Even though / Though *Robert ran very fast, he lost the race.*
  Though jest często używane w języku potocznym i może występować na końcu zdania:
  Robert ran very fast. He lost the race, ***though****.*
- *despite / in spite of* + rzeczownik / czasownik + *-ing*:
  Robert lost the race ***in spite of / despite*** *running very fast.*

- *despite / in spite of* + *the fact that* + zdanie podrzędne:
  Robert lost the race ***in spite of / despite the fact that*** *he ran very fast.*
- *however/nevertheless* + przecinek:
  The queue was very long. ***However/Nevertheless****, we succeeded in getting the tickets.*
- *yet/still:*
  It was raining, ***yet/still*** *we went for a long walk.*
- *while/whereas*:
  I love sleeping in, ***while/whereas*** *my husband is an early bird.*

ZDANIA OKOLICZNIKOWE SPOSOBU

Zdania te wprowadzane są za pomocą spójników ***as*** (jak), ***as if***, ***as though*** (jak gdyby):

Ann speaks exactly ***as*** *her twin sister does.*

He dances ***as if / as though*** *he was a professional dancer.*

1 Dopasuj początki zdań 1–6 do ich zakończeń a–f, łącząc je właściwymi spójnikami.

1 The lecture was postponed due to the illness of the speaker.

1 The lecture was postponed _____

2 I need to get a password *f*
I need to get a password so that I can access the online periodical databases.

3 Take a raincoat with you *b*
Take a raincoat with you in case it rains.

4 The visibility is quite good *a*
The visibility is quite good although it's quite dark.

5 Small businesses are thriving *e*
Small firms are thriving despite the recession.

6 I'll probably go to Tom's party *c*
I'll probably go to Tom's party since I've been invited.

although despite ~~due to~~ in case since so that

a it's quite dark.
b it rains.
c I've been invited.
d the illness of the speaker.
e the recession.
f I can access the online database.

2 Jakie wyrazy poprawnie uzupełniają zdania?

1 Why do some people keep complaining ***even*** though they have everything they need?
2 We tried to keep our voices low *so* as not to wake up the baby.
3 *Despite* the fact that clean, safe drinking water is available at the turn of a tap, we spend millions annually on bottled water.
4 I regret to inform you that we will not be taking your application further on this occasion. *However/Nevertheless*, we may contact you in the future regarding other appropriate positions available.
5 *Before* using the camera, read this instruction manual to familiarise yourself with it.

3 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.

1 Although the headteacher takes measures against truancy, many pupils skip classes. FACT
Despite ***the fact that the headteacher takes measures*** against truancy, many pupils skip classes.

2 Her eyes were red with lack of sleep. HADN'T
Her eyes *were red because she hadn't* slept.

3 We'll start baking a cake after you come home. WON'T
We *won't start baking a cake until* you come home.

4 In spite of his qualifications, Tim didn't get the job he'd applied for. QUALIFIED
Although *he was/is qualified*, Tim didn't get the job he'd applied for.

ROZMOWA WSTĘPNA

4 Które spójniki poprawnie uzupełniają wypowiedzi ucznia?

KULTURA

Printed books and newspapers will soon become obsolete. Do you agree?

I'm afraid I can't agree at all. [1]*Because* / *While* / *And* it is true that the Internet is taking over in many areas of life, some people still prefer the more traditional methods of doing certain things ([2]*and* / *but* / *so* reading books and newspapers is one of them). In my opinion, people won't stop buying printed books and newspapers [3]*despite* / *even though* / *however* they are already much cheaper and more easily accessible in electronic formats.

ŻYCIE RODZINNE I TOWARZYSKIE

What, in your opinion, makes a good friend?

It's difficult for me to answer this question, not [4]*due to* / *because* / *since* I don't have any friends (I've got many!) but it's simply hard to generalise. Everybody looks for something different in their friends. [5]*However* / *Whereas* / *Therefore*, it is almost impossible to come up with a list of qualities that make a good friend. [6]*And* / *But* / *Or* I suppose one thing we can safely say is that a 'good friend' will never deliberately let you down.

PRZYIMKI

PREPOSITIONS OF TIME | PRZYIMKI CZASU

W języku angielskim najczęściej używamy następujących przyimków określających czas:

- ***at***: ***at*** *six o'clock,* ***at*** *11.45,* ***at*** *lunchtime,* ***at*** *night,* ***at*** *midnight,* ***at*** *the weekend,* ***at*** *Easter,* ***at*** *present*
- ***in***: ***in*** *the morning / the afternoon / the evening,* ***in*** *the third week of May,* ***in*** *December,* ***in*** *the spring,* ***in*** *2011, in the eighteenth century,* ***in*** *a moment / ten minutes / five months*
- ***on***: ***on*** *Tuesday(s),* ***on*** *Friday afternoons,* ***on*** *March 1st,* ***on*** *15 August,* ***on*** *Christmas Day*
- ***within***: ***within*** *twenty-four hours,* ***within*** *two weeks*

PREPOSITIONS OF PLACE | PRZYIMKI MIEJSCA

W języku angielskim najczęściej używamy następujących przyimków określających miejsce:

- ***in***: ***in*** *the kitchen,* ***in*** *the washing machine,* ***in*** *London,* ***in*** *Belgium,* ***in*** *the street / Pine Street;* ***in*** *a car / a taxi,* ***in*** *a book / the newspaper / a story*
- ***on***: ***on*** *the floor / the wall / the street,* ***on*** *the Moon*
- ***at***: ***at*** *Matthew's house,* ***at*** *the bus stop / the station,* ***at*** *the theatre / the cinema / a basketball match / a party,* ***at*** *the table / the door,* ***at*** *breakfast,* ***at*** *the office / work / university,* ***at*** *a restaurant,* ***at*** *the beginning / the end,* ***at*** *the top / the bottom*

Inne przyimki określające miejsce:

in front of (przed), ***behind*** (za), ***opposite*** (naprzeciwko, na wprost), ***between*** (pomiędzy), ***among*** (wśród), ***by*** (przy), ***under*** (pod), ***above*** (nad), ***near***, ***next to*** (w pobliżu, obok)

PREPOSITIONS OF MOVEMENT | PRZYIMKI KIERUNKU RUCHU

- ***out of***, np.: *Tom came* ***out of*** *the school.*
- ***over***, np.: *The dog jumped* ***over*** *the wall.*
- ***across***, np.: *He swam* ***across*** *the river.*
- ***off***, np.: *They got* ***off*** *the bus.*
- ***along***, np.: *We took a walk* ***along*** *the river.*
- ***up***, np.: *We went* ***up*** *the hill.*
- ***down***, np.: *She ran* ***down*** *the stairs.*
- ***through***, np.: *He went* ***through*** *passport control.*
- ***into***, np.: *Don't jump* ***into*** *the sea.*
- ***towards***, np.: *He was walking* ***towards*** *me.*
- ***from ... to***, np.: *We flew* ***from*** *London* ***to*** *Paris.*

PREPOSITIONS OF MANNER AND PURPOSE | PRZYIMKI SPOSOBU I PRZYCZYNY

- ***by***, np.: *He came* ***by*** *train.*
- ***with***, np.: *Please write* ***with*** *a pencil.*
- ***in***, np.: *I must talk to him* ***in*** *person.*
- ***to***, np.: *He did it* ***to*** *annoy me.*

DEPENDENT PREPOSITIONS | PRZYIMKI PO RZECZOWNIKACH, CZASOWNIKACH I PRZYMIOTNIKACH

Niektóre rzeczowniki, czasowniki i przymiotniki wymagają użycia konkretnych przyimków.

Przyimki po rzeczownikach:

advantage of, answer to, approach to, attention to, contribution to, cure for, demand for, difference between/in, example of, exception to, excuse for, increase in, influence on, interest in, objection to, reason for, reply to

Przyimki po czasownikach:

accuse sb of, agree with, apologise to sb for sth, approve of, arrive in (Paris) / arrive at (the station), ask for, believe in, belong to, blame sb for sth, consist of, deal with, depend on, dream of/about, divide into, enquire about, forgive sb for sth, happen to sb, insist on, joke about, laugh at/about, listen to, mistake sb for sb, name after, object to, pay for, prepare for, protect against/from, refer to, rely on, remind of, shout at, smile at, succeed in, suffer from, thank sb for, translate from/into, worry about

Przyimki po przymiotnikach:

afraid of, allergic to, bad/good at, bored with, busy with, capable of, different from, dissatisfied with, famous for, guilty of, harmful to, interested in, jealous of, keen on, married to, new to, obvious to, patient with, pleased with, polite to, quick at, ready for, responsible for, safe from, similar to, suitable for, terrified of, typical of, unaware of

ROZMOWA WSTĘPNA

1 Jakie przyimki poprawnie uzupełniają wypowiedź ucznia?

PAŃSTWO I SPOŁECZEŃSTWO

Some countries use the jury system in criminal cases. Do you think it's a good idea?

I'm not sure if it's a good idea to use a jury to decide [1] *on* a verdict in criminal cases. The jury consists [2] *of* people randomly selected from society and [3] *for* this reason we can be sure that the whole process is fair. Since the twelve jurors come [4] *from* many different walks of life, any individual prejudices are likely to cancel out. [5] *On* the other hand, most jury members are not knowledgeable [6] *about* the law and are often unfamiliar [7] *with* court procedure. As a result, their decision on whether a defendant is guilty [8] *of* a crime or not, might be based [9] *on* their emotions rather than rational thinking. That's why some people object [10] *to* the jury system and claim it is not suitable [11] *for/in* more complex cases.

GRAMATYKA MOWA ZALEŻNA

▶ TABELE STR. 293

REPORTED STATEMENTS | ZDANIA OZNAJMUJĄCE W MOWIE ZALEŻNEJ

Przytaczając to, co powiedział ktoś inny, możemy zacytować jego wypowiedź dosłownie (mowa niezależna) lub przekazać jej treść pośrednio (mowa zależna).

Przytaczając wypowiedzi, najczęściej używamy czasownika *say* lub *tell*:

- ***say***:
  *He **said** (that) he was in two minds about it.*
- ***say*** + ***to*** + **dopełnienie**:
  *He **said to me** (that) he was in two minds about it.*
- ***tell*** + **dopełnienie**:
  *He **told me** (that) he was in two minds about it.*

W mowie niezależnej (*direct speech*) przytaczana wypowiedź nie ulega zmianie:

'I have no idea what you mean.' → He said, 'I have no idea what you mean.'

'I don't think it will make any difference.' → She said, 'I don't think it will make any difference.'

W mowie zależnej (*reported speech*) w przytaczanej wypowiedzi ulegają zmianie następujące elementy:

- zaimki osobowe i zwrotne oraz zaimki i przymiotniki dzierżawcze:
  *'**I**'m sure **you** haven't done **your** homework **yourself**.' → The teacher said (that) **she** was sure I hadn't done **my** homework **myself**.*
- okoliczniki czasu i miejsca:
  now → at that time / then
  today → that day
  tomorrow → the next/following day
  next week → the week after / the following week
  four hours ago → four hours earlier/before
  yesterday → the day before/the previous day
  last week → the week before/the previous week
  here → there
  this → that/the
  these → those

  *'I talked to this woman **three hours ago**.' → Mary said (that) she had talked to **that/the** woman **three hours earlier**.*
- czasy i czasowniki modalne:
  *'I **work** for a big company.' → Steve said (that) he **worked** for a big company.*
  *'Beth **is learning** to drive.' → Steve said (that) Beth **was learning** to drive.*
  *'I **haven't done** any housework.' → Steve said (that) he **hadn't done** any housework.*
  *'I **didn't invite** Rick to my party.' → Steve said (that) he **hadn't invited** Rick to his party.*
  *'My dog **can** do many tricks.' → Steve said (that) his dog **could** do many tricks.*

W przytaczanej wypowiedzi nie ulegają zmianie czasy Past Perfect i Past Perfect Continuous, czasowniki modalne *could*, *would*, *might*, *must* (w znaczeniu pewności, ale nie przymusu/zobowiązania), *should* i *ought to* oraz zdania warunkowe drugiego i trzeciego stopnia.

Forma czasownika w przytaczanej wypowiedzi nie ulega zmianie również wtedy, gdy czasownik *say* lub *tell* jest użyty w czasie teraźniejszym lub przyszłym:

*'The lecture is very informative.' → He **says / has said** (that) the lecture is very informative.*

Forma czasownika w przytaczanej wypowiedzi nie musi ulec zmianie wtedy, gdy:

- przytaczana wypowiedź opisuje rzeczy stałe, niezmienne i ogólnie przyjęte prawdy:
  *'Summers are usually moderately hot and humid here.' → He said (that) summers **are/were** usually moderately hot and humid here.*
- mówimy o czymś, co jest wciąż aktualne:
  *'I have a splitting headache.' → Peter said (that) he **has/had** a splitting headache.*

REPORTED QUESTIONS | PYTANIA W MOWIE ZALEŻNEJ

Przytaczając pytania w mowie zależnej, najczęściej używamy czasowników: ***ask, wonder, want to know***, a w konstrukcji wypowiedzi zmieniamy te same elementy, co w przypadku zdań oznajmujących (czasy, zaimki osobowe i zwrotne, zaimki i przymiotniki dzierżawcze, okoliczniki czasu i miejsca). Dodatkowo przytaczane pytanie przyjmuje szyk zdania oznajmującego.

Przytaczając pytania szczegółowe, zachowujemy zaimek pytający (***what, who, how, where, when***):

*'**Where** are you going?' → He asked me **where** I was going.*

*'**What** did you think of the film?' → Matt wondered **what** I had thought of the film.*

Przytaczając pytania ogólne, stosujemy ***if*** lub ***whether***:

*'Do you feel like going to the cinema?' → She asked **if/whether** I felt like going to the cinema.*

*'Have you heard the latest news about the accident?' → Robert wanted to know **if/whether** I had heard the latest news about the accident.*

REPORTED ORDERS | POLECENIA W MOWIE ZALEŻNEJ

Przytaczając polecenia w mowie zależnej, używamy czasownika ***ask***, ***tell*** lub ***order***, odpowiedniego zaimka osobowego oraz konstrukcji ***(not) to*** + **bezokolicznik**:

*'Stop fidgeting and listen to me!' → Our mother **asked us to stop** fidgeting and listen to her.*

*'Don't use your mobiles in class!' → The teacher **told us not to use** our mobiles in class.*

▶ TABELE STR. 293

REPORTING VERBS | CZASOWNIKI WPROWADZAJĄCE MOWĘ ZALEŻNĄ

Zamiast czasowników *say* i *tell* do przytaczania wypowiedzi można użyć wielu innych czasowników w różnych konstrukcjach:

- **czasownik + (*that*) + zdanie przytaczane w mowie zależnej** (np.: *admit, agree, claim, complain, deny, explain, insist, promise, recommend, regret*):
  *She **claimed (that)** she had never done it before.*
  *The teacher **explained (that)** he was not going to put up with such behaviour.*
- **czasownik + dopełnienie + (*that*) + zdanie przytaczane w mowie zależnej** (np.: *advise, inform, persuade, promise, remind, warn*):
  *They **informed us (that)** the meeting was going to be postponed.*
  *She **promised us (that)** we would receive all the necessary information in due course.*
- **czasownik + (*not*) + *to* + bezokolicznik** (np.: *agree, decide, demand, offer, promise, refuse, threaten*):
  *She **agreed to give** me a hand with the ironing and the vacuuming.*
  *The client **threatened not to proceed** with the contract.*
- **czasownik + dopełnienie + (*not*) + *to* + bezokolicznik** (np.: *advise, allow, ask, beg, encourage, forbid, invite, order, persuade, remind, warn*):
  *My parents **didn't allow me to go** out that night.*
  *The lawyer **persuaded us not to jump** to conclusions prematurely.*
- **czasownik + (*not*) + *-ing*** (np.: *admit, advise, deny, recommend, regret, suggest*):
  *The defendant initially **denied taking part** in the robbery.*
  *She bitterly **regretted telling** him the truth.*
- **czasownik + (*not*) + *having* + past participle** (np.: *admit, deny*):
  *I **denied having discussed** the matter with him before.*
  *The student **admits having copied** her homework.*
- **czasownik + przyimek + (*not*) + *-ing*** (np.: *apologise for, boast about/of, complain about, insist on, object to*):
  *I **apologised for not meeting** the deadline for the project.*
  *My best friend **complained about living** on her own.*
- **czasownik + (*not*) + przyimek + *having* + past participle** (np.: *accuse of, confess to*):
  *The police officer was **accused of having perverted** the course of justice.*
  *Nobody **confessed to having taken** the money from the cash register.*
- **czasownik + (*not*) + przyimek + *having* + rzeczownik + past participle** (np.: *object to, insist on*):
  *My daughter **objected to having her mobile phone confiscated** by the teacher.*
  *The little boy **insisted on having his photo taken** in front of the Eiffel Tower.*
- **czasownik + dopełnienie + przyimek + (*not*) + *-ing*** (np.: *accuse of, blame for, charge with, congratulate on, praise for, suspect of*):
  *The police **accused him of stealing** electronic items.*
  *The teacher **praised them for not getting** involved in the fight.*
- **czasownik + (*that*) + zdanie z *should*** (np.: *demand, insist, propose, recommend, suggest*):
  *He **insisted (that) we (should) leave** the house immediately.*
  *I **suggested (that) we shouldn't talk** about Bethany behind her back.*

Ten sam czasownik może występować w kilku różnych konstrukcjach, np.:

*My brother **promised** to help with the housework.*
*My brother **promised** (that) he would help with the housework.*
*My brother **promised** me (that) he would help with the housework.*
ALE: ~~*My brother promised me to help with the housework.*~~

GRAMATYKA MOWA ZALEŻNA

▶ TABELE STR. 293

1 Jakie wyrazy (okoliczniki czasu i miejsca, zaimki wskazujące, zaimki osobowe i zwrotne oraz zaimki i przymiotniki dzierżawcze) poprawnie uzupełniają zdania?

1 'I'm leaving this hotel now.'
She said she was leaving ***that*** hotel ***then***.

2 'We have to put off making the decision until tomorrow.'
She said that they had to put off making the decision until *the next day / the following day*.

3 'The teacher wants to see you to talk about my grades.'
I told my father the teacher wanted to see *him* to talk about *my* grades.

4 'I can meet you here today.'
Mary said that she could meet me *there that day*.

5 'We've already had our lunch. You can help yourself to everything in the fridge.'
My friends told me that *they* 'd already had *their* lunch and that *we/I* could help *ourselves/myself* to everything in the fridge.

6 'Unfortunately all the tickets for this concert were sold out two months ago.'
We were told that all the tickets for *that* concert had been sold out *two months earlier / two months before*.

7 'I'm going to fix this problem myself tomorrow.'
Jane said *she* was going to fix *that* problem *herself* *the next day / the following day*.

2 Jakie formy czasowników w nawiasach poprawnie uzupełniają zdania? Dodaj właściwe przyimki tam, gdzie jest to konieczne.

1 Robert apologised ***for missing*** (miss) our football training session yesterday.

2 We were ordered by the burglars *not to move* (not move).

3 At the end of a long trial, the defendant admitted *(to) committing / having committed / that he had committed* (commit) the crime.

4 What do you suggest *doing/we (should) do* (do) in such a situation?

5 Jessica denied *spreading / having spread / that she had spread* (spread) rumours of our company closing down.

3 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.

1 'Barbara, great news about your History exam!' PASSING
Tom ***congratulated Barbara on passing*** her History exam.

2 'We must meet again next year in Paris.' INSISTED
Julia and Trevor *insisted on meeting again / that we (should) meet again the following year / the year after* in Paris.

3 'It's bad you didn't win the last match, boys!' CRITICISED
Our PE teacher *criticised us for losing/for not winning* the last match.

4 'Ian, you have broken the window!' FOR
The teacher *blamed Ian for breaking the window*.

5 'I didn't let them use my work without permission.' OBJECTED
The writer *objected to having her work used* without permission.

ODPOWIEDZI NA PYTANIA (OPIS ILUSTRACJI)

4 Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?

Tell me about your last exam.

The last exam I took was a driving test. That was two weeks ago. At first, I wanted to take it in the winter but my mum persuaded me [1]***to wait*** (wait). She said in the spring I [2]*would not need* (not/need) to worry about snow and icy roads. And she was right! I passed with flying colours! Even the examiner said I [3]*seemed / had seemed* (seem) extremely confident and asked me how long I [4]*had been learning* (learn) to drive. He was surprised when I told him that I [5]*had had* (have) my first lesson only four months before. It wasn't a long time, but to be honest, over those four months I drove almost every day.
My mum advised me [6]*to buy* (buy) extra lessons from Adam, my driving instructor. And he suggested [7]*meeting / that we (should) meet* (meet) at different times of the day so I could get used to different volumes of traffic. Adam was a really good teacher, I must give him a lot of credit for helping me pass. He praised me for [8]*being* (be) a bright student, but he also warned me [9]*not to become* (not/become) too cocky on the road. I took his words to heart and that's why the examiner said he [10]*hadn't seen* (not/see) such a young person driving so safely before!

STRONA BIERNA

▶ **TABELE** STR. 293

PASSIVE VOICE | STRONA BIERNA

Stronę bierną w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika ***to be*** oraz trzeciej formy czasownika niosącego znaczenie **(past participle)**:

*Macbeth **was written** by William Shakespeare.*
*In our hotel, towels **are changed** on a daily basis.*

Strony biernej używamy częściej w wypowiedziach formalnych i języku pisanym w następujących sytuacjach:

- jeżeli bardziej interesuje nas sama czynność niż jej wykonawca (który jest oczywisty, nieznany lub nieistotny):
  *My neighbour **was arrested** yesterday.* (jest oczywiste, że przez policję)
  *Her house **was broken into** last night.* (sprawca włamania nie jest znany)
  *Your room **is being cleaned** at the moment.* (nie jest istotne, kto to robi)
- jeżeli sama czynność jest ważniejsza od jej wykonawcy:
  *Posters **will be exhibited** during the entire conference.*
  *You **were given** all the information yesterday.*
- aby odsunąć od siebie winę lub odpowiedzialność za to, co się wydarzyło:
  *Mistakes **were made**.*
- aby uczynić zdanie mniej bezpośrednim lub bardziej oficjalnym:
  *The changes **have been proposed** by the Ministry of Labour as part of their initiative to advance fairness in the workplace.*
- jeżeli chcemy położyć szczególny nacisk na wykonawcę czynności. Dodajemy wtedy na końcu zdania wyrażenie *by* + (wykonawca czynności):
  *This equation **wasn't solved** by you, it must have been done by your father.*

STRONA BIERNA CZASOWNIKÓW Z DWOMA DOPEŁNIENIAMI

Z niektórymi czasownikami (np.: *ask, bring, buy, give, hand, offer, pay, promise, sell, send, show, teach, tell*) mogą występować dwa dopełnienia:

*The head teacher has given **all students*** (dopełnienie bliższe) ***special permission*** (dopełnienie dalsze) *to leave earlier.*

W takim przypadku stronę bierną możemy utworzyć, zaczynając zdanie od dowolnego dopełnienia (zależnie od tego, na co chcemy położyć większy nacisk):

*Special permission to leave earlier **has been given** to all students by the head teacher.* (nacisk na pozwolenie)
*All students **have been given** special permission to leave earlier by the head teacher.* (nacisk na osoby)

STRONA BIERNA CZASOWNIKÓW *BELIEVE, CONSIDER, EXPECT, FEEL, HOPE, KNOW, REPORT, SAY, THINK, UNDERSTAND*

Stronę bierną powyższych czasowników możemy utworzyć na dwa sposoby:

- **podmiot (osoba) + strona bierna czasownika + *to* + bezokolicznik:**
  *Paul **is said to have** an exceptional eye for detail.*
- ***It* + strona bierna czasownika + *that* + zdanie:**
  ***It is said that** Paul has an exceptional eye for detail.*

Porównaj poniższe zdania:

*Everybody **believes** Robert will get promoted in an instant.* (zdanie w stronie czynnej)
*Robert **is believed to be getting** promoted in an instant.* (zdanie w stronie biernej)
***It is believed that** Robert will get promoted in an instant.* (zdanie w stronie biernej)
*They **report** that five soldiers were killed in the operation.*
*Five soldiers **are reported to have been killed** in the operation.*
***It is reported that five soldiers** were killed in the operation.*

KONSTRUKCJA *HAVE SOMETHING DONE*

Konstrukcji ***have*** (w odpowiednim czasie) **+ dopełnienie + past participle** używamy, mówiąc o czynnościach, które zostały dla kogoś wykonane przez inną osobę (np.: specjalistę lub fachowca):

*One month ago, I **had the engine replaced** in my car.* (zrobił to fachowiec)
*I need to **have my wisdom tooth taken out**.* (zrobi to dentysta)

Zdania z wyrażeniem ***have something done*** tłumaczymy często na język polski tak samo jak zdania opisujące samodzielne wykonanie danej czynności:

*They **will redecorate** their house next year.* (zrobią to sami)
*They **will have their house redecorated** next year.* (zatrudnią do tego celu fachowca)

W konstrukcji tej zamiast *have* możemy użyć *get*:

*Did you **have/get** your hair **cut**?*
*I'm going to **have/get** my eyes **tested**.*

Użycie get zamiast *have* czyni zdanie mniej formalnym.

GRAMATYKA STRONA BIERNA

▶ TABELE STR. 293

KONSTRUKCJE *HAVE SOMEBODY DO SOMETHING* I *GET SOMEBODY TO DO SOMETHING*

Konstrukcji ***have*** (w odpowiednim czasie) + ***somebody + do something*** oraz ***get*** (w odpowiednim czasie) + ***somebody + to do something*** używamy, mówiąc o tym, że zleciliśmy komuś jakąś pracę albo wtedy, gdy kazaliśmy komuś coś zrobić bądź przekonaliśmy kogoś, że ma jakąś pracę wykonać. W mowie potocznej częściej w tym znaczeniu używamy get zamiast *have*.

Uwaga: po *get* występuje bezokolicznik z *to*, a po *have* bez *to*:

*We **had** the plumber **fix** the leaking tap in the kitchen.* – Zleciliśmy hydraulikowi naprawę cieknącego kranu w kuchni.

*We **got** the plumber **to fix** the leaking tap in the kitchen.*

*My mother **had** me **go** to the dentist.* – Mama kazała mi pójść do dentysty.

*My mother **got** me **to go** to the dentist.*

*I'm sure the teacher **will have** Beth **rewrite** the essay.* – Jestem pewna, że nauczyciel każe Beth przepisać wypracowanie.

*I'm sure the teacher **will get** Beth **to rewrite** the essay.*

STRONA BIERNA CZASOWNIKÓW *HEAR, HELP, MAKE* I *SEE*

W zdaniach w stronie czynnej po czasownikach *hear*, *help*, *make* i *see* używamy bezokolicznika bez *to*, natomiast w stronie biernej po czasownikach tych występuje bezokolicznik z *to*:

*The teacher **made** me **write** the essay again.*

*I **was made to write** the essay again by the teacher.*

*Somebody **saw** the burglar **escape** through the window.*

*The burglar **was seen to escape** through the window.*

1 Utwórz zdania w stronie biernej, używając wszystkich wyrazów w nawiasach.

1 Three more suspects have been arrested. (They / currently / interrogate / by the police)
They're currently being interrogated by the police.

2 I'm not going to answer. (I / hate / ask / such stupid questions)
I hate being asked such stupid questions.

3 I'm so happy! (I / give / a twenty percent pay rise)
I've/have been given a 20% pay rise.

4 We've got more news about the fire in London. (Three people / report / kill / in the explosion)
Three people are reported to have been killed in the explosion.

5 Your son has to stop playing truant. (Otherwise / he / expel / from school)
Otherwise, he will be expelled from school.

6 I couldn't repair the car myself. (I / it / fix / yesterday / a mechanic)
I had it fixed yesterday by a mechanic.

2 Które formy czasowników (w stronie czynnej czy biernej) poprawnie uzupełniają artykuł?

The topic of today's class: character

We are influenced by a variety of factors – educational, environmental and genetic. In most cases, by the time we [1]*start* / *are started* school, our parents [2]*will have done* / *will have been done* their utmost to educate us in what's right and wrong and how to behave in company. However, education [3]*becomes* / *is becoming* more complex over time. The question is: should fundamental values [4]*instill* / *be instilled* by the parents? You may also wonder about the life skills (e.g. compassion, respect, empathy) responsible for interactions with the people we [5]*encounter* / *are encountered*. There is no denying that these skills [6]*help* / *are helped* define who we are, and later on in life [7]*seek after* / *are sought after* in the job market. Responsible parents are aware of this fact, so their children [8]*have encouraged* / *have been encouraged* to develop these skills from early childhood. Still, let's not forget about the teachers! It's hard to forget that school is where a large part of a child's life [9]*will spend* / *will be spent*. Last year, the Office for Standards in Education, Children's Services and Skills (Ofsted), which is responsible for school inspections, [10]*gave* / *was given* the task of assessing how schools support students in the development of their character, especially traits such as independence. It appears that good schools manage the task quite well, given that they introduce strong values from day one. In these schools, young people [11]*provide* / *are provided* with opportunities and encouraged to to act on such skills and abilities. Character is not, of course, part of the curriculum and cannot [12]*consider* / *be considered* to be, but it's definitely an element of how students are taught and managed. This being the case, developing character should certainly [13]*constitute* / *be constituted* part of a school's agenda.

3 Przekształć zdania w stronie czynnej na zdania w stronie biernej, używając dwóch różnych sposobów.

1 Police believe that the suspect killed the man in his house.
The suspect is believed to have killed the man in his house.
It is believed that the suspect killed the man in his house.

2 Everybody expects that the Prime Minister will announce the formation of the cabinet by Friday.

3 We all understand that many melodies have amazing effects on our emotions.

4 People say that Mr Jones has resigned from the post for personal reasons.

5 Studies report that the Internet and social media are one of the most important influences on adolescents.

6 Everybody knows that the company is working on a new kind of product.

Exercise 3

2 The Prime Minister is expected to announce the formation of the cabinet by Friday. It is expected that the Prime Minister will announce the formation of the cabinet by Friday.
3 Many melodies are understood to have amazing effects on our emotions. It is understood that many melodies have amazing effects on our emotions.
4 Mr Jones is said to have resigned from the post for personal reasons. It is said that Mr Jones has resigned from the post for personal reasons.
5 The Internet and social media are reported to be one of the most important influences on adolescents. It is reported that the Internet and social media are one of the most important influences on adolescents.
6 The company is known to be working on a new kind of product. It is known that the company is working on a new kind of product.

▶ TABELE STR. 293

4 **Zapisz nagłówki gazet pełnymi zdaniami, używając strony biernej we właściwym czasie.**

1 TOURISTS HIT BY PILOTS' STRIKE NEXT WEEK
Tourists will be hit by the pilots' strike next week.

2 FIVE CHILDREN SAVED IN FLATS BLAZE DRAMA LAST NIGHT
Five children were saved in flats blaze drama last night.

3 TOM BROWNE'S NEW NOVEL ALREADY RELEASED
Tom Brown's new novel has already been released.

4 VOTE FRAUD NOW INVESTIGATED BY ELECTORAL COMMISSION
Voting fraud is now being investigated by an electoral commission.

5 SCHOOL BUS DRIVER AND PUPILS INJURED IN CRASH IN OXFORDSHIRE
A school bus driver and pupils have been injured in crash in Oxfordshire.

6 INTERNATIONAL CONFERENCE ORGANISED IN WASHINGTON, D.C. NEXT YEAR
The International Conference will be organised by Georgetown University, Washington DC next year.

7 TWO ROBBERS CAUGHT ON CCTV DURING SHOP RAID YESTERDAY
Two robbers were caught on CCTV during the shop raid yesterday.

8 DIPLOMAT ACCUSED OF SPYING AND ORDERED OUT OF COUNTRY
A diplomat has been accused of spying and ordered out of the country.

5 **Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj odpowiednich form strony biernej.**

1 There appears ***to have been a car accident here*** (*że tu był wypadek samochodowy*).
2 When *were you informed* (*poinformowano cię*) about the course requirements?
3 *Marilyn Monroe is believed/thought/considered* (*Uważa się, że Marilyn Monroe*) to have completely transformed the film industry.
4 The walls in my room *haven't/have not been painted* (*nie były malowane*) since 2006.
5 *Parents are asked not to gather* (*Rodzice proszeni są o niegromadzenie się*) in front of the school.
6 All articles *will be checked/proof-read* (*zostaną sprawdzone*) by our experienced editors.
7 Further information *may/can be obtained/received* (*można otrzymać*) by calling the museum.
8 The suspect *has just been taken* (*został właśnie zabrany*) for questioning by the police.
9 On leaving college *I was warned* (*ostrzegano mnie*) that to make a successful career in Mathematics would require a lot of effort and perseverance.
10 The examiner *may not be finished* (*kazał mi pokazać*) him my ID.
11 We were worried that the costumes for our performance *had me show him/got me to show him* (*mogą nie zostać skończone*) in time.

6 **Przekształć zdania, używając podanych początków i zakończeń oraz strony biernej tak, aby zachować znaczenie zdań wyjściowych.**

1 No one gave us sufficient information about the meeting point.
We ***weren't given sufficient information*** about the meeting point.

2 Many people believe that Cleopatra, the Queen of the Nile, spoke several languages.
Cleopatra, the Queen of the Nile, is *believed to have spoken* several languages.

3 Two painters are painting our house tomorrow.
We *are having our house* painted tomorrow.

4 They say Tom is getting over his timidity and lack of confidence.
Tom is said *to be getting over* his timidity and lack of confidence.

5 We are blaming the government for misleading the public about the true state of the economy.
The government *is being blamed for misleading the public* about the true state of the economy.

6 Someone has put up a notice about new parking rules on the notice board.
A notice *about new parking rules has been put up* on the notice board.

7 You must take this medication under close medical supervision.
This medication *must be taken* under close medical supervision.

7 **Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.**

1 Do not tease the monkeys in any way. MUST
The monkeys ***must not be teased*** in any way.

2 My mother insisted that I should think over my decision to drop out of college. MADE
I *was made (by my mother) to think over* my decision to drop out of college.

3 They think the unemployment rate will continue to fall. THOUGHT
It *is thought that the unemployment rate will continue* to fall.

4 I hate when people at work boss me around. BY
I *hate being bossed around by* people at work.

5 I will arrange for a plumber to install a new central heating system in our flat. HAVE
I *will have a new central heating system installed (by a plumber)* in our flat.

6 No one told the students how to prepare for the final exam. NOT
The students *were not told how to prepare* for the final exam.

7 Many people believe the economic situation is deteriorating very quickly. BE
The economic situation *is believed to be deteriorating* very quickly.

Exercise 8

A Some medicines can be ordered online by repeat prescription.

B All students and parents are invited to join us on
Payment can be made online or on the door

C My mobile phone has been delivered
In fact, in a similar situation my best friend was given the option of a refund or one free delivery to make up for the inconvenience the late delivery caused him.

Exercise 9

World's First Skyscraper
The first skyscraper in the world was built in 1885 in Chicago, Illinois. **It was called the Home Insurance Building.** Initially the Home Insurance Building had ten floors and was 138 feet tall. **Two more stories were added in 1890. Before the first skyscraper was built,** some people were worried about the elevators and they thought that they would fall. **This changed** when a man called Mr. Otis discovered how to make elevators safe for everyone to use. Another man named William LeBaron Jenney found out how to use iron and steel to support the building when all other buildings at that time were made of bricks. **The Home Insurance Building was finished in 1885, but unfortunately it was knocked down in 1931.** Although it is no longer standing, the Home Insurance Building **is considered** the first skyscraper in the world.

GRAMATYKA STRONA BIERNA

▶ TABELE STR. 293

8 **W poniższych tekstach/ogłoszeniach dwa zdania brzmiałyby lepiej w stronie biernej z pominięciem wykonawcy czynności. Odszukaj te zdania, i przekształć je.**

A

GP online services
secure, quick and easy

Hamworthy Medical Centre – GP Surgery Website

Get a response from our medical practice TODAY if you send your request before 1.30 p.m., Monday to Friday (excluding bank holidays).

~~We will respond to all other requests by the end of the next working day.~~ ***All other requests will be responded to by the end of the next working day.***

Patients can order some medicines online by repeat prescription – no need to see your doctor each time.

B

SCHOOL BBQ

We invite all students and parents to join us on

Saturday 25th May 1–4 p.m.

for an afternoon event full of food, games, catching up and fun!

Chat with FELLOW STUDENTS and PARENTS
Meet TEACHERS and other KEY SCHOOL STAFF
Ask any QUESTIONS you may have

£5 per person

You can make the payment online or on the door.

C

Dear Sir/Madam,

I am writing about a late package delivery. You have delivered my new mobile phone today instead of last month. I have heard that your company may compensate customers in such instances. In fact, in a similar situation you gave my best friend the option of a refund or one free delivery to make up for the inconvenience the late delivery caused him.

I would be grateful if you could look into it and let me know what you decide.

Many thanks in advance,

Your loyal customer.

9 **W poniższym tekście pięć zdań brzmiałoby lepiej w stronie biernej. Znajdź zdania, które należy przekształcić, i przepisz tekst, pomijając w konstrukcjach biernych wykonawcę czynności.**

World's First Skyscraper

The first skyscraper in the world was built in 1885 in Chicago, Illinois. ~~People called it the Home Insurance Building.~~ Initially, the Home Insurance Building had ten floors and was 138 feet tall. Constructors added two more storeys in 1890. Before Americans built this first skyscraper, some people were worried about the elevators and they thought that they would fall. This changed when a man called Mr Otis discovered how to make elevators safe for everyone to use. Another man named William Le Baron Jenney found out how to use iron and steel to support the building when all other buildings at that time were made of bricks. Constructors finished the Home Insurance Building in 1885, but unfortunately knocked it down in 1931. Although it is no longer standing, everybody considers the Home Insurance Building the first skyscraper in the world.

It was called the Home Insurance Building.

ODPOWIEDZI NA PYTANIA (OPIS ILUSTRACJI)

10 **Przeczytaj wypowiedź ucznia i zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.**

Tell me about a sports event you participated in.

The last time [1]*I took part* (*wzięłam udział*) in a sports event was two weeks ago. It was a basketball competition and our team [2]*got to* (*dostała się do*) the final of the Secondary Schools Cup. Two days before the gold medal match, [3]*we were told* (*powiedziano nam*) that our coach had fallen ill and was not able to be with us for the game. Fortunately, one of our PE teachers, Mr Jones, [4]*offered his help* (*zaoferował swoją pomoc*). On the big day [5]*We were driven/taken* (*zawieziono nas*) to the sports centre in the school bus and Mr Jones [6]*gave us* (*udzielił nam*) some useful advice during the match. It was really tough, but [7]*we managed to win* (*udało nam się wygrać*) by one point. After the match, [8]*we had our photo/photograph/picture taken / we were photographed* (*zrobiono nam zdjęcie*) with the trophy we'd won. The cup [9]*will be put/placed* (*zostanie umieszczony*) in the school hall with other sporting trophies and medals. It feels great to think that [10]*we have become champions* (*zostałyśmy mistrzyniami*). Everybody seems to be talking about it now! The captain of our team [11]*has just been invited* (*została właśnie zaproszona*) to the local radio station. She [12]*will be asked questions/will be interviewed* (*zadadzą jej pytania*) by a well-known sports journalist and all the listeners [13]*will learn / get to know / find out* (*dowiedzą się*) about our success.

KONSTRUKCJE WYRAŻAJĄCE ŻYCZENIA

I WISH, IF ONLY

WYRAŻANIE ŻALU WOBEC SYTUACJI W TERAŹNIEJSZOŚCI

Wyrażając żal wobec sytuacji mających miejsce w chwili obecnej i wydających się niemożliwymi do zmiany, używamy konstrukcji:

- ***I wish*** **+ Past Simple**:
  *I **wish** you **were** here now.*
  *I **wish** I **didn't look** like my twin sister.*
  *Peter **wishes** he **could** speak Spanish better.*
- ***If only*** **+ Past Simple**:
  ***If only** I **could** play a musical instrument.*
  ***If only** I **had** a brother.*
  ***If only** she **didn't live** so far from here.*

I wish i *If only* mają podobne znaczenie, ale *If only* jest bardziej emfatyczne od *I wish* – wyraża większy żal lub ubolewanie wobec jakiejś sytuacji.

Mówiąc o sytuacjach, które są uciążliwe lub denerwujące, ale możliwe do zmiany, używamy konstrukcji ***wish*** **+** ***would***:

*I **wish** my boyfriend **would buy** me flowers more often.* (mój chłopak nie kupuje mi często kwiatów, a chciałabym, żeby to robił)

*I **wish** you **wouldn't play** video games every day.* (denerwuje mnie to, że codziennie grasz w gry komputerowe)

Konstrukcji tej nie stosujemy w odniesieniu do siebie, lecz do innych.

WYRAŻANIE ŻALU WOBEC SYTUACJI W PRZESZŁOŚCI

Wyrażając żal wobec sytuacji, które miały miejsce w przeszłości, używamy:

- ***wish*** **+ Past Perfect**:
  *I **wish** I **had met** you much earlier.*
  *Dorothy **wishes** she **hadn't written** that email.*
- ***If only*** **+ Past Perfect**:
  ***If only** I **hadn't neglected** her when she was ill.*
  ***If only** they **hadn't made** such a dreadful mistake.*

Jeżeli *I wish* i *If only* tłumaczymy na język polski jako „szkoda, że" lub „żałuję, że", to dalsza część zdania ma formę przeciwną do oryginalnego zdania w języku angielskim: oznajmującą, jeśli w języku angielskim użyto formy przeczącej, lub przeczącą, jeśli w języku angielskim użyto formy oznajmującej:

*If only I **hadn't told** him about my plan.* – Żałuję, że powiedziałam mu o swoim planie.

*I wish you **would try** to understand my point of view.* – Szkoda, że nie próbujesz zrozumieć mojego punktu widzenia.

INNE KONSTRUKCJE WYRAŻAJĄCE ŻYCZENIA

WOULD RATHER/SOONER, WOULD PREFER

Konstrukcji czasownikowych *would rather/sooner* i *would prefer* używamy do wyrażania życzeń odnoszących się do teraźniejszości lub przyszłości.

Mówiąc o życzeniach/preferencjach podmiotu zdania w stosunku do samego siebie, używamy:

- ***would rather/sooner*** **+** ***(not)*** **+ bezokolicznik** bez ***to***:
  *Martha **would sooner stay** at home tonight.*
  *I **would rather not talk** about it.*
- ***would prefer*** **+** ***(not)*** **+ bezokolicznik**:
  *I **would prefer to study** Italian.*
  *He **would prefer not to answer** this question.*

Mówiąc o życzeniach/preferencjach podmiotu zdania w stosunku do innych, używamy:

- ***would rather/sooner*** **+ dopełnienie + Past Simple:**
  *Ann **would ('d) rather her sister stopped** borrowing her clothes.*
  *I **would ('d) sooner you didn't shout** at me.*
- ***would prefer*** **+ dopełnienie +** ***(not)*** **+ bezokolicznik:**
  *She **would ('d) prefer us to leave** in five minutes.*
  *I **would ('d) prefer him not to drive** there.*

HAD BETTER

Konstrukcji czasownikowej *had better* używamy do wyrażania życzeń odnoszących się do bliskiej przyszłości i mających często postać dosadnej rady, rozkazu lub nawet groźby:

- ***had better*** **+** ***(not)*** **+ bezokolicznik**:
  *You'**d better leave** the dog alone.*
  *You'**d better not wake me up** when you come back.*

IT'S (HIGH) TIME

Konstrukcji *it's (high) time* używamy do wyrażania życzeń odnoszących się do teraźniejszości i niedalekiej przyszłości:

- ***it's (high) time*** **+ bezokolicznik**:
  ***It's high time to go** to sleep.*
  ***It's high time** for him **to go** to sleep.*
- ***it's (high) time*** **+ dopełnienie + Past Simple**:
  It's high time we went to sleep. – NIE: ~~*It's high time we go to sleep.*~~

1 Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.

1 If only ***we didn't have to*** (*nie musielibyśmy*) deal with troublesome customers!
2 I'd rather _____*you stopped*_____ (*żebyś przestał*) teasing me like that.
3 If only _____*I could dance*_____ (*umiałbym tańczyć*) as gracefully as Bethany.
4 _*Sarah wishes she had started*_ (*Sarah żałuje, że nie zaczęła*) taking regular walks earlier.
5 It's time _____*you told us the truth*_____ (*żebyś powiedziała nam prawdę*) about the accident.
6 *If only / I wish you had reminded/told me* (*Szkoda, że nie przypomniałaś mi*) about the parent teacher meeting.

GRAMATYKA KONSTRUKCJE WYRAŻAJĄCE ŻYCZENIA

2 Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.

1 It's high time ***you started*** (*żebyś zaczęła*) thinking more seriously about your future.
2 You'd better *wash the dishes* (*pozmywaj naczynia*) before Mum comes back from work.
3 Matthew *wishes he played/could play* (*żałuje, że nie umie grać*) the piano as well as his sister.
4 *I'd rather not talk* (*Wolałbym nie rozmawiać*) about Becky when she is not here.
5 It's time *we finished the lesson* (*skończyć lekcję*). Let's sum up our work.

3 Które formy czasowników poprawnie uzupełniają e-mail?

Dear Matt,

Hope you're doing fine and not working too hard! I wish we [1]*spent / would spend /* ***had spent*** more time together last weekend. But at least we had a chance to catch up with the news. I'm back at university and struggling a bit. If only I [2]*don't have to /* ***didn't have to*** */ hadn't had to* commute for forty minutes every day! It takes such a big chunk of my time. And the exams coming up next week are very difficult, especially Chemistry. Now when I think of it, I wish I [3]***had chosen*** */ chose / have chosen* an easier subject, like Geography. I don't think you would have any problems, though. You're so clever! If only I [4]***had*** */ have / would have* your brains! I have a guy like that on my course, too. Very clever (like you) but also very annoying (not like you!). I'm fed up with him, to be honest. He'd better [5]***stop*** */ would stop / to stop* showing off what he knows!

I'll have to finish now – it's time [6]*get down / I will get down /* ***to get down*** to some revision. Shall we meet on Skype next weekend? I wish we [7]*can /* ***could*** */ would* be able to talk more often – it's better than writing emails or texts.

Lots of love,
Anna

4 Na podstawie podanych sytuacji ułóż zdania, rozpoczynając je od *I wish* lub *If only*.

1 I ate too much chocolate yesterday and I regret it now.
If only I hadn't eaten so much chocolate yesterday!
2 I have to go to work tomorrow and I don't feel like it.
I wish / If only I didn't have to go to work tomorrow.
3 I regret that I was very impatient with my daughter the other day.
I wish / If only I hadn't been impatient with my daughter the other day.
4 My sister often borrows my clothes without permission and it drives me mad.
I wish / If only my sister wouldn't borrow my clothes without permission / would stop borrowing my clothes without permission.
5 I don't have time to read a newspaper every day.
I wish / If only I had more/enough time to read a newspaper every day.

ROZMOWA WSTĘPNA

5 Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedzi ucznia?

ZDROWIE

When was the last time you were ill? Tell me about it.

The last time I was ill was actually last week. I was out of school with a cold for three days, but I wish I [1]***'d stayed*** (stay) at home longer because I'm still not feeling well. I guess I keep falling ill because it's cold outside and I don't dress warm enough. If only the winters here [2]*were not / weren't* (not be) so cold!

DOM

Do you have your own bedroom or do you share it with somebody? Tell me more about it.

I share my bedroom with my sister and I must admit it doesn't work very well. Hannah is very messy and we have a lot of arguments about it. I'd rather she [3] *kept* (keep) at least her part of the room tidy. But she doesn't listen. And she's fed up with me too! She wishes I [4] *wouldn't nag* (not nag) her all the time.

ŚWIAT PRZYRODY

Do you and your family recycle your waste? Why? / Why not?

Yes, we do. We recycle on a regular basis, but the problem is that we live in a block of flats and some residents do not take the idea of sorting different kinds of rubbish seriously. I wish we all [5] *had* (have) the habit of recycling all the items that can be recycled. I sometimes see people throwing all their waste into one bin. It's so irritating! I'd prefer them [6] *to behave* (behave) more responsibly!



CONDITIONALS | ZDANIA WARUNKOWE

	Warunek	Rezultat
Zero Conditional	***If/When* + Present Simple** When I *meet* new people,	**Present Simple** I *get* very nervous.
First Conditional	***If* + Present Simple** If you *revise* for the exam,	***will/might/could* + bezokolicznik** you *will pass* it easily.
Second Conditional	***If* + Past Simple** If I *had* money,	***would/might/could* + bezokolicznik** I *would lend* some to you.
Third Conditional	***If* + Past Perfect** If you *had come* to my party,	***would/might/could* + *have* + past participle** you *would have met* Ann's boyfriend.
Mixed Conditional (Type 1)	***If* + Past Simple** If I *had* a really good figure,	***would* + *have* + past participle** I *would have gone* into modelling.
Mixed Conditional (Type 2)	***If* + Past Perfect** If you *had apologised* to her,	***would* + bezokolicznik** she *would be* nicer to you now.

ZERO CONDITIONAL | ZDANIA WARUNKOWE ZEROWEGO STOPNIA

Zdań warunkowych zerowego stopnia używamy, mówiąc o faktach oraz sytuacjach, które są zawsze prawdziwe:

*If/When you **blow** too much air into a balloon, it eventually **bursts**.* – Jeśli/Gdy/Jak nadmucha się zbyt dużo powietrza do balonu, on w końcu pęka.

*I **get** very nervous if/when I **speak** in front of many people.* – Bardzo się denerwuję, jeśli/kiedy mówię do wielu osób.

1ST CONDITIONAL | ZDANIA WARUNKOWE PIERWSZEGO STOPNIA

Zdań warunkowych pierwszego stopnia używamy, mówiąc o zdarzeniach, które mogą nastąpić w przyszłości, jeżeli zaistnieją określone warunki:

*If the weather **is** bad tomorrow, we'**ll stay** at home and watch TV.* – Jeśli jutro będzie brzydka pogoda, zostaniemy w domu i będziemy oglądać telewizję.

*I'**ll tell** you everything if you **promise** to keep it a secret.* – Powiem ci wszystko, jeśli przyrzekniesz, że zachowasz to w tajemnicy.

2ND CONDITIONAL | ZDANIA WARUNKOWE DRUGIEGO STOPNIA

Zdań warunkowych drugiego stopnia używamy, mówiąc o obecnych sytuacjach lub stanach, których zmiana jest niemożliwa lub mało prawdopodobna, albo o czymś, co teoretycznie mogłoby nastąpić w przyszłości, ale jest mało realne:

*Tom **would play** tennis much better if he **was** faster.* – Tom grałby w tenisa dużo lepiej, gdyby był szybszy.

*If they **asked** me for help, I **would tell** them what to do.* – Gdyby poprosili mnie o pomoc, powiedziałabym im, co robić.

W zdaniach warunkowych drugiego stopnia po *I*, *he*, *she* oraz *it* można użyć zarówno formy ***was***, jak i ***were***. Formy *were* używamy częściej w wypowiedziach formalnych i w języku pisanym:

*If he **was/were** more organised, he wouldn't leave everything until the last minute.*

3RD CONDITIONAL | ZDANIA WARUNKOWE TRZECIEGO STOPNIA

Zdań warunkowych trzeciego stopnia używamy, mówiąc o sytuacjach, które mogły mieć miejsce w przeszłości, ale nie nastąpiły:

*If you **had told** me you were coming, I **would have picked** you **up** from the airport.* – Gdybyś powiedział mi, że przyjeżdżasz, odebrałbym cię z lotniska. (ale nie powiedziałeś mi o tym, więc cię nie odebrałem)

*Renata **wouldn't have immigrated** to the UK if she **hadn't married** an Englishman.* – Renata nie wyemigrowałaby do Wielkiej Brytanii, gdyby nie poślubiła Anglika. (ale poślubiła Anglika, więc wyemigrowała do Wielkiej Brytanii)

GRAMATYKA ZDANIA WARUNKOWE

MIXED CONDITIONAL | ZDANIA WARUNKOWE MIESZANE

Konstrukcje występujące w zdaniach warunkowych drugiego i trzeciego stopnia można łączyć, tworząc zdania warunkowe mieszane.

Zdania warunkowe mieszane pierwszego typu

Używamy ich, mówiąc o sytuacjach lub stanach, które nadal trwają, a miały określone skutki w przeszłości:

*If I **spoke** fluent English, the company **would have offered** me a job.* – Gdybym mówił płynnie po angielsku, firma zaproponowałaby mi pracę. (ponieważ nadal nie mówię płynnie w tym języku, nie zaproponowano mi tej pracy w przeszłości)

*If he **were taller**, he **would have been selected** for our school team last year.* – Gdyby był wyższy, wybrano by go w zeszłym roku do naszej szkolnej drużyny. (ponieważ nie jest wyższy nadal/teraz, nie wybrano go do drużyny w zeszłym roku)

Zdania warunkowe mieszane drugiego typu

Zdań tych używamy, mówiąc o sytuacjach, które mogły mieć miejsce w przeszłości, ale się nie zdarzyły i ma to określone skutki w chwili obecnej:

*Olivia **would be** much happier if she **had decided** to study Law instead of Medicine.* – Olivia byłaby (teraz) dużo szczęśliwsza, gdyby (w przeszłości) zdecydowała się studiować prawo, a nie medycynę.

*If we **had left** home half an hour earlier, we **would be** there now.* – Gdybyśmy wyszli z domu pół godziny wcześniej, bylibyśmy teraz już na miejscu.

LINKERS | WYRAŻENIA ŁĄCZĄCE

Zamiast *if* w zdaniach warunkowych często używamy wyrażeń: *when* (kiedy), *unless* (chyba że), *providing, provided that, on condition (that)* (pod warunkiem, że), *as soon as* (gdy tylko), *as long as* (o ile), *suppose/supposing* (przypuśćmy, że), *but for* (gdyby nie):

*You **'ll understand** everything **when** you **read** the letter.* – Zrozumiesz wszystko, **kiedy** przeczytasz list.

*I **won't lend** you the book **unless** you **promise** to bring it back by tomorrow.* – Nie pożyczę ci książki, **chyba że** obiecasz zwrócić ją do jutra.

*I **'ll let** you use my laptop **providing/provided that/ on condition (that)** you **don't change** any settings.* – Pozwolę ci skorzystać z mojego laptopa **pod warunkiem, że** nie zmienisz żadnych ustawień.

*We **'ll be** there on time **as long as** you **don't spend** two hours getting ready.* – Będziemy tam na czas, **o ile** nie spędzisz dwóch godzin, szykując się do wyjścia.

***Suppose/Supposing** you **won** the lottery, what **would you do** with the money?* – **Przypuśćmy**, że wygrałbyś loterię, co zrobiłbyś z pieniędzmi?

***But for** your kindness, I **wouldn't have got** to work on time.* – Gdyby nie twoja uprzejmość, nie dotarłbym do pracy na czas.

1 Na podstawie form czasowników użytych w każdym z poniższych zdań warunkowych zdecyduj, z jakim zdaniem warunkowym masz do czynienia.

1 If I were you, I would choose a different example to make that point.
zdanie warunkowe drugiego stopnia

2 If we hadn't won that last game, we would have been knocked out of the competition.
hadn't won, would have been knocked out – zdanie warunkowe trzeciego stopnia

3 When you heat chocolate, it melts.
heat, melts – zdanie warunkowe zerowego stopnia

4 I would have gone on holiday to Brazil last year if I wasn't afraid of flying.
would have gone, wasn't afraid – zdanie warunkowe mieszane – typ 1

5 We'll go to the cinema tonight if there is something interesting on.
'll go, is – zdanie warunkowe pierwszego stopnia

6 If you hadn't broken the window, you wouldn't be in trouble now.
hadn't broken, wouldn't be – zdanie warunkowe mieszane – typ 2

7 If you fell off that horse, you could hurt yourself.
fell off, could seriously hurt – zdanie warunkowe drugiego stopnia

2 Które zdania warunkowe najlepiej pasują do obrazków 1–3?

1



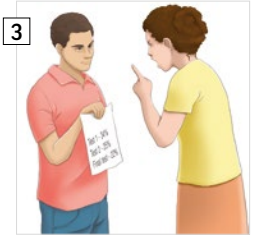
A If I have a choice, I'll order a steak.
B If I had a choice, I'd order a steak.
C If I had had a choice, I'd have ordered a steak.

2



A If he falls off his bike, he'll burst into tears.
B If he fell off his bike, he'd burst into tears.
C If he'd fallen off his bike, he'd have burst into tears.

3



A If you study harder, you'll achieve better test results.
B If you studied harder, you'd achieve better test results.
C If you'd studied harder, you'd have achieved better test results.

3 Za pomocą zdań warunkowych połącz przedstawiony ciąg wydarzeń w historię o życiu Olivii.

Olivia was lazy as a teenager → [1]didn't study hard at school → [2]failed her final exams → [3]didn't get a place at university → [4]started working in a restaurant → [5]had a famous film director as a customer → [6]started talking to him → [7]impressed the film director → [8]the film director asked her to come for an audition → [9]Olivia was successful at the audition → [10]got the main part in a film → [11]became very famous → [12]is very rich now

1 If Olivia hadn't been lazy as a teenager, ***she would have studied hard at school***.
2 If she had studied hard at school, she wouldn't _____.
3 If she hadn't failed her exams, _____.
4 If she _____.
5 _____
6 _____
7 _____
8 _____
9 If the film director _____.
10 _____
11 _____
12 _____

4 Które wyrażenia poprawnie uzupełniają zdania?

1 These plants will die *as long as* / (*unless*) they have enough water.
2 I'll complete my English homework for tomorrow (*providing*) / *suppose* you let me use the computer for half an hour.
3 *Unless* / (*If*) you could speak Hungarian, you wouldn't have got lost in Budapest.
4 (*But for*) / *Supposing* your help, I wouldn't have known what to do.
5 You can go to the party tonight *when* / (*as long as*) you are back by midnight.
6 (*When*) / *If* a film finishes, most people usually leave the cinema very quickly.

5 Jakie formy czasowników w nawiasach poprawnie uzupełniają zdania?

1 If you had told us you were not coming, we ***wouldn't have waited*** (not/wait) for you yesterday.
2 When it _rains_ (rain), water leaks under the dashboard on the passenger side.
3 If Ann _had quit/quitted_ (quit) university last year, she would probably be miserable now.
4 How would you feel if we _asked_ (ask) you to relocate to a different branch of the company?
5 Unless you leave our house at once, we _will/'ll call_ (call) the police.
6 If I were you, I _would/'d take_ (take) what he says about his adventures with a pinch of salt.
7 The burglars might not have got in if you _had not / hadn't left_ (not/leave) the door open.

6 Na podstawie podanych sytuacji ułóż odpowiednie zdania warunkowe.

1 Tom hasn't got any money, so he can't give you a loan.
If Tom had some money, he would give you a loan.
2 My girlfriend is absent-minded, that's why she forgot about our date yesterday.
If my girlfriend wasn't/weren't absent-minded, she wouldn't have forgotten about our date yesterday.
3 I was late for work because I missed the bus.
I wouldn't have been late for work / I would have been on time for work if I hadn't missed the bus.
4 It might rain heavily tomorrow. If so, we probably won't go for a walk.
If it rains heavily tomorrow, we might not / probably won't go for a walk.
5 Fiona doesn't have a well-paid job now because she dropped out of university.
Fiona would have a well-paid job now if she hadn't dropped out of studies. / If Fiona hadn't dropped out of her studies, she would have a well-paid job now.
6 There is a good possibility of them winning the final match. The winner gets promoted to the Premiership.
If they win the final match of the football season, they will/'ll get promoted to the Premiership.

7 Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.

1 Mary ***would be much happier here if not*** (*byłaby tutaj dużo szczęśliwsza, gdyby nie*) for the fact that she has no friends around.
2 Your phone wouldn't have been cut off *if you had paid the telephone bill* (*gdybyś zapłaciła rachunek telefoniczny*) on time.
3 *If/When you boil water* (*Gdy zagotuje się wodę*), it turns into a gas.
4 *If you were more self-confident* (*Gdybyś był bardziej pewny siebie*), they would have offered you this position.
5 (*Gdybyś nie okłamał*) *If you hadn't lied* to your girlfriend, you wouldn't be in the doghouse now.

8 Przekształć tak zdania, używając wyrazów zapisanych wielkimi literami, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.

1 The customer wanted to complain about the faulty product, but he didn't know who to talk to. WOULD
If the customer ***had known who to talk to, he would have complained*** about the faulty product.
2 You won't know how it works if you don't read the manual carefully. UNLESS
You won't *know how it works unless you read* the manual carefully.
3 Matthew wants to go on a package tour to Spain, but he hasn't got enough money. WOULD
If Matthew *had enough money, he would go* on a package tour to Spain.
4 I think the teacher won't let me off this time because I have already missed many classes. HADN'T
If I *hadn't missed many classes, the teacher would/might let me off* this time.

Exercise 3
2 have failed her final exams.
3 she would have got a place at university.
4 had got a place at university, she wouldn't have started working in a restaurant.
5 If she hadn't started working in a restaurant, she wouldn't have had a famous film director as a customer.
6 If she hadn't had a famous film director as a customer, she wouldn't have started talking to him.
7 If she hadn't started talking to the film director, she wouldn't have impressed him.
8 If she hadn't impressed the film director, he wouldn't have asked her to come for an audition.
9 hadn't asked her to come for an audition, Olivia wouldn't have been successful at it.
10 If she hadn't been successful at the audition, she wouldn't have got the main part in a film.
11 If she hadn't got the main part in a film, she wouldn't have become very famous.
12 If she hadn't become very famous, she wouldn't be rich now.

GRAMATYKA ZAIMKI

PRONOUNS | ZAIMKI

EVERY-, SOME-, ANY-, NO-

Zaimki ***everybody/everyone*** (każdy/wszyscy), ***everything*** (wszystko) i ***everywhere*** (wszędzie) występują:

- w zdaniach twierdzących: ***Everyone*** *in my office is really supportive.*
- w pytaniach: *Have you got* ***everything****?*

Zaimki ***somebody/someone*** (ktoś), ***something*** (coś) i ***somewhere*** (gdzieś) występują:

- w zdaniach twierdzących: ***Somebody*** *was trying to reach you on the phone.*
- w pytaniach o charakterze propozycji lub prośby: *Can I get you* ***something*** *to drink?*

Zaimki ***anybody/anyone*** (ktoś/ktokolwiek, nikt), ***anything*** (coś/cokolwiek, nic) i ***anywhere*** (gdzieś/gdziekolwiek, nigdzie) występują:

- w pytaniach: *Have you travelled* ***anywhere*** *in Africa?*
- w zdaniach przeczących: *There isn't* ***anything*** *more to do.*

Zaimki ***nobody / no one*** (nikt), ***nothing*** (nic) i ***nowhere*** (nigdzie) występują w zdaniach przeczących:

Nobody *wants to be treated like that.*
These people have ***nowhere*** *to sleep.*

EVERY, EACH

Zaimek ***every*** odnosi się do grupy osób lub rzeczy:

Every *student has to pass this exam.*

Zaimek ***each*** odnosi się do poszczególnych osób lub rzeczy:

Each *person in turn answered the question.*

ANOTHER, OTHER, THE OTHER, OTHERS, THE OTHERS

Zaimek nieokreślony ***another*** (następny, kolejny, jeszcze jeden, jakiś inny) występuje zwykle w zdaniu z rzeczownikami policzalnymi w liczbie pojedynczej, z zaimkiem *one* lub samodzielnie:

Have ***another*** *cup of coffee.*
If you don't fancy this cardigan, try on ***another*** *one.*
One girl smiled at me, ***another*** *just gave me a quick glance.*

Zaimka ***other*** (inne, inni) używamy z rzeczownikami policzalnymi w liczbie mnogiej lub zaimkiem *ones*:

I found the film captivating while ***other*** *people thought it was too predictable.*
These shoes are too tight. Could you bring me some ***other*** *ones, please?*

The other (ten drugi, ta druga z dwóch wymienionych) występuje zawsze z rzeczownikami w liczbie pojedynczej lub z zaimkiem *one*:

My two best friends are very different. One is very much into sport, but ***the other*** *absolutely hates it.*

Zaimek ***others*** (inne, inni) występuje zawsze samodzielnie, zastępując rzeczownik w liczbie mnogiej:

Some people are risk-takers, ***others*** *like to play it safe.*

Zaimek ***the others*** (pozostali, pozostałe, ci drudzy z określonej grupy) występuje zawsze samodzielnie, zastępując rzeczownik w liczbie mnogiej:

Half of my class wanted to skip school, ***the others*** *opted against it.*

EACH OTHER, ONE ANOTHER

Zaimków wzajemnych ***each other*** i ***one another*** (się, siebie, sobie, nawzajem) używamy, mówiąc o wzajemnej relacji dwóch lub więcej osób, zwierząt lub rzeczy.

My sister and I talk to ***each other*** *every day.*
The four research institutes started to cooperate with ***one another*** *last year.*

ZAIMKI ZWROTNE I EMFATYCZNE YOURSELF, THEMSELVES

Zaimki zwrotne ***myself***, ***yourself***, ***himself***, ***herself***, ***itself***, ***ourselves***, ***yourselves***, ***themselves*** (się, siebie, sobie) przyjmują formę osobową zgodną z podmiotem i występują w języku angielskim ze stosunkowo niewielką grupą czasowników:

Help ***yourselves*** *to the cake!* – Poczęstujcie się ciastem.
Let me introduce ***myself****.* – Pozwól mi się przedstawić.
He promised ***himself*** *not to do it again.* – Obiecał sobie, że więcej już tego nie zrobi.

ZAIMKI BEZOSOBOWE YOU, ONE

Zaimków bezosobowych ***you*** i ***one*** używamy, odnosząc się do ogółu, a nie do konkretnej osoby. Mają one to samo znaczenie, przy czym *you* występuje częściej w mowie potocznej, a *one* w języku bardziej formalnym.

You *can't smoke here.* – Tutaj nie wolno palić.
One *should always tell the truth.* – Powinno się zawsze mówić prawdę.

EITHER ... OR, NEITHER ... NOR

Zwroty ***either ... or*** (albo..., albo...) oraz ***neither ... nor*** (ani..., ani...) występują z rzeczownikami, czasownikami, przymiotnikami lub zaimkami osobowymi:

I'll buy her ***either*** *a book* ***or*** *a toy.*
I'll invite ***neither*** *him* ***nor*** *her.*

ROZMOWA WSTĘPNA

1 Które zaimki nieokreślone lub formy czasownika poprawnie uzupełniają wypowiedź ucznia?

PODRÓŻOWANIE I TURYSTYKA

How do you usually spend your holidays?

I usually go on holiday with my two cousins, so we always choose [1]*somewhere* / *anywhere* we all like. It doesn't have to be a holiday resort, but a place where there is [2]*anything* / *something* for all three of us to do. The golden rule is that everybody [3]*need* / *needs* to be happy with what the place offers in terms of entertainment. We all love dancing, so we'd be very disappointed if there wasn't [4]*nowhere* / *anywhere* to go clubbing. But then, we're all quite keen on sightseeing, too. Last year, for example, we went to Barcelona. It was a package tour and we couldn't have chosen [5]*something* / *anything* better. Clubs [6]*nowhere* / *everywhere*, fantastic sightseeing and the food! I can think of [7]*anything* / *nothing* more delicious than tapas and paella.

ZDANIA PRZYDAWKOWE

DEFINING RELATIVE CLAUSES | ZDANIA PRZYDAWKOWE DEFINIUJĄCE

Zdania przydawkowe definiujące dostarczają informacji będących integralną częścią zdania (których pominięcie narusza jego sens):

*A blender is a machine **which/that** you mix things with.*
*This is the man **who/that** found your wallet the other day.*

Zdania tego typu rozpoczynają się następujących zaimków względnych:

- ***who*** lub ***that***, jeżeli mówimy o ludziach:
  *She is the woman **who/that** won the beauty contest.*
  *Do you know the boy **who/that** brought me here?*
- ***whom*** jest zaimkiem używanym w odniesieniu do ludzi, ale tylko w języku bardzo formalnym. Używamy go bezpośrednio po przyimku:
  *Sarah is a girl with **whom** I have a lot in common.*
- ***which*** lub ***that***, jeżeli mówimy o rzeczach:
  *Would you like to see the house **which/that** we bought?*
  *The computer **which/that** you bought is overpriced.*
- ***where***, jeżeli mówimy o miejscach:
  *This is the place **where** office workers come for their lunch break.*
  *It's best to immigrate to a country **where** people speak a language you understand.*
- ***when***, jeżeli mówimy o czasie:
  *Summer is the time **when** we can do a lot of things outdoors.*
  *I lost my job at the time **when** unemployment reached its peak.*
- ***whose***, jeżeli mówimy o przynależności:
  *I was introduced to a man **whose** wife used to teach me French.*
  *That's the boy **whose** dog has gone missing.*

Zdania przydawkowe definiujące nie są oddzielone przecinkami od reszty zdania.

Zaimek względny ***who***, ***which*** lub ***that*** można pominąć, jeżeli nie jest on podmiotem zdania przydawkowego (tzn. jeżeli następuje po nim zaimek osobowy lub rzeczownik):

*This is the email (which/that) **I** sent to you on Monday.*
*Steven Spielberg is the film director (who) **my mother** likes best.*

Zaimka względnego nie można pominąć, jeśli występuje on w funkcji podmiotu zdania przydawkowego (tzn. nie następuje po nim zaimek osobowy lub rzeczownik):

*A copywriter is a person **who** writes advertising or marketing material.*
*She chose the play **which** featured an all-female cast.*

Jako zaimka względnego można też użyć ***what*** w znaczeniu *the thing that/the thing which*:

*Dancing is **the thing which/that** our little daughter seems to enjoy most. = Dancing is **what** our little daughter seems to enjoy most.*

NON-DEFINING RELATIVE CLAUSES | ZDANIA PRZYDAWKOWE NIEDEFINIUJĄCE

Zdania przydawkowe niedefiniujące dostarczają informacji, bez których zdanie główne zachowałoby sens, bądź stanowią komentarz do pierwszej części zdania:

*My sister-in-law, **who lives in London**, is very well-read and intelligent.*
*They were late for the meeting again, **which didn't go down well with the boss**.*

Zdania tego typu rozpoczynają się od tych samych zaimków względnych, co zdania przydawkowe definiujące (z wyjątkiem *that*):

*Paul Jones, **whose** girlfriend goes to my school, has won an Olympic medal.*
*The silver ring, **which** I got from Chris for my birthday, is my favourite piece of jewellery.*

Są one oddzielone przecinkami od zdania niosącego główną informację.

W zdaniach przydawkowych niedefiniujących nigdy nie opuszczamy zaimków względnych:

*Las Vegas, **where** we went last winter, is a thriving city year round.*
*Only last year, **when** my best friend moved abroad, did I understand how much she meant to me.*

PREPOSITIONS IN RELATIVE CLAUSES | PRZYIMKI W ZDANIACH PRZYDAWKOWYCH

Z zaimkami *where* i *when* nie stosujemy przyimków:

*The office building **where** we worked before has been knocked down.* – NIE: ~~*The office building where we worked in before has been knocked down*~~.

Zaimki *where* i *when* można zastąpić zaimkiem *which* z odpowiednim przyimkiem:

*The hospital **where/at which** he was treated was very modern.*
*That was the year **when/in which** my grandparents met.*

Przyimki w zdaniach przydawkowych możemy umieścić:

- na końcu zdania przydawkowego (częściej w języku potocznym i mówionym):
  *The hospital (**which**) he was treated **at** was very modern.*
  *This crate, **which** our puppy used to sleep **in**, seems very small now.*
- przed zaimkiem względnym (częściej w wypowiedziach formalnych i języku pisanym). Zaimka względnego nie możemy wtedy pominąć:
  *The hospital **at which** he was treated was very modern.*
  *This crate, **in which** our puppy used to sleep, seems very small now.*

GRAMATYKA ZDANIA PRZYDAWKOWE

1 Które zaimki względne poprawnie uzupełniają zdania?

1 The book **C** you have lost doesn't belong to me.
A whose **B** what **C** which

2 Yesterday I bumped into Joe, ____ sister used to be my girlfriend.
A who **B** which **C** whose

3 Everybody ____ hasn't done their oral exam yet needs to do it tomorrow.
A which **B** who **C** whose

4 Jess turned down Tom's invitation, ____ made him really upset.
A that **B** what **C** which

2 Utwórz z dwóch zdań jedno zdanie złożone, używając zaimków względnych *that, which, whose* lub *who* oraz przecinków tam, gdzie jest to konieczne. Pomiń zaimek względny w tych zdaniach, w których jest to możliwe.

1 The performance of *La Traviata* was exceptionally good. We saw it in Berlin.
The performance of* La Traviata, *which we saw in Berlin, was exceptionally good.

2 Is the offer still valid? They made it last month.
Is the offer they made last month still valid?

3 My grandfather is having a nap now. He never sleeps during the day.
My grandfather, who never sleeps during the day, is having a nap now.

4 I can't find the parcel. It was delivered yesterday.
I can't find the parcel which/that was delivered yesterday.

5 Rebecca Smith teaches in my daughter's school. Her husband is an actor.
Rebecca Smith, whose husband is an actor, teaches in my daughter's school.

6 I got this vase as a birthday present last year. It has broken into pieces.
The vase I got as a birthday present last year has broken into pieces.

7 I saw my girlfriend in the cinema with her ex-boyfriend. It made me furious.
I saw my girlfriend in the cinema with her ex-boyfriend, which made me furious.

8 Iga Świątek won the 2020 French Open. Her father was an Olympic rower.
Iga Świątek, whose father was an Olympic rower, won the 2020 French Open.

3 Uzupełnij pary zdań przydawkowych, umieszczając przyimek w dwóch różnych miejscach.

1 Tom is talking to the girl. I went to school with her.
a Tom is talking to the girl ***with whom I went to school***.
b Tom is talking to the girl ***who I went to school with***.

2 It was a terrible joke. I'd like to apologise for it.
a It was a terrible joke, *for which I'd like to apologise*.
b It was a terrible joke, *which I'd like to apologise for*.

3 That's the department store. I got my prom dress from it.
a That's the department store *from which I got my prom dress*.
b That's the department store *(which) I got my prom dress from*.

4 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.

1 Mrs Clark's standards are very high; she will never let us off homework. WHOSE
Mrs Clark, ***whose standards are very high, will never*** let us off homework.

2 One of the four women he met was a public relations officer. WHOM
He met *four women, one of whom* was a public relations officer.

3 The tall man in the black suit is my brother's boss. THAT
The tall man *that is wearing / is dressed in* the black suit is my brother's boss.

OPIS ILUSTRACJI

5 Które zaimki względne poprawnie uzupełniają opis ilustracji?



There are six people in the picture: an endearing young boy, [1]*that* / (*who*) / *which* is about six years old, a little girl (probably his sister), their parents and grandparents. They are camping in a peaceful place [2]*whose* / (*which*) / *where* is probably in the middle of nowhere or, at least, very far away from any city. The old man is preparing a barbecue for the whole family while the little boy, [3]*who* / (*whose*) / *which* apron seems a bit too long, is giving him a helping hand. The rest of the party are sitting in front of a tent, [4](*which*) / *that* / *who* probably belongs to the family. All the family seem to be having a whale of a time outdoors, away from the hustle and bustle of modern day life. This is actually the sort of place [5]*when* / *which* / (*where*) I often go on holiday. The whole picture takes me back to the time [6](*when*) / *which* / *where* I used to go camping with my parents.

POSSESSIVE ADJECTIVES AND PRONOUNS | PRZYMIOTNIKI I ZAIMKI DZIERŻAWCZE

W języku angielskim przynależność kogoś lub czegoś można wyrazić za pomocą przymiotników w funkcji dzierżawczej (*my, her*) lub zaimków dzierżawczych (*mine, hers*). Obie te formy tłumaczy się na język polski jednakowo, używając zaimków dzierżawczych (mój, jej).

Zaimek osobowy	Przymiotnik dzierżawczy	Zaimek dzierżawczy
I	my book	mine
you	your book	yours
he	his book	his
she	her book	hers
it	its book	its
we	our book	ours
you	your book	yours
they	their book	theirs

Przymiotniki w funkcji dzierżawczej występują zawsze przed rzeczownikami:

*Did you meet **her** brother?*

Zaimki dzierżawcze występują samodzielnie, bez rzeczownika:

*This pen is **mine**.*

*Their bedroom is very cosy, but **ours** is much more spacious.*

W języku angielskim do wyrażenia przynależności czegoś lub kogoś do danej osoby, zwierzęcia, rzeczy lub miejsca można użyć jednej z dwóch form dopełniaczowych (*possessive*): z **'s** lub z ***of***.

W formie dopełniaczowej z **'s** w języku angielskim, odwrotnie niż w polskim, osoba, do której coś przynależy, występuje zawsze na pierwszym miejscu: *Anna**'s** handbag*

Tworząc formę dopełniaczową z **'s**:

- do rzeczowników w liczbie pojedynczej dodajemy **'s**: *Pete**'s** notebook*
- do rzeczowników regularnych w liczbie mnogiej dodajemy **'**: *his grandparents' car*
- do rzeczowników nieregularnych w liczbie mnogiej dodajemy **'s**: *these women**'s** surnames*
- do rzeczowników złożonych dodajemy **'s**: *my mother-in-law**'s** suitcase*
- do imion lub nazwisk w liczbie pojedynczej kończących się na **-s** dodajemy **'** lub **'s** (przy czym forma z **'s** występuje częściej): *Thomas' sister* lub *Thomas**'s** sister*

Jeżeli coś lub ktoś przynależy do dwóch osób lub zwierząt, to **'s** występuje tylko przy drugim rzeczowniku:

*Robert and Barbara**'s** house* – dom Roberta i Barbary (ich wspólny dom)

ALE: *Robert**'s** and Barbara**'s** houses* – domy Roberta i Barbary (każde z nich posiada własny dom)

Jeżeli z kontekstu wynika, o czym mówimy, to możemy pominąć rzeczownik określający posiadaną rzecz:

Whose car uses more petrol per mile? Tom's. (wiadomo, że chodzi o samochód)

Formy z **'s** używamy:

- do wyrażenia przynależności do ludzi i zwierząt: *the **boy's** toy, a **bird's** beak*
- z określeniami czasu: ***Friday's** press conference, **two hours'** break*

Formy z ***of*** używamy:

- do wyrażenia przynależności do rzeczy nieożywionych lub abstrakcyjnych: *the walls **of the building**, the price **of independence***
- po wyrazach takich jak: *end, top, bottom, front, back, middle, side*: *in the **middle of** the meeting*
- gdy rzeczownik poprzedzony jest określnikiem (np.: *this, that, any, a*). Po *of* używamy wtedy zaimka dzierżawczego lub rzeczownika w dopełniaczu:

  *Tom is **a** friend of mine.*

  *What do you think of **this** new idea **of Mark's**?*

Obu form możemy użyć, aby wyrazić przynależność:

- do grupy ludzi lub organizacji: *the government's proposal / the proposal **of** the government*
- do danego miejsca: *America**'s** natural resources / the natural resources **of** America*

1 Z dwóch zdań utwórz jedno, używając jednego z podkreślonych wyrazów w formie dopełniaczowej z 's lub z *of*.

1 The car is very fast and economical. My friends own it.
My friends' car is very fast and economical.

2 This is Joanna's old bicycle. Two tyres are punctured.
_____

3 Paul took part in a chess competition. He was the winner.
_____

4 The bedroom hasn't been tidied up for ages. It belongs to Hannah and Bethany.
_____

5 The proposal was not well thought-out. It was put forward by the local authorities.
_____

6 The match was extremely competitive. They played it last Sunday.
_____

7 The uprising was stopped by military forces. It lasted two weeks.
_____

8 These pupils are very diligent and hard-working. Mr Robinson is their teacher.
_____

9 The building was on fire. It started at the top.
_____

10 The cottage is dilapidated. My grandparents own it.
_____

Exercise 1

1 My friends' car is very fast and economical.
2 Two tyres of Joanna's old bicycle are punctured.
3 Paul was the winner of a chess competition.
4 Hannah and Bethany's bedroom hasn't been tidied up for ages.
5 The local authorities' proposal / The proposal of the local authorities was not well thought-out.
6 Last Sunday's match was extremely competitive.
7 The two weeks' uprising was stopped by military forces.
8 Mr Robinson's pupils/the pupils of Mr Robinson are very diligent and hardworking.
9 The fire started at the top of the building.
10 My grandparents' cottage is dilapidated.

2 Które formy dopełniaczowe, przymiotniki dzierżawcze lub zaimki dzierżawcze poprawnie uzupełniają zdania?

Hi Mike,

I hope you're doing fine.

How is [1] *your* / *yours* new job? [2] *My* / *Mine* is more challenging than I expected. At [3] *the day's end* / *the end of the day* I am usually exhausted, but I guess I shouldn't complain. [4] *Our* / *Ours* main building is in the town centre and everybody has [5] *their* / *theirs* own office. And I'm learning a lot. The salary, though, is much lower than my [6] *sister's* / *sisters'*. She has also just started [7] *her* / *hers* first job. With my salary and [8] *her* / *hers*, we can afford to rent a flat together and make ends meet.

And how are you feeling after the break-up with Molly? I know the decision was [9] *your* / *yours*, but it's probably still a bit painful, isn't it? Are you still living at your [10] *parent's* / *parents'* house or have you moved out? Living on [11] *your* / *yours* own can be really expensive (I know something about it!). But I guess that's the [12] *independence's price* / *price of independence*.

Have you heard about [13] *Tom's and Jessica's* / *Tom and Jessica's* change of plans? [14] *Their* / *Theirs* expedition to Africa is now supposed to start in [15] *the middle of next year* / *next year's middle* rather than in March. They say they need more time to get ready for their trip. I bet they'll be much better prepared than we were for [16] *our* / *ours* last year!

Take care and I hope to hear from you soon.

Pete

3 Jakie zaimki lub przymiotniki dzierżawcze poprawnie uzupełniają dialog?

John: Hurry up, Paul! If we don't leave for the station now, we'll miss [1] ***our*** train.

Paul: OK. I'm just trying to find [2] *my* ticket, but I have no idea where it is. Have you got [3] *yours*?

John: Yes, I've got [4] *mine* here. And I've seen [5] *yours* somewhere in the hall. Why do you keep losing [6] *your* stuff?

Paul: Oh, hang on. I can see it – it's on the stairs. What time is [7] *our* train?

John: It leaves at 1.30. We really need to get a move on, Paul.

Paul: OK, stop nagging! I'm almost ready. Are Robert and Simon joining us?

John: Yes, and [8] *their* girlfriends. But they are catching a later train. Robert doesn't finish [9] *his* classes until four o'clock.

Paul: What time is [10] *their* train then?

John: 4.35, if I remember correctly.

Paul: And [11] *ours* leaves in thirty minutes and will be in London three hours earlier than [12] *theirs*. Listen, why don't we just wait for them and go on the same train?

John: That's not an option, I'm afraid. Auntie Gina and a friend of [13] *hers* will be waiting for us, remember? And she's taking us in [14] *her* car to the hotel. We won't all fit into one car, will we?

ODPOWIEDZI NA PYTANIA (MATERIAŁ STYMULUJĄCY)

4 Przeczytaj wypowiedź ucznia i zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.

Some people believe shopping is a good way of relieving stress. Do you agree? Why? / Why not?

[1] ***In my opinion*** (*Moim zdaniem*), shopping is not a good cure for stress at all. I realise that my point of view is different from that of [2] *my friends'* (*moich znajomych*), who often indulge in a bit of retail therapy. I don't quite understand [3] *their attitude* (*ich podejścia*) towards it. They buy things they don't really need and this is supposed to make them happier or less stressed. I don't get it. And let's face it – the money they spend is not [4] *theirs* (*ich*), it's [5] *their parents'* (*ich rodziców*). If I spent [6] *my pocket money* (*moje kieszonkowe*) on stupid things, my parents would go mad.

There are better ways of relieving stress (for example exam stress) than shopping. At the [7] *beginning of an exam* (*początku egzaminu*), you can do some breathing exercises or try to use some other relaxation technique. Anna, a good [8] *friend of mine* (*moja przyjaciółka*), takes [9] *her aunt and uncle's dog* (*psa jej cioci i wujka*) for a walk whenever she feels stressed. This is [10] *her way* (*jej sposób*) of coping with too much pressure at school. [11] *Yours* (*Twój*) might be different but equally effective. And not as expensive as shopping!

PYTANIA

YES/NO QUESTIONS | PYTANIA OGÓLNE

Pytania ogólne to pytania, na które zazwyczaj odpowiadamy *yes* albo *no*.

Tworzymy je za pomocą czasowników posiłkowych (*be, have, do, will*) lub modalnych (*can, should*), które występują na początku pytania i poprzedzają jego podmiot:

***Can** I talk to you for a minute? → Yes, sure, no problem.*
***Do** you fancy going to the cinema tonight? → No, I've got lots of homework to do.*
***Should** we give Veronique a call? → Yes, that's a good idea.*
***Has** the dog been disturbing you? → Not really, he's been quite good.*

Zdanie oznajmujące przekształcamy w pytanie:

- za pomocą inwersji (zamiany podmiotu i czasownika miejscami):
  ***Emma is** a very diligent student.*
  ***Is Emma** a very diligent student?*
  ***They have** been arguing for a long time.*
  ***Have they** been arguing for a long time?*
  ***He could** show up any minute now.*
  ***Could he** show up any minute now?*
- poprzez dodanie czasownika posiłkowego na początku pytania:
  ***She finds** it hard to live on her own.*
  ***Does she find** it hard to live on her own?*
  ***You answered** all the questions very well.*
  ***Did you answer** all the questions very well?*

WH- QUESTIONS | PYTANIA SZCZEGÓŁOWE

Pytania szczegółowe rozpoczynają się od zaimka pytającego (*who, whose, what, which, where, when, why, how*), po którym występuje czasownik posiłkowy lub modalny poprzedzający podmiot.

- ***who*** (w pytaniach o osoby)
  ***Who** is that person leaning against the wall? → It's Anna's boyfriend.*
- ***whose*** (w pytaniach o przynależność)
  ***Whose** necklace is it? → It's Sandra's.*
- ***what*** i ***which*** (w pytaniach o rzeczy)

Zaimka *what* używamy w pytaniach o rzecz spośród nieograniczonej liczby rzeczy. Może on występować samodzielnie lub przed rzeczownikiem.

***What** would you like to do tonight?* (spośród nieograniczonej liczby rzeczy, które można robić) *→ I'd like to go to the cinema.*
***What** car does your father drive?* (jest bardzo wiele marek samochodów) *→ He drives a Skoda.*

Zaimka *which* używamy w pytaniach o rzecz/osobę spośród ograniczonej lub ściśle określonej liczby rzeczy/osób. Może on występować samodzielnie, przed rzeczownikiem lub przed zaimkami *one/ones*.

***Which** do you prefer to play: chess or draughts?* (są tylko dwie gry do wyboru) *→ Chess.*
***Which teacher** in our school is the strictest?* (w naszej szkole jest określona liczba nauczycieli) *→ Mr Jones.*
***Which one** would you like: a red one or a blue one?* (wybór spośród dwóch opcji) *→ A blue one would suit me fine.*

- ***what type/kind/sort*** (w pytaniach o rodzaj lub typ)
  ***What type** of work would you like to do in the future? → I'd like to work with animals.*
  ***What kind** of music is your favourite? → Jazz.*
  ***What sort** of shoes are you thinking of buying? → Sandals.*
- ***where*** (w pytaniach o miejsce)
  ***Where** did you leave your house keys? → On the coffee table.*
- ***when*** (w pytaniach o czas)
  ***When** was the last time you saw your grandfather? → About two weeks ago.*
- ***why*** (w pytaniach o przyczynę)
  ***Why** are you always so bad-tempered in the morning? → I guess it's because I don't sleep well.*
- ***how*** (w pytaniach o sposób)
  ***How** do you get to school? → I usually cycle.*
- ***how much*** i ***how many*** (w pytaniach o ilość lub liczbę)
  ***How much** money do you need? → About £20.* (w odniesieniu do rzeczowników niepoliczalnych)
  ***How many** people has she invited? v Over ten.* (w odniesieniu do rzeczowników policzalnych)
- ***how old*** (w pytaniach o wiek)
  ***How old** was your brother when he moved out? → Twenty-four.*
- ***how far*** (w pytaniach o odległość)
  ***How far** is the nearest supermarket? → About 500 metres away.*
- ***how often*** (w pytaniach o częstotliwość)
  ***How often** do you fall out with your boyfriend? → Not very often, fortunately.*
- ***how long*** (w pytaniach o czas trwania)
  ***How long** can you hold your breath under water? → Not long, for about two minutes.*

GRAMATYKA PYTANIA

WH- QUESTIONS WITH PREPOSITIONS | PYTANIA SZCZEGÓŁOWE Z PRZYIMKIEM

W pytaniach odnoszących się do wyrażenia przyimkowego stojącego po czasowniku, przyimek należy umieścić na końcu pytania (w przeciwieństwie do języka polskiego, gdzie przyimek występuje na początku pytania).

***Who** are you waiting **for**?* – **Na kogo** czekasz?

***Which** subject are you better **at**: Physics or Chemistry?* – **Z którego** przedmiotu jesteś lepszy: fizyki czy chemii?

***What** did you and John talk **about**?* – **O czym** rozmawialiście z Johnem?

SUBJECT AND OBJECT QUESTIONS | PYTANIA O PODMIOT I DOPEŁNIENIE

Pytania o podmiot to pytania, na które odpowiedzią jest podmiot zdania. Zwykle rozpoczynają się one od zaimków *who, what, which* albo *whose*. Pytania takie zachowują szyk zdania oznajmującego i nie używa się w nich czasowników posiłkowych *do, does, did*. Tworząc pytanie o podmiot, należy w miejsce podmiotu ze zdania oznajmującego wstawić zaimek pytający, a resztę zdania pozostawić bez zmian.

	podmiot	**czasownik**	**dopełnienie**	
	John	*flew*	*to Paris.*	
Pytanie o podmiot:	*Who*	*flew*	*to Paris?*	→ *John did.*
	Rob's luggage	*has been lost*	*by the airline.*	
Pytanie o podmiot:	*Whose luggage*	*has been lost*	*by the airline?*	→ *Rob's.*
	This gadget	*is*	*quite expensive.*	
Pytanie o podmiot:	*What*	*is*	*quite expensive?*	→ *This gadget.*

W pytaniach o dopełnienie odpowiedzią na pytanie jest właśnie dopełnienie zdania. Pytanie o dopełnienie tworzymy poprzez dodanie zaimka pytającego oraz czasownika posiłkowego na początku pytania lub zastosowanie szyku przestawnego (inwersji).

	podmiot	**czasownik**	**dopełnienie**	
	Suzie	*went*	*to the cinema with her friends.*	
Pytanie o dopełnienie:	*Where*	*did Suzie go?*		→ *To the cinema.*
Pytanie o dopełnienie:	*Who*	*did Suzie go with?*		→ *Her friends.*
	podmiot	**czasownik**	**dopełnienie**	
	They	*exercise*	*every day at 7 a.m.*	
Pytanie o dopełnienie:	*How often*	*do they exercise?*		→ *Every day.*
Pytanie o dopełnienie:	*What time*	*do they exercise?*		→ *At 7 a.m.*
	podmiot	**czasownik**	**dopełnienie**	
	My sister	*loves*	*Ed Sheeran.*	
Pytanie o podmiot:	*Who*	*loves*	*Ed Sheeran?*	→ *My sister.*
Pytanie o dopełnienie:	*Who*	*does my sister love?*		→ *Ed Sheeran.*

QUESTION TAGS | PYTANIA ROZŁĄCZNE

Pytania rozłączne (***question tags***) to krótkie pytania, które dodaje się na końcu zdania.

Pytania te tworzymy za pomocą czasowników posiłkowych (*be, have, do, will*) lub modalnych (*can, should*) oraz zaimka osobowego (np.: *I, you, she*):

*You like basketball, **don't you**?*

*Anna can't cook very well, **can she**?*

Po zdaniu twierdzącym pytania rozłączne mają zwykle formę przeczącą, a po zdaniu przeczącym – twierdzącą:

Zdanie twierdzące	***Question tag* w formie przeczącej**
*Robert **is** very clever,*	***isn't** he?*
*You **were** annoyed yesterday,*	***weren't** you?*
*They **love** swimming,*	***don't** they?*
Zdanie przeczące	***Question tag* w formie twierdzącej**
*She **didn't** finish the letter,*	***did** she?*
*It **won't** take a long time,*	***will** it?*
*You **can't** tell me the truth,*	***can** you?*

INNE FORMY PYTAŃ ROZŁĄCZNYCH

W pytaniach rozłączonych do zdań z *There is/are* używamy *there*:

*There weren't any mistakes in my essay, **were** there?*

W zdaniach z *Let's* pytaniem rozłącznym jest *shall we?*:

*Let's wait for him here, **shall we**?*

W zdaniach rozkazujących pytaniem rozłącznym jest *will you?*:

*Don't touch the iron, **will you**?*

W zdaniach z *I'm* pytaniem rozłącznym jest *aren't I?*:

*I'm quite good at Maths, **aren't I**?*

PYTANIA POŚREDNIE

1 Jakie zaimki pytające poprawnie uzupełniają pytania?

1 **A:** *How far* is the Town Hall from here?
B: I don't know exactly, but it's certainly within walking distance.
2 **A:** *Which* one of you has come up with this ridiculous idea?
B: I'm afraid I have.
3 **A:** *How much* bread do you reckon we will need for the party?
B: I guess two loaves will do.
4 **A:** *Which* wetsuit is yours?
B: The one with the inner key pocket.
5 **A:** *Where* did your journey take you next?
B: San Francisco, one of the most beautiful cities I've been to.
6 **A:** *Who* is to blame for the current financial crisis?
B: I'd say there are many guilty parties here.

2 Jakie pytania rozłączne poprawnie uzupełniają dialog?

Paul: You've just come back from holiday, [1] *haven't you*?
John: Yes, it was amazing! Switzerland is beautiful. You went there last year, [2] *didn't you*?
Paul: Two years ago, actually. We went skiing for a week.
John: Aha, I remember now. Your father is a skiing instructor, [3] *isn't he*?
Paul: That's right. And he is a very good one, too!
John: I guess you can ski very well now, [4] *can't you*?
Paul: Yeah ..., quite well. And what about you, John? Are you a good skier?
John: No, not really. It's not so easy to learn at my age, [5] *is it*?
Paul: Oh, come on! At your age! You are not serious, [6] *are you*?
John: Well ... I guess I probably need more practice.
I might ask your father for a few lessons.
You don't mind, [7] *do you*?
Paul: No, of course not! As a matter of fact, I think he's just starting a new beginner's course.
Let's call him right now, [8] *shall we*?
John: Good idea. But ... wait, Paul. I still need to think about it.
Paul: Oh, come on! There's nothing to worry about, [9] *is there*?
John: OK then. I guess it won't hurt to give it a try, [10] *will it*?

INDIRECT QUESTIONS | PYTANIA POŚREDNIE

Pytania możemy zadawać w sposób bezpośredni lub pośredni. Pytania pośrednie brzmią bardziej uprzejmie.
W języku angielskim pytania pośrednie mają szyk zdania oznajmującego:

*How much **does the membership** cost? → Could you tell me how much **the membership costs**?*
*What facilities **are there**? → Do you happen to know what facilities **there are**?*

W przypadku pytań ogólnych używamy ***if*** lub ***whether***:

*Are there any discounts for students? → I'd like to know **if/whether** there are any discounts for students.*

W przypadku pytań szczegółowych pozostawiamy zaimki pytające (***what***, ***who***, ***how***, ***where***, ***when***):

***How** can I join the fitness club? → I wonder **how** I can join the fitness club.*
***Where** is the nearest post office? → Can you tell me **where** the nearest post office is?*

Przed właściwym pytaniem najczęściej stosujemy wyrażenia:

Are you sure, Can anyone tell me, Could you tell me, Do you (happen to) know, Do you remember, Do you think, Have you any idea, I don't know, I don't remember, I want to know, I wonder, I'd like to know, I've no idea, Would you mind telling me

Jeśli pytanie rozpoczynamy od wyrażeń *I wonder, I don't know, I'd like to know, I want to know, I've no idea* lub *I don't remember*, na końcu zdania stawiamy kropkę zamiast znaku zapytania (tak samo, jak w języku polskim):

I wonder/I'd like to know what time he's coming.

1 Przeczytaj pytania zadane przez osobę ubiegającą się o pracę i zasięgającą informacji o jej charakterze. Przekształć pytania bezpośrednie na bardziej uprzejme pytania pośrednie, używając wyrażeń z ramki.

> Could you tell me Do you know I'd like to know
> I'm wondering I wonder Would you mind telling me

1 What time does work start every day?
I wonder what time work starts every day.
2 What are the day-to-day responsibilities of this job?
_____
3 How will my responsibilities and performance be measured?
_____
4 What kind of work can I expect to be doing during the first year?
_____
5 What particular computer equipment and software do you use?
_____
6 Are there any opportunities for training and career advancement?
_____

Exercise 1
2 (I'd like to know) what the day-to-day responsibilities of this job are.
3 (I'm wondering) how my responsibilities and performance will be measured.
4 (Do you know) what kind of work I can expect to be doing during the first year?
5 (Could you tell me) what particular computer equipment and software you use?
6 (Would you mind telling me) if/whether there are any opportunities for training and career advancement?

PRZEDROSTKI

Często używane przedrostki

Przedrostek	Znaczenie	Przykłady
anti-	against	anti-nuclear
bi-	two	bilingual
co-	with, together	coexist, co-pilot
ex-	former, before	ex-wife
inter-	between	international
mis-	badly, wrongly	misbehave, mispronounce
multi-	many	multitasking
over	too much	overcook, overpopulation
post-	after	postmodern, post-war
pro-	in favour	pro-American, pro-democracy
re-	again	reuse
self-	me	self-employed, self-motivation
semi-	half	semi-circle
under-	not enough	undercook, underestimate

Przedrostki zmieniające znaczenie wyrazów na przeciwne

Przedrostek	Przykłady
dis-	disabled, disagree
il-	illegal
im-	immature, impractical
in-	insecure, inseparable
ir-	irregular, irresponsible
mis-	misjudged, misbehave
non-	nonexistent, nonsense
un-	unacceptable, uncover

PRZYROSTKI

Przyrostki tworzące rzeczowniki

Przyrostek	Przykłady
-age	marriage, package
-al	proposal
-ant/-ent	assistant, president
-ation/-ition	communication, definition
-cy	privacy, accuracy
-ence/-ance	appearance, influence
-dom	freedom, kingdom
-er/-or	gardener, author
-hood	neighbourhood
-ian	musician, historian
-ing	meaning
-ism	mechanism
-ist	artist, dentist
-ment	government, equipment
-ness	fitness, goodness
-ship	relationship, championship
-tion/-sion	preparation, discussion
-ty/-ity	activity, reality
-ure	pressure, procedure

Przyrostki tworzące przymiotniki

Przyrostek	Przykłady
-able/-ible	habitable, possible
-al	informal, social
-ant/-ent	prominent
-ary	dietary, voluntary
-ed	exhausted, relaxed
-ful	helpful, successful
-ic	artistic, scientific
-ing	interesting, matching
-ive	active, attractive
-less	harmless, useless
-ly	friendly, daily
-ous	generous, serious
-y	chatty, temporary

Przyrostki tworzące przysłówki

Przyrostek	Przykłady
-ly	probably, easily
-ally	basically, dramatically
-wards	backwards, downwards

Przyrostki tworzące czasowniki

Przyrostek	Przykłady
-ate	create, calculate
-en	shorten
-ify	identify
-ise	realise, victimise

ask sb out	*zaprosić kogoś na randkę*
be fed up with sth	*mieć czegoś dosyć*
be off school	*być nieobecnym w szkole*
be off sick	*być na zwolnieniu lekarskim*
beat sb up	*pobić kogoś*
blurt sth out	*wygadać coś, wypaplać coś*
boss sb around	*rządzić kimś, rozkazywać komuś*
break down	*popsuć się*
break into sth	*włamać się gdzieś*
break up with sb	*rozstać się z kimś*
bring sth about	*spowodować coś, doprowadzić do czegoś*
bring sb up	*wychowywać kogoś (dzieci)*
burn down	*spłonąć, spalić się*
buy sth up	*wykupować coś*
call sth off	*odwoływać coś*
calm down	*uspokoić się*
carry on (sth / doing sth)	*kontynuować (coś / robienie czegoś)*
carry out sth	*przeprowadzać coś, wykonywać coś (np. badania)*
catch on	*chwycić, stać się popularnym*
catch up on sth	*nadrobić coś*
check in	*przejść odprawę biletowo-bagażową*
check in (at a hotel)	*zameldować się (w hotelu)*
check out (of/from a hotel)	*wymeldować się (z hotelu)*
check up on sb	*sprawdzać kogoś*
cheer up	*rozweselić się, rozchmurzyć się*
chicken out	*stchórzyć*
clear up	*minąć (np. o chorobie)*
come across as	*wydawać się, sprawiać wrażenie*
come across sth	*natknąć się na coś*
come down with sth	*zachorować na coś*
come off a drug	*odstawić lek*
come off the wall	*odchodzić od ściany (o farbie/tapecie)*
come out of sth	*wyjść z czegoś (np. trudnej sytuacji, recesji)*
come out in a rash	*dostać wysypki*
come up	*pojawić się*
come up with sth	*wymyślić coś, wpaść na pomysł czegoś*
cover for sb	*kryć kogoś*
cover sth up	*zatuszować coś*
cut sth down	*ograniczać coś, redukować coś*
cut down on sth	*ograniczać coś, redukować coś*
cut sth out	*wyeliminować coś, usunąć coś*
dawn on sb	*olśnić kogoś, zaświtać komuś w głowie*
do sth up	*odnowić coś, wyremontować coś*
do away with sb/sth	*pozbywać się kogoś/czegoś*
do with sth	*przydać się*
dress down	*ubrać się mniej formalnie niż zwykle*
dress up **dress up as sb/sth**	*wystroić się, ubrać się elegancko* *przebierać się za kogoś/coś*
drop in	*wpaść (do kogoś), odwiedzić (kogoś)*
drop sb off	*wysadzić kogoś*
drop out of school	*porzucić szkołę*
eat out	*jeść poza domem*

end up (doing sth)	*ostatecznie coś zrobić (wbrew wcześniejszym uczuciom/planom)*
face up to sth	*stawiać czemuś czoło*
fall apart	*rozpaść się, rozlecieć*
fall behind with sth	*mieć zaległości w czymś*
fall down	*spadać*
fall out with sb	*pokłócić się z kimś*
fall over	*przewrócić się*
fight sth off	*zwalczyć coś, odeprzeć coś*
figure sth out	*wymyślić coś*
fill sth in	*wypełnić coś (np. formularz)*
fill up	*zatankować*
find out	*dowiedzieć się*
fit in (the suitcase)	*zmieścić się (w walizce)*
fork out on sth	*wydać dużą kwotę na coś, wybulić na coś*
get sth across	*zakomunikować coś, przekazać (informację)*
get away with sth	*uniknąć kary/odpowiedzialności za coś*
get by	*radzić sobie finansowo*
get down to sth	*zabrać się za coś*
get on/off	*wsiadać/wysiadać (np. do/z pociągu)*
get on with sb	*dobrze się z kimś dogadywać*
get on with sth	*zająć się czymś*
get over sth	*dochodzić do siebie po czymś (o chorobie)*
get together	*spotkać się, zgromadzić się*
get up	*wstać*
give sth away	*rozdawać coś; zdradzić coś, wydać sekret*
give in	*poddać się*
give sth up	*zrezygnować z czegoś*
go on	*dziać się*
go out	*wychodzić z domu; gasnąć (o świetle)*
go out with sb	*spotykać się z kimś*
go over sth	*przeanalizować coś, przerabiać coś*
go through	*przejść (o transakcji kartą)*
grow out of sth	*wyrosnąć z czegoś*
grow up	*dorastać*
hand sth in	*wręczać coś*
hang out with sb	*spędzać czas z kimś*
hang up	*rozłączyć się (podczas rozmowy telefonicznej)*
hold up sth	*dokonać napadu na coś*
join in	*dołączyć*
keep up with sb/sth	*nadążać za kimś/czymś*
knock sb down **leave sb/sth out**	*potrącić kogoś, przejechać kogoś* *pominąć kogoś/coś*
let sb down	*zawieść kogoś*
let sb off	*darować coś komuś (o karze)*
let sth out (to sb)	*wynająć coś (komuś)*
let sth out	*poszerzyć coś (np. sukienkę)*
lie in	*wylegiwać się*
live it up	*korzystać z życia*
look after sb	*troszczyć się o kogoś, opiekować się kimś*
look (a)round	*rozglądać się*
look back	*oglądać się za siebie, patrzeć wstecz*

look down on sb/sth	*patrzeć na kogoś/coś z pogardą*
look for sth	*szukać czegoś*
look into sth	*zajmować się czymś, badać coś*
look up to sb	*patrzeć na kogoś z podziwem*
make off	*uciekać*
make sth out	*dostrzec coś, usłyszeć coś*
make sth up	*zmyślić coś, wymyślić coś*
make up with sb	*pogodzić się z kimś*
narrow sth down	*zawężać coś*
pass away	*umrzeć*
pass by sb/sth	*przechodzić obok kogoś/czegoś*
pass out	*zemdleć*
pay off	*opłacać się*
pay off debts	*spłacać długi*
pick sb up	*odebrać kogoś*
pick sth up	*nauczyć się czegoś, podłapać coś*
pick up an infection	*złapać infekcję*
play up	*sprawiać kłopoty*
point sth out	*zaznaczać coś, zwracać na coś uwagę*
pull out	*wyjechać na drogę, ruszyć z miejsca postoju*
put sth aside	*odkładać coś (np. pieniądze)*
put sth away	*odłożyć coś*
put sth forward	*zaproponować coś, wystąpić z czymś*
put sth in	*składać coś (np. wniosek, skargę)*
put sb off	*zniechęcać kogoś*
put sb up	*przenocować kogoś (u siebie w domu)*
put sth off	*odkładać coś na później*
put sth on	*wystawiać (np. sztukę); zakładać coś (np. ubranie)*
put sth up	*zawiesić coś (np. półki, obraz)*
put sth up (for sale)	*wystawić coś (na sprzedaż)*
put up a tent	*rozbić namiot*
put up with sth	*znosić coś, tolerować coś*
roll up	*podwinąć*
run out of sth	*nie mieć już czegoś*
see sb off	*odprowadzać kogoś*
sell out	*wyprzedać się*
set sb apart (from)	*odróżniać kogoś (od)*
set off **set out**	*wyruszać* *wyruszać*
set sth up	*założyć coś, uruchomić coś (np. firmę); skonfigurować coś*
settle down	*zamieszkać, osiedlić się*
settle in	*zaaklimatyzować się, zaadaptować się*
show off	*przechwalać się, popisywać się*
sign up for sth	*zapisać się na coś / do czegoś*
slip sth on	*narzucić coś (na siebie)*
sort sth out	*rozwiązać coś (np. problem)*
speak up for sth	*wypowiadać się w (jakiejś sprawie)*
spell sth out	*wyjaśniać coś*
splash out	*szastać pieniędzmi*
split up	*rozstać się, zakończyć związek*
stand in for sb	*zastępować kogoś*
stand out	*wyróżniać się*
stay in	*zostać w domu*
stay up	*późno kłaść się spać*
stock up on sth	*zrobić zapasy (np. jedzenia)*
sum up	*podsumować*
switch sth off	*wyłączyć coś*
switch sth on	*włączyć coś*
take sth back	*zwrócić coś*
take sth in	*zwęzić coś (np. spodnie)*
take off	*wystartować (o samolocie); odnieść nagły sukces*
take sth off	*zdjąć coś (np. płaszcz)*
take out (a loan)	*wziąć (pożyczkę)*
take out money	*wypłacić pieniądze*
take sth over	*przejąć coś (np. obowiązki)*
talk sb into (doing) sth	*namawiać kogoś do (zrobienia) czegoś*
talk sth through	*omówić coś*
take to sb	*polubić kogoś*
take sth up	*zainteresować się czymś, zacząć się czymś zajmować*
tell sb off	*zganić kogoś, upomnieć kogoś*
throw sth away	*wyrzucać coś (do śmieci)*
throw sb out	*wyrzucić kogoś (np. z pracy)*
throw up	*wymiotować*
try sth on	*przymierzać coś*
turn sth down/up	*ściszyć coś / podgłośnić coś*
turn sth on/off	*włączać coś / wyłączać coś*
turn into sth	*zmieniać się w coś*
turn out	*okazać się*
turn up	*pojawiać się*
use sth up	*zużywać coś*
warm up	*rozgrzewać się*
work out	*udać się, powieść się*
work sth out	*zrozumieć coś, rozgryźć coś*
wrap up	*owinąć się, otulić*

STRONA BIERNA

	Strona czynna	Strona bierna
Present Simple	They write a letter.	A letter is written.
Present Continuous	They are writing a letter.	A letter is being written.
Present Perfect	They have written a letter.	A letter has been written.
Past Simple	They wrote a letter.	A letter was written.
Past Continuous	They were writing a letter.	A letter was being written.
Past Perfect	They had written a letter.	A letter had been written.
will	They will write a letter.	A letter will be written.
be going to	They are going to write a letter.	A letter is going to be written.

KONSTRUKCJA *HAVE SOMETHING DONE*

	Strona czynna	Konstrukcja *have something done*
Present Simple	They build my house.	I have my house built.
Present Continuous	They are building my house.	I am having my house built.
Present Perfect	They have built my house.	I have had my house built.
Present Perfect Continuous	They have been building my house.	I have been having my house built.
Past Simple	They built my house.	I had my house built.
Past Continuous	They were building my house.	I was having my house built.
Past Perfect	They had built my house.	I had had my house built.
will	They will build my house.	I will have my house built.
Future Continuous	They will be building my house.	I will be having my house built.
be going to	They are going to build my house.	I am going to have my house built.

MOWA ZALEŻNA

Mowa niezależna		Mowa zależna	
Present Simple	'He lives in London.'	Past Simple	She said (that) he lived in London.
Present Continuous	'He is living in London.'	Past Continuous	She said (that) he was living in London.
Present Perfect	'He has lived in London.'	Past Perfect	She said (that) he had lived in London.
Present Continuous	'He has been living in London.'	Present Continuous	She said (that) he had been living in London.
Past Simple	'He lived in London.'	Past Perfect	She said (that) he had lived in London.
Past Continuous	'He was living in London.'	Past Perfect Continuous	She said (that) he had been living in London.
will	'He will live in London.'	*would*	She said (that) he would live in London.
Future Continuous	'He will be living in London.'	*would be* + czasownik + *-ing*	She said (that) he would be living in London.
be going to	'He is going to live in London.'	*was/were going to*	She said (that) he was going to live in London.
can	'I can help you.'	*could*	She said (that) she could help me.
Prośby	'Could you help me?'	She asked me to help her. She asked if/whether I could help her.	
Pytania	'Do you like milk?' 'Where is he going?' 'Have you finished?' 'Did you buy any bread?' 'What will they do?' 'Are you going to come?'	She asked me if/whether I liked milk. She asked me where he was going. She asked me if/whether I had finished. She asked me if/whether I had bought any bread. She asked me what they would do. She asked me if/whether I was going to come.	
Polecenia	'Sit down!' 'Don't shout!'	She told me to sit down. She told me not to shout.	

Infinitive	Past Simple	Past Participle	
be /biː/	**was** /wɒz/ **were** /wɜː/	**been** /biːn/	*być*
become /bɪˈkʌm/	**became** /bɪˈkeɪm/	**become** /bɪˈkʌm/	*stać się*
begin /bɪˈgɪn/	**began** /bɪˈgæn/	**begun** /bɪˈgʌn/	*zacząć*
break /breɪk/	**broke** /brəʊk/	**broken** /ˈbrəʊkən/	*złamać*
bring /brɪŋ/	**brought** /brɔːt/	**brought** /brɔːt/	*przynieść*
build /bɪld/	**built** /bɪlt/	**built** /bɪlt/	*budować*
burn /bɜːn/	**burned** /bɜːnd/ **burnt** /bɜːnt/	**burned** /bɜːnd/ **burnt** /bɜːnt/	*spalić*
buy /baɪ/	**bought** /bɔːt/	**bought** /bɔːt/	*kupować*
catch /kætʃ/	**caught** /kɔːt/	**caught** /kɔːt/	*złapać*
choose /tʃuːz/	**chose** /tʃəʊz/	**chosen** /ˈtʃəʊzn/	*wybrać*
come /kʌm/	**came** /keɪm/	**come** /kʌm/	*przyjść*
cost /kɒst/	**cost** /kɒst/	**cost** /kɒst/	*kosztować*
cut /kʌt/	**cut** /kʌt/	**cut** /kʌt/	*ciąć*
dig /dɪg/	**dug** /dʌg/	**dug** /dʌg/	*kopać*
do /duː/	**did** /dɪd/	**done** /dʌn/	*zrobić*
draw /drɔː/	**drew** /druː/	**drawn** /drɔːn/	*rysować*
dream /driːm/	**dreamed** /dremt/ **dreamt** /dremt/	**dreamed** /dremt/ **dreamt** /dremt/	*śnić, marzyć*
drink /drɪŋk/	**drank** /dræŋk/	**drunk** /drʌŋk/	*pić*
drive /draɪv/	**drove** /drəʊv/	**driven** /ˈdrɪvn/	*prowadzić samochód*
eat /iːt/	**ate** /eɪt/	**eaten** /ˈiːtn/	*jeść*
fall /fɔːl/	**fell** /fel/	**fallen** /ˈfɔːln/	*upaść*
feed /fiːd/	**fed** /fed/	**fed** /fed/	*karmić*
feel /fiːl/	**felt** /felt/	**felt** /felt/	*czuć*
fight /faɪt/	**fought** /fɔːt/	**fought** /fɔːt/	*walczyć*
find /faɪnd/	**found** /faʊnd/	**found** /faʊnd/	*znaleźć*
fly /flaɪ/	**flew** /fluː/	**flown** /fləʊn/	*lecieć*
forget /fəˈget/	**forgot** /fəˈgɒt/	**forgotten** /fəˈgɒtn/	*zapomnieć*
forgive /fəˈgɪv/	**forgave** /fəˈgeɪv/	**forgiven** /fəˈgɪvn/	*wybaczyć*
get /get/	**got** /gɒt/	**got** /gɒt/	*dostać*
give /gɪv/	**gave** /geɪv/	**given** /ˈgɪvn/	*dać*
go /gəʊ/	**went** /went/	**gone** /gɒn/	*iść*
grow /grəʊ/	**grew** /gruː/	**grown** /grəʊn/	*rosnąć*
have /hæv/	**had** /hæd/	**had** /hæd/	*mieć*
hear /hɪə/	**heard** /hɜːd/	**heard** /hɜːd/	*słyszeć*
hide /haɪd/	**hid** /hɪd/	**hidden** /ˈhɪdn/	*chować*
hit /hɪt/	**hit** /hɪt/	**hit** /hɪt/	*uderzyć*
hold /həʊld/	**held** /held/	**held** /held/	*trzymać*
hurt /hɜːt/	**hurt** /hɜːt/	**hurt** /hɜːt/	*zranić*
keep /kiːp/	**kept** /kept/	**kept** /kept/	*trzymać*
know /nəʊ/	**knew** /njuː/	**known** /nəʊn/	*wiedzieć*
lead /liːd/	**led** /led/	**led** /led/	*prowadzić*
learn /lɜːn/	**learned** /lɜːnd/ **learnt** /lɜːnt/	**learned** /lɜːnd/ **learnt** /lɜːnt/	*uczyć się*

Infinitive	Past Simple	Past Participle	
leave /liːv/	**left** /left/	**left** /left/	*opuścić*
lend /lend/	**lent** /lent/	**lent** /lent/	*pożyczyć komuś*
let /let/	**let** /let/	**let** /let/	*pozwolić*
lie /laɪ/	**lay** /leɪ/	**lain** /leɪn/	*leżeć*
light /laɪt/	**lit** /lɪt/	**lit** /lɪt/	*zapalać*
lose /luːz/	**lost** /lɒst/	**lost** /lɒst/	*zgubić*
make /meɪk/	**made** /meɪd/	**made** /meɪd/	*zrobić*
mean /miːn/	**meant** /ment/	**meant** /ment/	*znaczyć*
meet /miːt/	**met** /met/	**met** /met/	*spotkać*
pay /peɪ/	**paid** /peɪd/	**paid** /peɪd/	*płacić*
put /pʊt/	**put** /pʊt/	**put** /pʊt/	*położyć*
read /riːd/	**read** /red/	**read** /red/	*czytać*
ride /raɪd/	**rode** /rəʊd/	**ridden** /ˈrɪdn/	*jeździć na*
ring /rɪŋ/	**rang** /ræŋ/	**rung** /rʌŋ/	*dzwonić*
run /rʌn/	**ran** /ræn/	**run** /rʌn/	*biegać*
say /seɪ/	**said** /sed/	**said** /sed/	*powiedzieć*
see /siː/	**saw** /sɔː/	**seen** /siːn/	*zobaczyć*
sell /sel/	**sold** /səʊld/	**sold** /səʊld/	*sprzedać*
send /send/	**sent** /sent/	**sent** /sent/	*wysłać*
set /set/	**set** /set/	**set** /set/	*ustawić*
shine /ʃaɪn/	**shone** /ʃɒn/	**shone** /ʃɒn/	*świecić*
show /ʃəʊ/	**showed** /ʃəʊd/	**shown** /ʃəʊn/	*pokazać*
shut /ʃʌt/	**shut** /ʃʌt/	**shut** /ʃʌt/	*zamknąć*
sing /sɪŋ/	**sang** /sæŋ/	**sung** /sʌŋ/	*śpiewać*
sit /sɪt/	**sat** /sæt/	**sat** /sæt/	*siedzieć*
sleep /sliːp/	**slept** /slept/	**slept** /slept/	*spać*
smell /smel/	**smelled** /smeld/ **smelt** /smelt/	**smelled** /smeld/ **smelt** /smelt/	*pachnieć, wąchać*
speak /spiːk/	**spoke** /spəʊk/	**spoken** /ˈspəʊkən/	*mówić*
spend /spend/	**spent** /spent/	**spent** /spent/	*spędzać*
spill /spɪl/	**spilled** /spɪld/ **spilt** /spɪlt/	**spilled** /spɪld/ **spilt** /spɪlt/	*rozlać*
stand /stænd/	**stood** /stʊd/	**stood** /stʊd/	*stać*
steal /stiːl/	**stole** /stəʊl/	**stolen** /ˈstəʊlən/	*ukraść*
swim /swɪm/	**swam** /swæm/	**swum** /swʌm/	*płynąć*
take /teɪk/	**took** /tʊk/	**taken** /ˈteɪkən/	*wziąć*
teach /tiːtʃ/	**taught** /tɔːt/	**taught** /tɔːt/	*uczyć*
tear /teə/	**tore** /tɔː/	**torn** /tɔːn/	*podrzeć*
tell /tel/	**told** /təʊld/	**told** /təʊld/	*powiedzieć*
think /θɪŋk/	**thought** /θɔːt/	**thought** /θɔːt/	*myśleć*
throw /θrəʊ/	**threw** /θruː/	**thrown** /θrəʊn/	*rzucać*
understand /ˌʌndəˈstænd/	**understood** /ˌʌndəˈstʊd/	**understood** /ˌʌndəˈstʊd/	*rozumieć*
wake /weɪk/	**woke** /wəʊk/	**woken** /ˈwəʊkən/	*obudzić się*
wear /weə/	**wore** /wɔː/	**worn** /wɔːn/	*nosić*
win /wɪn/	**won** /wʌn/	**won** /wʌn/	*wygrać*
write /raɪt/	**wrote** /rəʊt/	**written** /ˈrɪtn/	*pisać*

MÓWIENIE MODELOWE WYPOWIEDZI

ROZMOWA Z ODGRYWANIEM ROLI — ZADANIE 1

UCZEŃ A

Wraz z kolegą z Irlandii, który przebywa w Polsce w ramach wymiany uczniowskiej, planujesz zorganizować szkolny festiwal jedzenia.
Poniżej znajdują się cztery kwestie, które musicie omówić.

- Rodzaje stoisk
- Ceny
- Lokalizacja wydarzenia
- Promocja wydarzenia

Rozmowę rozpoczyna uczeń B.

UCZEŃ B

Jesteś uczniem z Irlandii, przebywającym na wymianie uczniowskiej w Polsce. Rozmawiasz z uczniem A na temat szkolnego festiwalu jedzenia, który wspólnie organizujecie. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Spytaj ucznia A o opinię na temat jakiejś kwestii.
- Uważasz, że ceny na festiwalu powinny być możliwie niskie.
- Zasugeruj wykorzystanie internetu do promocji imprezy.

PZ 01 MODELOWA WYPOWIEDŹ

Uczeń B: Hey, I'm so excited about this food festival! Let's start by deciding what food stalls we should include. What do you think?
← **Rodzaje stoisk**.

Uczeń A: I think we should have a variety of stalls to cater to everyone's tastes.

Uczeń B: What do you mean exactly?
← Prośba o dokładniejsze objaśnienie kwestii przez ucznia A.

Uczeń A: Well, some people are traditionalists and don't like trying anything new, but others love experimenting with more exotic dishes. So we could have a mix of Chinese or Indian and some Polish food.

Uczeń B: That sounds great! We could also include a dessert stall with cakes and ice cream. Do you agree?
← Pytanie o opinię ucznia A.

Uczeń A: Definitely! A dessert stall would be a big hit. Now, let's talk about the pricing of the food items.
← **Ceny.**

Uczeń B: Well, we need to make sure the prices are affordable for students.
← Opinia na temat niskich cen.

Uczeń A: I agree. Maybe we could keep most items between five and thirty zlotys? That way everyone can enjoy the festival without spending too much. We can also offer some meal deals, like a main dish and a drink for a discounted price.

Uczeń B: Sounds good! Now, where should we hold the event?
← **Lokalizacja wydarzenia**.

Uczeń A: How about the school playing field? It's spacious and has a nice atmosphere. Plus, it's easily accessible for everyone.

Uczeń B: I see your point, but I think it might be a problem if it rains. How about using the school gym instead? It's large and we wouldn't have to worry about the weather.
← Grzeczne wyrażenie niezgody

Uczeń A: Right, I hadn't thought about the weather ... The gym is a good idea, but I'm concerned it might feel too small. Maybe we could use both spaces? We could have the main stalls in the gym and some additional stalls in the playing field if the weather is nice? We could put some chairs and tables outside as well.

Uczeń B: That's a good compromise. Using both spaces would give us more flexibility.

Uczeń: A Finally, we need to think about promoting the event. We could make some colourful posters and put them up around the school. We can also ask the teachers to announce it during assemblies and put it on the school website and social media.
← **Promocja wydarzenia.**

Uczeń B: Great ideas! We could also create a fun teaser video to share online. That should get everyone excited about the festival.
← Sugestia wykorzystania internetu do promocji.

Uczeń A: Absolutely! So, we have our food stalls, pricing, location, and promotion sorted. This is going to be amazing!

Uczeń B: I can't wait! Let's get started on making this food festival the best event of the year!

MÓWIENIE MODELOWE WYPOWIEDZI

OPIS ILUSTRACJI ZADANIE 2

Opisz zdjęcie i odpowiedz na pytania.



PZ 02 **MODELOWA WYPOWIEDŹ**

In the picture, two people are working in a greenhouse or in a garden centre. They are wearing brown aprons, which could be their uniforms. It seems that they are taking care of plants, or maybe they are arranging a shop display. One person, a woman, is holding a small potted plant, while the other person, a man, is using a smartphone, possibly to look up information or prices, or maybe just to take notes. They seem to be enjoying their job, as they're both relaxed and smiling. The table in front of them is filled with various types of exotic plants, such as cacti. In the background, I can see some bigger plants with price tags, so it appears that they are for sale.

Informacja kto jest na zdjęciu, gdzie i co robi.

Przypuszczenia na temat uczuć osób na zdjęciu/ szczegółów sytuacji.

1 What is the relationship between the people?

The two people appear to be colleagues or coworkers. They seem to be discussing something or checking information about the plants. It is difficult to say who the boss might be as both people appear to be equally engaged in the task, and they are both wearing similar clothes. If I had to guess, I'd say the woman is supervising the younger man, who is perhaps an apprentice, and instructing him how to do the job.

Pytanie dodatkowe – interpretacja zdjęcia.

2 Would you like to work with plants? Why?/Why not?

Yes, I would like to work with plants because it seems very relaxing and enjoyable. Being surrounded by green plants can make you calm and is good for your mental health. It would be interesting to learn about different types of plants and how to take care of them. Working with plants also offers a chance to be outdoors and connect with nature. However, it might be physically demanding because you may need to carry heavy things around. Overall, though, it sounds like a rewarding job.

Pytanie dodatkowe na temat zainteresowań zdającego.

3 Tell me about a situation when you or someone you know learnt something new.

Last summer, my brother taught me how to play tennis. He has been playing for several years and he is quite good at it. We went to the local tennis club, and he started by showing me the basics, like how to hold the racket. Then he demonstrated different types of shots, such as forehands and backhands. I learned the basics quite fast and we practised serving and returning the ball. By the end of the session, I felt quite confident and enjoyed playing with my brother. It was a great learning experience and a fun way to spend time together.

Pytanie dodatkowe na temat sytuacji z przeszłości.

ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO — ZADANIE 3

1 

2 

3 

Popatrz na Zdjęcie 1, 2 i 3.

Planujesz spędzić wakacje jako opiekun na obozie letnim dla dzieci. Organizatorzy poprosili cię o pomoc w wybraniu zdjęcia reklamującego obóz.

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

PZ 03 MODELOWA WYPOWIEDŹ

I believe the best image for advertising the summer camp is the first one. This image shows children who are exploring nature and actively engaged in outdoor activities, which suggests that the camp is fun and that it offers educational experiences. There is a sense of adventure, learning, and teamwork, which might help convince parents to send their children to a summer camp. It also highlights the social aspect of the camp, showing children interacting with each other and with adults, so parents can see that their children will be looked after and will make new friends.

Wybór zdjęcia.

I have rejected the second image because it does not provide any information about the activities or experiences that the camp offers. It is visually appealing but it doesn't include any details, so we don't know what to expect. It might be useful as part of a larger advertisement, but on its own, it is not very effective.

Odrzucenie drugiego zdjęcia.

The third image is quite beautiful and shows a picturesque camping scene, but it does not include any people. There are tents set up in a scenic location, which suggests that the camp involves outdoor activities and contact with nature, but I think that parents would like to know what activities their children will take part in, apart from seeing where they will be sleeping. This image might be suitable for an advertisement aimed at older campers or adults rather than children.

Odrzucenie trzeciego zdjęcia.

Odpowiedzi na dwa pytania:

What are the pros of sending children to a summer camp?

Przedstawienie zalet.

Sending children to a summer camp has several advantages. Firstly, it provides an excellent opportunity for social interaction. Children can make new friends from different backgrounds, learn to work in teams, and develop important social skills through group activities like sports, games, and campfires. Secondly, summer camps offer a variety of outdoor activities and a connection with nature. Children can go hiking or swimming, and they can explore wildlife, which keeps them active and teaches them a love of the outdoors. Thirdly, many camps include education programmes that help children to develop their knowledge and skills. For example, science camps might offer hands-on experiments and art camps could provide painting workshops, helping children discover and develop their interests and talents.

How might the summer camp experience change for children in the future?

Wyrażenie przypuszczeń.

The summer camp experience for children might change significantly in the future. Firstly, camps could use virtual reality to create exciting educational experiences. For example, children might explore ancient civilisations through virtual reality, making learning more engaging. Summer camps might also offer coding or robotics workshops, encouraging children to take an interest in science. Secondly, technology could improve communication and safety. Parents might receive updates and photos of their children taking part in activities at the camp. As a result, they won't worry about their children so much. Overall, thanks to the advances in technology, it is likely that summer camps in the future will probably be more interactive and secure.

MÓWIENIE PRZYDATNE ZWROTY

PROŚBA O POWTÓRZENIE

Excuse me / Sorry, could you repeat that, please? *Przepraszam, czy mógłbyś/mogłabyś / mógłby pan / mogłaby pani powtórzyć?*

Could you say that again, please? *Czy mógłbyś/mogłabyś / mógłby pan / mogłaby pani powtórzyć?*

I'm sorry, I didn't hear/catch that. *Przepraszam, nie usłyszałem/usłyszałam.*

Pardon? *Słucham?*

PROŚBA O WYJAŚNIENIE

Could you explain this word to me? *Czy mógłbyś/mogłabyś / mógłby pan / mogłaby pani wytłumaczyć mi, co to słowo znaczy?*

Sorry, what does 'scrumptious' mean? *Przepraszam, co znaczy „scrumptious"?*

Could you tell me what that means? *Czy mógłbyś/mogłabyś / mógłby pan / mogłaby pani powiedzieć, co to znaczy?*

I don't know what that means. *Nie wiem, co to znaczy.*

I'm not sure I understand. *Nie jestem pewien/pewna, czy rozumiem.*

I'm sorry, I don't quite see / I'm not sure what you mean. *Przepraszam, chyba nie do końca rozumiem, co masz / ma pan/pani na myśli.*

What (exactly) do you mean? *Co (dokładnie) masz / ma pan/pani na myśli?*

Do you mean ...? *Czy masz / ma pan/pani na myśli...?*

ZASTANAWIANIE SIĘ I GRANIE NA CZAS

That's a good / an interesting question. *Dobre/Interesujące pytanie.*

That's quite a tough question. *To trudne pytanie.*

Let me see ... *Niech pomyślę...*

I suppose ... *Przypuszczam, że...*

Let me think (about that for a moment). *Niech się zastanowię (nad tym przez chwilę).*

It's hard to say, really. *Trudno powiedzieć.*

ROZMOWA Z ODGRYWANIEM ROLI

ROZPOCZYNANIE ROZMOWY

Have you got a minute? *Masz chwilę?*

I wanted to talk to you about ... *Chciałbym/Chciałabym z tobą porozmawiać o...*

We've got to talk about ... *Musimy porozmawiać o...*

We need/have to discuss ... *Musimy omówić...*

Can we talk about ...? *Czy możemy porozmawiać o...?*

Shall we talk about ...? *Porozmawiamy o...?*

OBJAŚNIANIE

I mean ... *Mam na myśli, że...*

What I mean is ... *Chodzi mi o to, że...*

What I meant was ... *Chodziło mi o to, że...*

What I'm trying to say is ... *Chcę powiedzieć, że...*

Well, the thing is ... *Chodzi o to, że...*

Let me put it another way. *Ujmę to w inny sposób.*

In other words, ... *Innymi słowy...*

WYMIENIANIE ARGUMENTÓW

For a start, / To begin with, ... *Na początek...*

First of all, ... *Przede wszystkim...*

What's more, ... *Ponadto / Co więcej...*

PYTANIE O RADĘ

Could you give me some advice? *Możesz mi coś doradzić?*

What's your advice? *Co mi radzisz?*

What do you think I should / ought to do? *Co twoim zdaniem powinienem/powinnam zrobić?*

Should I ...? *Czy powinienem/powinnam...?*

Do you think it's a good idea to ...? *Myślisz, że... to dobry pomysł?*

UDZIELANIE RAD

If I were you, I'd / I wouldn't ... *Na twoim miejscu...*

I (don't) think you should ... *Myślę, że (nie) powinieneś/ powinnaś...*

I think it's a good idea to ... *Sądzę, że dobrym pomysłem jest...*

The best thing to do is ... *Najlepiej będzie, jeśli...*

Why don't you ...? *A może byś...?*

PROPONOWANIE

Why don't we ...? *A może byśmy...?*

How about ...? *A gdyby tak...?*

(Perhaps) we could ...? *(A może) moglibyśmy/mogłybyśmy...*

I thought / was thinking we could ... *Pomyślałem/ Pomyślałam, że moglibyśmy/mogłybyśmy...*

Here's an idea ... *Mam pomysł...*

PRZYJMOWANIE RAD I PROPOZYCJI

Good thinking. *Słusznie.*

That's a good idea. *Dobry pomysł.*

That sounds like a good plan. *To dobry pomysł.*

OK/Yes, why not? *Dobrze, czemu nie?*

OK, let's do that. *Dobrze, tak zróbmy.*

That sounds great. *Podoba mi się ten pomysł.*

OK, that suits me. *Dobrze, to mi odpowiada.*

That's fine by me. *Nie mam nic przeciwko temu.*

Perfect! *Świetnie!*

WĄTPLIWOŚCI I OBIEKCJE

I'm not sure. *Nie jestem pewny/pewna.*

I don't know. *Sam/Sama nie wiem.*

I'm not convinced. *Nie jestem przekonany/przekonana.*

I don't think that's a good idea. *Nie wydaje mi się, że to jest dobry pomysł.*

That might not be the best idea. *To chyba nie jest najlepszy pomysł.*

Really? I'm not (at all) sure that ... *Naprawdę? Nie jestem (wcale) pewny/pewna, czy...*

I don't think that will work. *Nie sądzę, żeby to się udało/ zadziałało.*

But what if ...? *Ale co, jeśli...?*

I think it's (highly) unlikely that ... *Myślę, że jest (bardzo) mało prawdopodobne, że/żeby...*

That's not very realistic/practical/sensible, is it? *To nie jest zbyt realistyczne/praktyczne/rozsądne, prawda?*

ALTERNATYWNE PROPOZYCJE I ROZWIĄZANIA

Why don't you/we ... instead? *A może zamiast tego...?*

Let's ... instead. *Zamiast tego...*

And how about this: ... *A może zrobimy tak...*

Here's a better idea ... *Mam lepszy pomysł...*

Or alternatively you/we could ... *Albo mógłbyś/mogłabyś/moglibyśmy/mogłybyśmy...*

Another thing you/we can do is ... *Mógłbyś/Mogłabyś/Moglibyśmy/Mogłybyśmy też...*

You could/should consider ... *Mógłbyś/Mogłabyś/Powinieneś/Powinnaś wziąć pod uwagę...*

ZGADZANIE SIĘ Z ROZMÓWCĄ

You're (absolutely) right. *Masz (całkowitą) rację.*

That's right. *To prawda.*

Yes, I agree. *Tak, zgadzam się.*

I couldn't agree (with you) more! *Całkowicie się (z tobą) zgadzam.*

I think so, too. *Też tak myślę.*

Exactly. *Właśnie.*

NIEZGADZANIE SIĘ Z ROZMÓWCĄ

(I'm sorry, but) I disagree. *(Przykro mi, ale) nie zgadzam się.*

I'm afraid I don't agree (at all). *Przykro mi, ale (zupełnie) się nie zgadzam.*

I don't think so. *Nie sądzę.*

You might be right, but ... *Może masz rację, ale...*

You've got a point, but ... *Masz rację, ale...*

I see what you mean, but ... *Rozumiem, co masz na myśli, ale...*

I take your point, but ... *Rozumiem twój punkt widzenia, ale...*

Yes, but don't you think that ...? *Tak, ale czy nie uważasz, że...?*

That's true, but ... *To prawda, ale...*

Well, that may be so, but ... *Cóż, może to prawda, ale...*

UZYSKIWANIE INFORMACJI

Can you tell me (where the ticket office is)? *Czy możesz / może mi pan/pani powiedzieć, (gdzie jest kasa)?*

Do you know (how much it is)? *Czy wiesz / wie pan/pani, (ile to kosztuje)?*

I'd like to know (what time the train leaves). *Chciałbym/Chciałabym się dowiedzieć, (o której odjeżdża pociąg).*

PYTANIE O POZWOLENIE I UDZIELANIE ODPOWIEDZI

Could I ...? *Czy mógłbym/mogłabym...?*

May I ...? *Czy mogę...?*

Is it all right if I ...? *Czy nie będzie problemem, jeśli...?*

Do you mind if I ...? *Czy będzie ci/panu/pani przeszkadzało, jeśli...?*

Yes, of course. *Tak, oczywiście.*

Sure, go ahead. *Oczywiście, proszę.*

No, I don't mind. *Nie, nie mam nic przeciwko temu.*

Sorry, you can't / may not. *Przykro mi, ale nie.*

I'm afraid not. *Obawiam się, że nie.*

OFERTY POMOCY

Do you need any help? *Czy potrzebujesz pomocy?*

Shall I help you? *Czy mogę ci jakoś pomóc?*

Let me help you. *Pozwól, że ci pomogę.*

Thank you, that's very kind. *Dziękuję, to bardzo miłe z twojej strony.*

Yes, please. Thank you. *Tak, poproszę. Dziękuję.*

Thank you, I can manage / I'm fine. *Dziękuję, poradzę sobie.*

PROŚBY

Could you do me a favour? *Czy mógłbyś/mogłabyś wyświadczyć mi przysługę?*

Would you do something for me? *Czy zrobiłbyś/zrobiłabyś coś dla mnie?*

Sure. *Jasne.*

Of course. *Oczywiście.*

With pleasure. *Z przyjemnością.*

No problem. *Nie ma sprawy.*

I'd love to, but ... *Chciałbym/Chciałabym, ale...*

I'm afraid I can't. *Obawiam się, że nie mogę.*

PODZIĘKOWANIA

Thanks a lot. / Many thanks. *Wielkie dzięki.*

Thank you very much (for your help). *Bardzo dziękuję (za pomoc).*

You're welcome. / Not at all. *Nie ma za co.*

Don't mention it. *Nie ma o czym mówić.*

It's my pleasure. *Cała przyjemność po mojej stronie.*

PRZEPROSINY

I'm so/really sorry. *Tak mi przykro.*

I'm sorry. It's all my fault. *Przepraszam. To moja wina.*

I apologise. *Przepraszam.*

Never mind. *Nic nie szkodzi.*

That's OK / all right. *W porządku. / Nic nie szkodzi.*

Don't worry about it. *Nie przejmuj się tym.*

OPIS ILUSTRACJI

OPISYWANIE ILUSTRACJI

In the photo, I can see / there is/are ... *Na zdjęciu widzę/jest/są...*

The image shows/depicts ... *Zdjęcie przedstawia...*

On the right/left, ... *Po prawej/lewej stronie...*

On the right-hand/left-hand side, ... *Po prawej/lewej stronie...*

At the bottom/top, ... *Na górze/dole...*

In the bottom left-hand corner, ... *W lewym górnym rogu...*

In the foreground/background, ... *Na pierwszym planie / W tle...*

MÓWIENIE PRZYDATNE ZWROTY

In the middle, ... *W środku...*
In front of ... / Behind ... / Next to ... *Przed... / Za... / Obok...*
In the distance, ... / On the horizon, ... *W oddali... / Na horyzoncie...*

WYRAŻANIE PRZYPUSZCZENIA

I (don't) think ... *(Nie) sądzę...*
It's probably ... *To jest prawdopodobnie...*
It's likely to be ... *To prawdopodobnie...*
I imagine ... *Przypuszczam, że...*
Maybe/Perhaps it's ... *Być może to...*
Judging by ..., I'd say ... *Sądząc po..., powiedziałbym/powiedziałabym, że...*
My guess is that ... *Domyślam się, że...*
The ... suggests that ... *... sugeruje, że...*
I'm pretty/almost sure ... *Jestem całkiem/prawie pewny/pewna...*
It may/might/could be / have been ... *To może/mogło być...*
It must be / have been ... *To musi/musiało być...*
It can't be / have been ... *To nie może/mogło być...*
I'm not / I can't be sure ..., but ... *Nie jestem pewny/pewna..., ale...*
They look as if/though ... *Wyglądają, jakby...*
It's difficult/impossible to say (exactly) what/who/if ... *Trudno / Nie sposób powiedzieć (dokładnie), co/kto/czy...*
It's not clear whether ... or whether ... *Nie jest jasne, czy..., czy...*

WYRAŻANIE I UZASADNIANIE OPINII

In my opinion, ... *Moim zdaniem...*
I think ... because ... *Myślę, że..., ponieważ...*
Personally, I ... because ... *Osobiście..., ponieważ...*
It seems to me ... *Wydaje mi się, że...*
My feeling is that ... because ... *Uważam, że..., ponieważ...*
If you ask me ... *Jeśli mnie pytasz o zdanie...*
On the one hand, ... On the other hand, ... *Z jednej strony... Z drugiej strony...*

WYRAŻANIE UPODOBAŃ I PLANÓW

I (really) enjoy ... because ... *(Bardzo) lubię..., ponieważ...*
My favourite (type of) ... *Mój ulubiony (rodzaj)...*
I prefer to ... *Wolę...*
I don't really like ... *Nie bardzo lubię...*
I can't stand ... *Nie znoszę...*
My dream is to ... *Moim marzeniem jest...*
I'd love to ... *Bardzo bym chciał/chciała...*
I've always/never wanted to ... *Zawsze chciałem/chciałam... / Nigdy nie chciałem/chciałam...*

RELACJONOWANIE WYDARZEŃ

The first/last time I ... was ... *Pierwszy/Ostatni raz, kiedy...*
It was/happened (last weekend / a long time ago / about a year ago / very recently). *To było / się wydarzyło (w zeszły weekend / dawno temu / około roku temu / bardzo niedawno).*
At first, / At the beginning, / Initially, ... *Najpierw / Na początku...*
Then / After that, / Afterwards, ... *Później...*
After a while, / an hour, ... *Po jakimś czasie / godzinie...*
As/While (we were chatting) ... *Kiedy (rozmawialiśmy/rozmawiałyśmy)...*
As soon as ... *Kiedy tylko...*
Just then, / Suddenly, ... *I wtedy / Nagle...*
In the end, / Finally, ... *W końcu...*
Fortunately/Unfortunately, ... *Na szczęście / Niestety...*
Actually/Bizarrely/Predictably, ... *Właściwie / Co dziwne / Jak można się było spodziewać, ...*
I couldn't believe it. *Nie mogłem/mogłam w to uwierzyć.*
I felt like (crying). *Miałem/Miałam ochotę (się rozpłakać).*
We were so (relieved). *Poczuliśmy/Poczułyśmy wielką (ulgę).*
When I look back, ... *Kiedy spoglądam wstecz,...*
Without a doubt, it was ... *Bez wątpienia to było...*

WYPOWIEDŹ NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

OMÓWIENIE ZAPROPONOWANYCH OPCJI

The (three) photos show/depict ... *Na tych (trzech) zdjęciach pokazane są...*
I can see (three different) ... *Widzę (trzy różne)...*
We've got (two posters) to choose from. *Mamy do wyboru (dwa plakaty).*
So, the (three) options here are ... *(Trzy) propozycje, które mamy, to...*

WYBÓR I JEGO UZASADNIENIE

I think I'd choose ... because ... *Myślę, że wybrałbym/wybrałabym..., ponieważ...*
(Picture one) seems to be the best option because ... *(Pierwsze zdjęcie) wydaje się najlepszą propozycją, ponieważ...*
If I had to choose one of these options for ..., I'd go for ... because ... *Gdybym musiał/musiała wybrać jedną z tych propozycji na/jako..., zdecydowałbym/zdecydowałabym się na..., ponieważ...*
I think option (three) would be best because ... *Myślę, że (trzecia) propozycja byłaby najlepsza, ponieważ...*
Of these options, I'd choose ... for two reasons. Firstly, ... Secondly, ... *Z tych propozycji wybrałbym/wybrałabym... z dwóch powodów. Po pierwsze... Po drugie...*
I like (photo two) best because (it has a bigger impact than) ... *Najbardziej podoba mi się (zdjęcie numer dwa), ponieważ (jest bardziej efektowne / robi większe wrażenie niż)...*
I think (the third poster) is most likely to (attract students' attention). *Myślę, że (trzeci plakat) ma największą szansę, aby (przyciągnąć uwagę uczniów).*
I think (the first leaflet) best expresses ... *Myślę, że (pierwsza ulotka) najlepiej wyraża...*

I say this because the image of ... is (eye-catching and thought-provoking). *Mówię tak, ponieważ zdjęcie... (przyciąga uwagę i skłania do refleksji).*

ODRZUCENIE POZOSTAŁYCH OPCJI

I (definitely) wouldn't choose (poster one) because ... *(Zdecydowanie) nie wybrałbym/wybrałabym (plakatu numer jeden), ponieważ...*

I don't find (the second photo) very attractive. *(Drugie zdjęcie) nie wydaje mi się zbyt atrakcyjne.*

In my view, (picture two), which shows ..., is less (effective) because ... *Moim zdaniem (zdjęcie numer dwa), które przedstawia..., jest mniej (skuteczne), ponieważ...*

The obvious disadvantage of (the third leaflet) is ... *Oczywistą wadą (trzeciej ulotki) jest...*

It looks quite interesting, but it wouldn't be my first choice. *Wygląda interesująco, ale nie byłby to mój pierwszy wybór.*

PRZEDSTAWIANIE ARGUMENTÓW ZA I PRZECIW / WAD I ZALET

I can see both advantages and disadvantages / pros and cons of ... *Widzę zarówno zalety, jak i wady...*

One advantage/benefit is that ... *Jedna z zalet/korzyści polega na tym, że...*

The main disadvantage/drawback/problem is that ... *Główna wada / Główny minus/problem polega na tym, że...*

There is a strong argument for/against ... *Istnieje silny argument za/przeciw...*

I think there are several reasons ... *Myślę, że jest kilka powodów...*

One / Another / The main reason is that ... *Jednym z powodów / Innym/Głównym powodem jest...*

On the one hand, ... On the other hand, ... *Z jednej strony... Z drugiej strony...*

I think it's important / more important because ... *Myślę, że jest to ważne/ważniejsze, ponieważ...*

I think both are equally important. *Myślę, że oba/obie są tak samo ważne.*

WYMIENIANIE ARGUMENTÓW

Firstly, ... / First of all, ... *Po pierwsze... / Przede wszystkim...*

Secondly, ... *Po drugie...*

What is more, ... / In addition to that, ... / Furthermore, ... *Poza tym...*

Not only that, but ... *Nie tylko to, lecz także...*

Not to mention the fact that ... *Nie mówiąc o tym, że...*

In conclusion, ... / To sum up, ... / On balance, ... / All in all, ... *Podsumowując:... / W sumie... / Ogólnie rzecz biorąc,...*

PODAWANIE PRZYKŁADÓW

For example/instance, ... *Na przykład...*

... such as ... *... taki jak... / ... jak na przykład...*

PISANIE MODELOWE WYPOWIEDZI

E-MAIL

Po niedawnej wizycie u koleżanki w nowym akademiku w Bristolu, napisz e-mail, w którym:

- **podziękujesz koleżance za gościnę i przeprosisz za zniszczenie jakiegoś przedmiotu**
- **wyrazisz swoją opinię na temat jej nowego miejsca zamieszkania oraz miasta**
- **opiszesz coś, co szczególnie ci się podobało podczas wizyty**
- **wyrazisz chęć ponownego odwiedzenia koleżanki w przyszłości**

*Napisz swoją wypowiedź w języku angielskim. **Rozwiń** swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić **od 100 do 150 wyrazów** (nie licząc wyrazów podanych na początku wypowiedzi).*

To: Ana
From: Paulina

Dear Ana,

Thanks so much for a great weekend in Bristol. I really appreciate your invitation and I had a fantastic time! But I'm so sorry I broke your favourite coffee mug. I promise I'll send you a new one soon. — pierwszy podpunkt polecenia

I have to say, your room is really nice. Also, I had no idea there would be so many facilities in the building. Is all student accommodation like that, or were you just lucky? — drugi podpunkt polecenia

I also loved Bristol! I'd never been there before. I think it's a very relaxed place and friendly for tourists, with lots to see. I especially loved cycling around the city and the markets you took me to. They're the best place for shopping! — trzeci podpunkt polecenia

I hope I'll be able to visit you again before you finish your course, and we can try one or two of the interesting restaurants at the market! — czwarty podpunkt polecenia

Take care,

Paulina

WPIS NA BLOGU/FORUM INTERNETOWYM

Wygrałeś/-aś stypendium na studia na uniwersytecie w Londynie. Na swoim blogu:

- **napisz, skąd dowiedziałeś/-aś się o stypendium i jakie wymagania trzeba było spełnić, aby je zdobyć**
- **opisz, jak zaregowała twoja rodzina na informację o wygranej**
- **poinformuj czytelników bloga, jak przygotowujesz się do wyjazdu na studia**
- **wyjaśnij, jakie korzyści spodziewasz się osiągnąć dzięki studiom na dobrej uczelni**

*Napisz swoją wypowiedź w języku angielskim. **Rozwiń** swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić **od 100 do 150 wyrazów** (nie licząc wyrazów podanych na początku wypowiedzi).*

BLOG ▸ POST

Hi everyone,

I've got some exciting news! I've won a scholarship to study in London!

A teacher at my school told me about it. The requirements were very good grades and a high level of English. I wasn't sure I was good enough, but my teacher explained it was worth a try, and he was right! — pierwszy podpunkt polecenia

When I found out I'd been accepted, I couldn't believe it. My parents were thrilled and proud. They called my grandparents and they were so excited! — drugi podpunkt polecenia

Now, I'm getting ready for my big move and I have to decide what to take with me. I'll be living in student accommodation and I'm really looking forward to it. — trzeci podpunkt polecenia

Studying abroad at a top university will be amazing. I'll meet lots of interesting people and learn how to be independent. Then when I graduate, I'll be able to get a good job. — czwarty podpunkt polecenia

More news next week!

ROZPRAWKA ZA I PRZECIW

Coraz więcej osób decyduje się na zamieszkanie w tzw. mikromieszkaniach (do 30m^2). Napisz rozprawkę, w której rozważysz argumenty za i przeciw zamieszkaniu w tego typu mieszkaniach.

*Wypowiedź powinna zawierać **od 200 do 250 wyrazów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

There has been a shift towards smaller housing in recent years. This can be seen in cities and towns, as well as in more rural areas. There are many reasons for this trend, and here we shall consider both advantages and the disadvantages of such accommodation.

wstęp do rozprawki

The advantages of small-home living are many. To begin with, it is far less expensive to buy or rent a smaller-sized flat than a much larger one. Also, living in a smaller space reduces unnecessary spending on things we can do without, thus saving money. Smaller homes are better for the environment too. A smaller space has the benefit of forcing people to consider how much 'stuff' they actually need and to live minimally, and so reduces the number items we throw away.

argumenty za

However, there are also some disadvantages. A small space is not an ideal living situation for a family, or even for a couple. There simply isn't enough room for every person to keep their belongings, or to get some peace and quiet when they need it. In addition, such apartments are typically one of many in a larger building, so more people have to share facilities like laundry rooms. It also means that there is a greater likelihood of disputes among residents.

argumenty przeciw

To sum up, small spaces may benefit both the residents' finances and the environment. However, anybody thinking of living in micro housing should also carefully consider the drawbacks, especially in relation to their family size and social interactions.

wnioski

PISANIE MODELOWE WYPOWIEDZI

ROZPRAWKA WYRAŻAJĄCA OPINIĘ

Wiele osób obecnie ogranicza zakupy lub zmienia nawyki zakupowe z troski o środowisko naturalne. Przykładem takiego działania jest rezygnacja z zakupu ubrań przez pewien okres czasu, np. rok, lub kupowanie jedynie używanej odzieży. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, biorąc pod uwagę korzyści dla kupujących i środowiska.

*Wypowiedź powinna zawierać **od 200 do 250 wyrazów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

Conscious shopping began as a grassroots movement, but now it has entered the mainstream and many people have changed their spending habits in order to shop more mindfully. In my opinion, it is beneficial for both people and the environment.

wstęp do rozprawki i wyrażenie opinii

Every day we are bombarded with advertising, encouraging us to spend. This has led to high levels of personal debt, as well as stress, which can be avoided by spending less. Holding on to cash for important spending such as studies abroad or putting money aside for a rainy day is far more sensible than blowing it on unnecessary items. Also, by being debt-free, the stress associated with owing money is removed, particularly on credit cards and the high interest charged.

Buying less is also good news for the environment. Often, the methods used to manufacture fast fashion contribute to pollution. After being worn a handful of times, these clothes are thrown away, adding to the mountains of waste we create daily. Gadgets too are a problem, including the batteries needed to power them, which contain toxic chemicals. If old batteries end up in landfill, pollutants can leak out and contaminate groundwater, damage ecosystems, and even enter the food chain, threatening our health.

argumenty wyjaśniające stanowisko autora

It is vital that we think carefully about how we spend and what we buy. For individuals, spending less overall prevents debt and its associated problems. For the planet, it means a cleaner environment and better health for all. Surely that's more important than the latest fashions.

wnioski

ARTYKUŁ

Przyjaźnie zawarte w dzieciństwie bywają wyjątkowe i niekiedy trwają całe życie. Napisz artykuł, w którym opiszesz znany ci przykład długotrwałej przyjaźni zawiązanej w młodym wieku i przedstawisz zalety takiej relacji.

*Wypowiedź powinna zawierać **od 200 do 250 wyrazów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

A very special friendship

tytuł

Friendships that last a lifetime are unique. The bonds formed over many years are not only special in themselves, but can make us happier, healthier individuals and give our lives greater meaning.

wstęp do artykułu

The best example I know of is my mother and her two closest friends, who met in their first year of high school, quickly becoming firm friends. They would study together, go out together, laugh and cry about events in their lives, and grow together as teenagers. As the years went by, they became even closer. When they married and had children, it wasn't possible to get together as often as they used to, but their friendship didn't suffer. In fact, it became stronger.

wstęp do artykułu

Such relationships provide a sense of stability in a life full of ups and downs. Who is better to provide encouragement through life's challenges than a person who has known you all your life? But friendships like these don't only provide emotional benefits. Research has shown that friendships are just as important to overall quality of life as eating well and being physically active. Researchers found that people who had close friends were happier, better adjusted, had fewer health problems and indeed lived longer.

rozwinięcie tematu

Friendships that have stood the test of time offer more than just companionship. They improve our lives by providing stability and support when we need it most, as well as added health benefits that help us to live longer and enjoy life more.

wnioski/zakończenie

PISANIE MODELOWE WYPOWIEDZI

LIST FORMALNY

Niedawno ukończyłeś/-aś kurs na uczelni, który nie spełnił twoich oczekiwań. Napisz list z zażaleniem do władz uczelni, w którym opiszesz przyczyny swojego niezadowolenia oraz zasugerujesz sposoby poprawienia jakości oferowanych kursów.

*Wypowiedź powinna zawierać **od 200 do 250 wyrazów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.*

Dear Sir or Madam, ← formalny zwrot grzecznościowy

I am writing to you today as I wish to make a formal complaint about the language course I recently completed at the college. There were a number of problems that I wish to draw your attention to. ← wstęp do listu

First of all, the teaching methods and materials provided by the college were outdated. According to the leaflet, we were supposed to be using the most up-to-date books and methods, such as interactive white boards, but this was not the case. In addition, the books were not suitable for older teenagers but for a younger age group. My tutor did her best to make up for this by preparing her own worksheets, but she should not have had to do that. Finally, the class size was not small, as stated in the leaflet, but made up of thirty students. This meant that no student was able to receive individual attention from the tutor. ← opis problemu

Considering the fees charged for the course and the information provided in your promotional material, I would have expected a much higher standard. I suggest you reconsider the materials and methods used to teach the language courses. Teaching materials should be age appropriate for older teenagers. Furthermore, classrooms should be equipped with modern technology. It would also help students if the class sizes were reduced so that all individuals can have the full benefit of their tutor. ← propozycje rozwiązania problemu

I would be happy to discuss this further and I look forward to your reply.

Yours faithfully, ← formalny zwrot grzecznościowy

XYZ

PISANIE PRZYDATNE ZWROTY

PODZIĘKOWANIA

I'm writing to thank you for ... *Piszę, aby Ci/Panu/Pani podziękować za...*

It's very nice/kind/good of you to ... *To bardzo uprzejme z Twojej/Pana/Pani strony, że...*

It was so/really/very kind of you to ... *To było bardzo uprzejme z Twojej/Pana/Pani strony, że...*

I'm very grateful (to you) for ... *Jestem (Ci/Panu/Pani) bardzo wdzięczny/wdzięczna za...*

I really appreciate ... *Naprawdę doceniam...*

Thanks again for ... *Jeszcze raz dzięki za...*

Many thanks for ... *Wielkie dzięki za...*

PROŚBY

I have a favour to ask. *Chciałbym/Chciałabym prosić o przysługę.*

I've got a request. *Mam prośbę.*

Do you think I/we could ...? *Myślisz, że mógłbym/mogłabym/moglibyśmy/mogłybyśmy...?*

Would it be all right if I (borrowed) ...? *Czy nie byłoby problemem, gdybym (pożyczył/pożyczyła)...?*

Would you mind (lending me) ...? *Czy nie miałbyś/miałabyś nic przeciwko temu, żeby (pożyczyć mi)...?*

I wonder if you could ... *Zastanawiam się, czy mógłbyś/mogłabyś...*

I'd be delighted/happy to help you out. *Bardzo chętnie Ci pomogę.*

Sure, no problem. *Jasne, nie ma sprawy.*

I'm (really) sorry, but I can't / won't be able to ... *(Bardzo) mi przykro, ale nie mogę / nie będę w stanie...*

I'd rather not ... *Wolałbym/Wolałabym nie...*

I'd love to, but ... *Bardzo bym chciał/chciała, ale...*

PRZEPROSINY

I apologise / Apologies for ... *Przepraszam za...*

I'm very sorry about ... *Bardzo mi przykro z powodu...*

Please accept my apologies ... *Proszę przyjąć moje przeprosiny...*

Sorry I haven't written for so long. / Sorry for not writing for so long. *Przepraszam, że tak długo nie pisałem/pisałam.*

GRATULACJE I ŻYCZENIA

Congratulations on ... *Gratulacje z okazji...*

I'd like to congratulate you on ... *Chciałbym/Chciałabym Ci pogratulować...*

Best of luck / Good luck with ... *Powodzenia w...*

All the best / Warmest wishes *Najlepsze życzenia*

PROPONOWANIE

Maybe I could ... *A może mógłbym/mogłabym...*

Perhaps we could ... *A może moglibyśmy/mogłybyśmy...*

What/How about ...? *A gdyby tak...?*

Why don't we ...? *A może byśmy...?*

Shall we ...? *Może...?*

ZAPROSZENIA

Are you free on ...? *Masz czas w...?*

Are you doing anything on ...? *Masz plany na...?*

Would you like to ...? *Chciałbyś/Chciałabyś...?*

Do you fancy ...? *Masz ochotę...?*

I'd like to invite you to ... *Chciałbym/Chciałabym Cię zaprosić na/do...*

Would you like to come? *Chciałbyś/Chciałabyś przyjść?*

Do you think you'll be able to come? *Myślisz, że będziesz mógł/mogła przyjść?*

I (really) hope you can make it. *(Naprawdę) mam nadzieję, że uda Ci się przyjść.*

I'm delighted to accept your invitation. *Z przyjemnością przyjmę zaproszenie.*

I'm (really) looking forward to it. *Bardzo się na to cieszę.*

I'd really love to come, but ... *Bardzo bym chciał/chciała przyjść, ale...*

I'm really sorry, but I'm afraid I can't make it. *Bardzo mi przykro, ale niestety nie dam rady.*

Unfortunately, I won't be able to ... *Niestety nie będę w stanie...*

PYTANIE O RADĘ I UDZIELANIE RAD

What do you think I should do? *Co Twoim/Waszym zdaniem powinienem/powinnam zrobić?*

What would you do if you were me? *Co byś zrobił/zrobiła / byście zrobili/zrobiły na moim miejscu?*

What advice would you give me? *Co byś mi radził/radziła / byście mi radzili/radziły?*

You (definitely) should/shouldn't ... *(Zdecydowanie) powinieneś/powinnaś / nie powinieneś/powinnaś...*

One thing you could do is ... *Jedno, co mógłbyś/mogłabyś zrobić, to...*

Another thing to do is ... *Możesz też...*

A useful tip / good idea is to ... *Dobrym pomysłem jest...*

I'd suggest/recommend ... *Sugerowałbym/Sugerowałabym...*

If I were you, I'd ... *Na Twoim miejscu...*

Why don't you ...? *A może byś...?*

INSTRUKCJE I WSKAZÓWKI

First, ... Then ... Next, ... After that, ... Now ... Finally, ... *Najpierw... Potem... Następnie... Później... Teraz... Na koniec...*

Check / Make sure that ... *Sprawdź, czy... / Upewnij się, że...*

Remember (not) to ... *Pamiętaj, żeby (nie)...*

Be careful (not) to ... *Uważaj, żeby (nie)...*

It's important (not) to ... *Ważne, żeby (nie)...*

It's not/never a good idea to ... *Nie jest dobrym pomysłem..., żeby...*

OPISYWANIE PLANÓW, NADZIEI I MARZEŃ

I'm going to ... / I'm about to ... / I've decided to ... *Zamierzam... / Właśnie mam... / Postanowiłem/Postanowiłam...*

I'm planning to ... / I'm thinking of ... *Zamierzam... / Myślę o...*

I think I'll ... / I might ... *Myślę, że... / Być może...*

At first, I was thinking about ..., but ... *Początkowo myślałem/myślałam o/, żeby..., ale...*

My initial plan was to ..., but ... *Pierwotnie zamierzałem/zamierzałam..., ale...*

PISANIE PRZYDATNE ZWROTY

I couldn't decide between ... and ... *Nie mogłem/mogłam się zdecydować na wybór między... a...*

I'm hoping to ... *Mam nadzieję...*

I'd (really) like/love to ... *Bardzo bym chciał/chciała...*

RELACJONOWANIE WYDARZEŃ

One day, ... *Pewnego dnia...*

It was/happened (some time ago / a long time ago / about a month ago / last year). *To było / się wydarzyło (jakiś czas temu / dawno temu / mniej więcej miesiąc temu / w zeszłym roku).*

As/While (I was waiting for) ... *Kiedy (czekałem/czekałam na)...*

First, ... and then ... *Najpierw..., a potem...*

Finally, ... *W końcu...*

As soon as ... *Kiedy tylko...*

After a little while, ... *Po krótkiej chwili...*

At that moment, ... *W tym właśnie momencie...*

Just then, ... *Dokładnie wtedy...*

Suddenly, / All of a sudden, ... *Nagle...*

Fortunately/Unfortunately, ... *Na szczęście / Niestety...*

It was a (pleasant/tiring) experience. *To było (przyjemne/męczące) doświadczenie.*

I'll never forget ... *Nigdy nie zapomnę...*

PRZEDSTAWIANIE ZALET I WAD

One point in favour of ... is ... *Jednym argumentem na korzyść... jest...*

Another argument in (its) favour is ... *Innym argumentem na (jego) korzyść jest...*

The main benefit/advantage of ... is ... *Główną zaletą... jest...*

On the plus side, ... *Na korzyść można zaliczyć to, że...*

The main drawback/disadvantage of ... is ... *Główną wadą... jest...*

The downside of ... is ... *Minusem... jest...*

Another thing I don't like about it is ... *Kolejną rzeczą, która mi się w tym nie podoba, jest...*

Another negative aspect is ... *Inny negatywny aspekt to...*

PREFERENCJE

I prefer ... *Wolę...*

I'd (much) rather go for ... *(Zdecydowanie) wybrałbym/wybrałabym...*

The reason I prefer this is ... *Powodem, dla którego wolę to, jest...*

I think it's better because ... *Myślę, że to jest lepsze, ponieważ...*

I can see advantages and disadvantages to both options, but ... *Dostrzegam zalety i wady obu opcji, ale...*

Which one do you prefer / like better? *Który/Którą/Które Ty wolisz?*

Would you rather ... or ...? *Wolałbyś/Wolałabyś... czy...?*

Do you have any preference? *Masz jakieś preferencje?*

ELEMENTY RECENZJI

It's well worth seeing/reading. *Naprawdę warto go/ją/to obejrzeć/przeczytać.*

I recommend it to anyone who likes ... *Polecam go/ją/to każdemu, kto lubi...*

I was impressed by ... *Byłem/Byłam pod wrażeniem...*

Don't miss it. *Nie przegap go/jej/tego.*

I have mixed feelings about ... *Mam mieszane uczucia, jeśli chodzi o...*

I wouldn't recommend it because ... *Nie poleciłbym/poleciłabym go/jej/tego, ponieważ...*

LISTY FORMALNE

ZWROTY GRZECZNOŚCIOWE OTWIERAJĄCE I ZAMYKAJĄCE LIST

Dear Sir or Madam, *Szanowni Państwo!*

Dear Editor/Mayor, *Szanowny Panie Redaktorze/Burmistrzu / Szanowna Pani Redaktor/Burmistrz!*

Dear Mr/Mrs/Miss/Ms Campbell, *Szanowny Panie Campbell / Szanowna Pani Campbell!*

(Dla wyrażeń Dear Sir or Madam / Editor/Mayor) Yours faithfully, *Z wyrazami szacunku / Z poważaniem*

(Dla wyrażeń Mr/Mrs/Miss/Ms Campbell) Yours sincerely, *Z poważaniem*

Best wishes, *Pozdrawiam serdecznie*

Kindest/Best regards, *Pozdrawiam*

CEL LISTU

I am writing in connection with / with reference to ... *Piszę w związku z...*

I am writing to enquire about ... *Piszę, aby uzyskać informacje na temat...*

I would like to express my ... *Chciałbym/Chciałabym wyrazić mój/moją/moje...*

I am writing (in order) to ... *Piszę, aby...*

ZAKOŃCZENIE LISTU

I hope to hear from you soon. *Mam nadzieję na szybką odpowiedź z Pana/Pani/Państwa strony.*

I look forward to hearing from you. *Czekam na informacje od Pana/Pani/Państwa.*

I look forward to your prompt response/reply. *Mam nadzieję na szybką odpowiedź z Pana/Pani/Państwa strony.*

Thank you (very much) for your help. *(Bardzo) dziękuję za Pana/Pani/Państwa pomoc.*

ODNOSZENIE SIĘ DO PROPOZYCJI I PROPONOWANIE ROZWIĄZAŃ

I would like to suggest an alternative plan. *Chciałbym/Chciałabym zaproponować inny plan.*

I propose a different solution. *Proponuję inne rozwiązanie.*

Have you considered ...? *Czy rozważał Pan / rozważała Pani / rozważali Państwo...?*

I agree completely with the plan. *Całkowicie się zgadzam z tym planem.*

The proposal seems (both sensible and affordable). *Ta propozycja wydaje się (zarówno rozsądna, jak i przystępna).*

I strongly object/oppose to this proposal/plan. *Zdecydowanie sprzeciwiam się tej propozycji / temu planowi.*

I encourage you to change/reverse your plans. *Zachęcam Pana/Panią/Państwa do zmiany planów.*

I advise you to find a better solution to this problem. *Radzę, aby znalazł Pan / znalazła Pani / znaleźli Państwo lepsze rozwiązanie tego problemu.*

FORMALNE GRATULACJE I POCHWAŁY

I am writing to congratulate you on/for ... *Piszę, aby pogratulować Panu/Pani/Państwu...*

I would like to take this opportunity to ... *Chciałbym/Chciałabym skorzystać z tej okazji, aby...*

I would like to offer you my most sincere / warmest congratulations. *Chciałbym/Chciałabym wyrazić moje najszczersze/gorące gratulacje.*

Please accept my congratulations on ... *Proszę przyjąć moje gratulacje z okazji...*

I must compliment you on the success of ... *Chciałbym/Chciałabym pogratulować Panu/Pani/Państwu sukcesu...*

I wish you more success in the future. *Życzę Panu/Pani/Państwu kolejnych sukcesów w przyszłości.*

FORMALNE ZAPROSZENIA

On behalf of ..., I would like to invite you to ... *W imieniu... chciałbym/chciałabym zaprosić Pana/Panią/Państwa na...*

We would be delighted if you could ... *Byłoby nam bardzo miło, gdyby mógł Pan / mogła Pani / mogli Państwo...*

We invite you to join us ... *Zapraszamy, aby dołączył Pan / dołączyła Pani / dołączyli Państwo do nas...*

I hope you will be able to attend. *Mam nadzieję, że będzie Pan mógł / będzie Pani mogła / będą Państwo mogli przybyć / wziąć udział w wydarzeniu.*

ZGŁASZANIE ZAŻALEŃ

I am writing to complain about / express my dissatisfaction with ... *Zwracam się do Państwa, aby złożyć skargę/zażalenie na / wyrazić moje niezadowolenie z...*

I would like to make a formal complaint about ... *Chciałbym/Chciałabym złożyć oficjalną skargę na / oficjalne zażalenie z powodu...*

Unfortunately/Sadly, ... *Niestety...*

This is unacceptable. *To jest nie do przyjęcia.*

This was most inconvenient / a big problem. *To była duża niedogodność. / To był duży kłopot.*

I feel that you should improve / change / make sure ... *Sądzę, że powinni Państwo poprawić/zmienić/dopilnować...*

I believe you should give me a refund / an apology. *Sądzę, że powinni Państwo zaoferować mi zwrot pieniędzy / przeprosiny.*

I hope the problem can be resolved soon. *Mam nadzieję, że problem zostanie wkrótce rozwiązany.*

LIST MOTYWACYJNY

I saw your advert (on social media) and would like to apply for the position of ... *Przeczytałem/Przeczytałam Państwa ogłoszenie (w mediach społecznościowych) i chciałbym/chciałabym zgłosić swoją kandydaturę na stanowisko...*

I am writing to apply for the position of ... currently advertised (on your website). *W odpowiedzi na ogłoszenie zamieszczone (na Państwa stronie) chciałbym/chciałabym zgłosić swoją kandydaturę na stanowisko...*

I am passionate about ... *... jest moją pasją.*

I am very keen to pursue a career (in this field). *Bardzo chciałbym/chciałabym podjąć pracę (w tej dziedzinie).*

I am highly motivated to (gain hands-on experience). *Mam silną motywację, aby (zdobyć praktyczne doświadczenie).*

I have just completed a course in ... *Właśnie ukończyłem/ukończyłam kurs...*

(Last year) I volunteered at ... *(W zeszłym roku) pracowałem/pracowałam jako wolontariusz/wolontariuszka w...*

I am confident that I have the necessary personal qualities to succeed as ... *Jestem pewny/pewna, że posiadam cechy osobowości niezbędne, aby odnieść sukces jako...*

I believe that I possess the relevant experience and skills for (the job). *Sądzę, że mam odpowiednie doświadczenie i umiejętności potrzebne do (wykonywania tej pracy).*

I feel confident that I am a suitable candidate for (the position). *Jestem pewny/pewna, że jestem odpowiednim kandydatem / odpowiednią kandydatką na (to stanowisko).*

I can provide excellent references from (my teachers). *Mogę dostarczyć doskonałe referencje od (moich nauczycieli).*

I have attached a copy of my CV for your consideration. *Załączam CV pod Państwa rozwagę.*

I look forward to hearing from you / attending an interview. *Będę czekać na Państwa odpowiedź. / Chętnie wezmę udział w rozmowie kwalifikacyjnej.*

I am available for interview at any time convenient to you. *Chętnie zgłoszę się na rozmowę kwalifikacyjną w dogodnym dla Państwa terminie.*

ROZPRAWKA ZA I PRZECIW / WYRAŻAJĄCA OPINIĘ

WSTĘP – ZA I PRZECIW

What are the benefits and drawbacks / pros and cons of ...? *Jakie są zalety i wady...?*

There are both pros and cons / upsides and downsides of ... *Istnieją zarówno zalety, jak i wady...*

There is an assumption that ... However, ... *Zakłada się, że... Jednak...*

Here I discuss/consider the advantages and disadvantages of ... *Przedstawię zalety i wady...*

WYRAŻANIE OPINII

Personally, / For me, ... *Osobiście / Dla mnie...*

I believe/think that ... *Sądzę/Myślę, że...*

I don't believe that ... *Nie sądzę, żeby...*

In my opinion/view, ... *Moim zdaniem...*

To my mind, ... *Według mnie...*

As far as I am concerned, ... *Jeśli o mnie chodzi...*

It is my firm belief that... *Jestem przekonany/przekonana, że...*

It seems to me ... *Wydaje mi się...*

PISANIE PRZYDATNE ZWROTY

PODAWANIE ARGUMENTÓW

First of all, / Firstly, ... *Przede wszystkim / Po pierwsze...*

To begin/start with, / For a start, ... *Na początek...*

From (the shopper's) point of view, ... *Z punktu widzenia (klienta)...*

One advantage/disadvantage of ... is that ... *Jedną z zalet/wad... jest fakt, że...*

One thing to consider / take into account is ... *Jedną z rzeczy, które należy rozważyć, / wziąć pod uwagę, jest...*

Secondly, ... *Po drugie...*

What is more, / In addition to this, / Furthermore, / Moreover, ... *Ponadto...*

Not only that, but ... *Nie tylko to, lecz także...*

It is also worth considering ... *Warto także rozważyć...*

Another important consideration is that ... *Ważne jest także, aby wziąć pod uwagę, że...*

It is (definitely) worth noting/remembering ... *(Z pewnością) warto zauważyć / pamiętać o...*

We shouldn't forget / lose sight of the fact that ... *Nie powinniśmy/powinnyśmy zapominać, że...*

We shouldn't ignore the fact that ... *Nie powinniśmy/powinnyśmy lekceważyć faktu, że...*

Finally, ... *Na koniec...*

Last but not least, ... *Na koniec...*

WPROWADZANIE KONTRARGUMENTÓW

There are also, however, downsides ... *Jednak istnieją też minusy...*

On the one hand, ... On the other hand, ... *Z jednej strony... Z drugiej strony...*

However, ... *Jednak...*

Nevertheless, ... *Niemniej jednak...*

... whereas ... *... podczas gdy...*

That may well be true, but ... *Być może to prawda, jednak...*

To a certain extent that is true, but ... *To do pewnego stopnia prawda, jednak...*

Admittedly, ... *Wprawdzie...*

PODSUMOWANIE

In conclusion, / To conclude, / To sum up, ... *Podsumowując:...*

All in all, / On balance, / On the whole, ... *Ogólnie rzecz biorąc,...*

All things considered, / Taking all this into account/consideration, ... *Biorąc to wszystko pod uwagę,...*

OPISYWANIE PRZYCZYN I SKUTKÓW

For this reason, ... *Z tego powodu...*

For the reasons above, ... *Z powodów opisanych powyżej...*

As a consequence, / Consequently ... *W konsekwencji...*

Therefore, ... *Dlatego...*

WYRAŻANIE PEWNOŚCI

I feel confident that ... *Jestem pewny/pewna, że...*

I am (absolutely) sure/certain that ... *Jestem (całkowicie) pewny/pewna, że...*

There is no doubt (in my mind) that ... *Nie ma wątpliwości, że...*

It is/seems obvious that ... *Jest / Wydaje się oczywiste, że...*

WYRAŻANIE PRZYPUSZCZENIA

I am not sure about ... *Nie jestem pewny/pewna co do...*

I am not convinced that ... *Nie jestem przekonany/przekonana, czy...*

I have some/many serious doubts about ... *Mam poważne / wiele poważnych wątpliwości co do...*

It seems likely that ... *Wydaje się prawdopodobne, że...*

I wouldn't take that for granted. *Nie brałbym/brałabym tego za pewnik.*

It may well be that ... *Bardzo możliwe, że...*

I would guess that ... *Domyślam się, że...*

ARTYKUŁ

WSTĘP

Have you ever wondered why ...? *Czy zastanawiałeś/zastanawiałaś/zastanawialiście/zastanawiałyście się kiedyś, dlaczego...?*

Did you know that ...? *Czy wiedziałeś/wiedziałaś/wiedzieliście/wiedziałyście, że...?*

What would you do if ...? *Co byś zrobił/zrobiła / byście zrobili/zrobiły, gdyby...?*

As ... once said: '...' *Jak powiedział/powiedziała kiedyś...*

OSTROŻNE PODAWANIE INFORMACJI I BEZOSOBOWE WYRAŻANIE OPINII

It appears/seems that ... *Wydaje się, że...*

It would appear/seem that ... *Wydawałoby się, że...*

There is some doubt ... *Są pewne wątpliwości...*

There is little/no doubt that ... *Nie ma wątpliwości, że...*

It is said/thought/believed that ... *Mówi/Uważa się, że...*

(Optimism) is said/thought/believed to ... *Mówi/Uważa się, że (optymizm)...*

Some/Many people believe that ... *Niektórzy uważają / Wiele osób uważa, że...*

People/Scientists claim/argue that ... *Ludzie/Naukowcy twierdzą, że...*

It seems clear/obvious/evident that ... *Wydaje się jasne/oczywiste/ewidentne, że...*

PODAWANIE PRZYKŁADÓW

For example/instance, ... *Na przykład...*

Especially/Particularly, ... *Szczególnie...*

ZAPIS NAGRAŃ

UNIT 01 CZŁOWIEK

01 01

1 We have a new neighbour who moved in next to us just a couple of weeks ago. Every time we come and go, we can see her peering through her curtains. One time she was even standing behind our garden peeking through the gaps in the fence.
2 My brother always puts in extra effort to complete all of his school homework and projects on time. He goes the extra mile to ensure everything is done accurately and with a lot of thought. He always wants to be the best in what he does.
3 I don't normally buy second-hand stuff, but last week I saw this rare vinyl record player at a garage sale and decided to go for it. The seller assured me that it was in perfect working condition. However, when I brought it home, it didn't work. When I took it back, the seller started yelling at me, saying that I broke it and that there was no way he'd give me my money back.
4 A new intern has recently started working at the company where I'm doing my work experience. She's very nice and all, but she takes ages to get anything done. A task that I complete in half an hour takes her half a day. She appears to be spending most of her time just sitting at her desk and shuffling papers around.
5 I'm really lucky to have a best friend who has stuck with me through thick and thin. And I know she'll always be there for me no matter what. She's the kind of person that I can call if I have a problem at any time of day or night and she'll drop everything to come and see me. And she never asks for anything in return.

01 02

1 How much further are we going? I'm sooo tired. I can't walk anymore. My legs are killing me.
2 I'm sorry. It will never happen again.
3 Hey, Eric. Can I borrow your ruler, please?
4 Help! Help! That guy just took my phone!

01 03

A: Now we've got this magnificent new Youth Centre, we need to think about who we invite to do the opening ceremony.
B: I thought a TV celebrity would be good – someone our young people aspire to be. Someone like that Zainab who won the baking competition.
A: OK, I agree that the person needs to be accomplished in some way, and someone that young people regard as a good role model. But I just think we should encourage our young people to admire someone for their achievements. We don't want to put some celebrity on a pedestal just because they've won a TV competition and made loads of money.
B: No, of course not. But having said that, being rich doesn't have to be a disadvantage. For example, how about the mayor? He's a charismatic local character as well as an extremely generous philanthropist.
A: Local is good, but I just don't think the mayor is someone that young people relate to. I think they're more likely to identify with someone who's a true visionary – someone like Greta Thunberg.
B: Greta Thunberg!! Hm ... I know – how about that local woman who set up a food bank in her garage? She's also in a rap band and so I think she'll appeal to young people on different levels.
A: Perfect – now what's her name ...?

01 04

Tekst 1 T = Tim R = Riz

T: Hi. Nice to meet you. I'm Tim.
R: Hi, Tim. I'm Riz. I'm your camp mentor. Have you done one of these tennis summer camps before?
T: Well, I was going to come last year, but something came up at home and I had to postpone until now.
R: Oh, well, better late than never! So, what's your main motivation for coming here? What do you want to achieve?
T: I really want to improve my game, but I think my main motivation is to make some good tennis contacts and find out more about tennis tournaments and how to get involved.
R: OK, that sounds like a good plan and I can help you with both those things. I think we'll start with a quick game before dinner. Let's meet here in half an hour. That way I can assess how your game needs improving.
T: Great. See you in half an hour.

Tekst 2

A: So, we've got three candidates for the scholarship funded by Vic B. He's a music producer, and he's funding a place for a black British student to come to the university.
B: Sounds good. Tell me more.
A: So Vic B is committed to tackling social injustice. It seems to me that he feels that black students have been discriminated against and he wants to give them opportunities they haven't had up to now. Apparently, he was a brilliant student at school, but no doubt he thought that he had few chances of going to a top university, so he never applied. He went into music instead and has had a very successful career.
B: And now that he has the means, I suppose he wants to give back to his community. I think that's brilliant – we really need to improve diversity in this university. So, does one of the candidates stand out for you?
A: Well, all three have ...

Tekst 3

Good morning, everyone! I'd like to begin by thanking Blewbury County School for inviting me to speak to at this important anniversary event, and to join them in celebrating one hundred years of excellence. For those of you who don't know me, I'm proud to be an ex-pupil of Blewbury County School. I don't quite go back to the beginning and, of course, there have been many changes over the years, but one thing that hasn't changed is the reputation that Blewbury County School has for producing well-rounded human beings, and for that we must thank the teachers. My teachers were great role models – they didn't just teach to high standards, but they always had time to talk to us and treat us as individuals. I'm a great believer in finding someone to look up to and taking inspiration from them, and I would like to tell you about the person who was an important role model for me. I would quite simply not be where I am today without the influence of this person. Very often, we choose a role model because we relate to them or because we can see ourselves reflected in that person. In my case, it was quite the opposite. Firstly, he was a man, and very different from anybody I knew. In my family, I'd say we were quiet and serious people, bordering on shy. Mr Levy was my Drama teacher and he couldn't have been more different from the people I lived with. He was loud and funny and so charismatic. These are qualities you'd expect from a Drama teacher, but there was also another side to him, a genuinely caring side. He had an incredible ability to notice any small signs that things weren't OK and do whatever he could to help, but in a really subtle way. I wasn't the only student who loved Mr Levy's classes. They were fun and brought out the actor in the shiest of students, me included. But what I now realise is that we weren't just acting – Mr Levy had a brilliant way of setting up activities that built up our confidence and dealt with all kinds of issues that come our way when we're at school: bullying, low self-esteem, anxiety and so on. Without a doubt, Mr Levy had a positive influence on our lives. In my particular case, he was instrumental in me becoming a journalist and ending up reading the news on TV. He saw something in me that I didn't know myself, and instilled in me a sense of self-belief. After spending my last year at school thinking that I should go to medical school like both my parents, it was Mr Levy who challenged me and asked me if it was what I really wanted to do. The rest, as they say, is history. Please find yourself a role model – they may change the course of your life in a very positive way.

01 05

A: Have you got a minute? I wanted to talk to you about Grandma.
B: Sure, is she OK?
A: Yes, she's fine. You know Grandma, she's always full of beans, but I wanted to ask your opinion about her special birthday present.
B: Oh good. Have you got anything in mind?
A: Not really. That's why I wanted to talk to you. Do you have any idea what sort of thing would appeal to her? She's not particularly interested in accumulating more possessions, is she?
B: I'm not sure I follow.
A: Well, she's always saying she's got everything she needs. So what can we get for the person who has everything!
B: OK, let's think about her interests. Does she still play golf?
A: I think so, and tennis. She may be a pensioner, but she's as fit as a fiddle. She used to do a lot of walking, but since poor old Maisy died, she hasn't done so much.
B: Maisy?
A: Her old dog Maisy. Anyway, as I said before, she's very active. Perhaps we could get her some sports equipment.
B: What sort of thing?
A: Just let me think about that for a moment. Some accessories like a sun visor, or a new cap? Or a water bottle?
B: They aren't very special, are they? What else could we get her?
A: How about getting her an experience?
B: Sorry, I don't understand what you mean.
A: I suppose what I'm trying to say is that maybe, instead of an object, we should find an activity she'd enjoy.
B: OK, I see where you're coming from, but it depends what sort of activity you had in mind.
A: Let me see. Grandma's not particularly adventurous so I wasn't thinking of a hot air balloon ride or anything like that. But she's very chatty and sociable. So maybe tea in a nice hotel with the family?
B: What if she's on a diet? She's always going on about being overweight.

ZAPIS NAGRAŃ

A: Oh yes, you're right. Maybe we should get her a day in a spa. She's always busy with her voluntary work – it would do her good to switch off and relax.
B: Maybe, but do you remember the last time she went to a spa? She said it was a waste of money and she'd prefer to have a nice hot bath at home.
A: Oh, yes, I'd forgotten about that. Oh dear, this is not easy. Hey, I've got a really good idea. We could get her a dog to replace Maisy!
B: Really? It's a big responsibility and isn't her flat a bit cramped?
A: That's a good point, but I think it's fine. She's been a bit lonely since Maisy died and a dog would keep her company. We could get a rescue dog. I think she'd love the idea of giving a rescue dog a home.
B: Theoretically, I think it's a good idea, but I still think adopting a pet is a serious decision. Let's discuss it with Grandma, shall we?

01 07

gender jaw gesture joggers wedges justice

UNIT 02 MIEJSCE ZAMIESZKANIA

02 01

1 When I finished secondary school, I took a gap year and travelled to Argentina. I got a job building and renovating cottages for local families. During my time there, I rented a tiny room which was a living room, bedroom and kitchen in one. I had to share a bathroom with five other people, which wasn't a problem, but we always had arguments about whose turn it was to clean it.
2 As it was my parents' wedding anniversary last week, we spent the weekend in the expansive English countryside. We stayed in this enormous house that once belonged to an aristocratic family. Part of the building was extended and is now being used as a hotel and restaurant and the other, original part is a museum where you can learn about the history of the place.
3 Have a look at this brochure that's just come in the post. This house looks amazing, really modern. It's on that new estate that's being built in our town. They have a number of houses that are partially subsidised by the government to make them more affordable. Low-income families or single parents can apply for them.
4 I've just moved out of my parents' house and I'm renting my first place. It's nothing luxurious, just a tiny apartment at the bottom of a four-storey residential building and below street level. There are a few steps down to the front door, so it's a bit dark, but the rent is low, so I can't complain.

02 02

A = Architect B = Mrs Miller C = Mr Miller
A: So, I now know what you want for the front of the house. Shall we go around the back and go over what you'd like there?
B/C: Sure. Yeah.
A: Wow! This is an amazing plot of land!
B: Yes, we love it, too.
A: When we talked on the phone, you mentioned splitting it into three distinct areas. Is that still the case?
C: Hm ... yes, so we'd like to have an entertainment area, a vegetable patch, and ...
B: ... a play area for the kids.
A: OK, so in terms of the entertainment area, here's how I see it. You can add a beautiful conservatory with huge French windows that would open up into a nice cedar wood patio. A conservatory is great because you can use it in both summer and winter weather. And when you're not entertaining, it can just serve as extra indoor space – maybe a playroom for the kids?
B: Yes, that sounds like a good idea. And we can use the patio for barbecues in the summer.
A: Of course! We could get you some comfortable patio furniture and an outdoor heater for those chilly summer evenings.
C: Where would you suggest putting the vegetable area?
A: Well, we can build a gravel path from the patio to a vegetable plot right there in the left-hand corner. The kids' play area could be right opposite, in the right-hand corner, separated by a hedge. So this would make the children's area a bit more private. What do you think?
C: Yes, that sounds great.
A: There's a beautiful tree there, so we could use it to build a treehouse. We could also install a climbing frame, a swing and a sandpit.
B: And a bench for us.
C: Of course!
B: All of this sounds wonderful. So, what are the next steps?
A: I'll send you my notes and draw up the plans for you to ...

02 03

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

02 04

The photo depicts a family in their living room. On the right-hand side there are two young children in a small blue tent. They're both girls with long dark hair and they look about five and three years old. On the left-hand side there's a woman, probably the girls' mother, who is wearing a red long-sleeved hoodie. The woman is leaning on the arm of the sofa. She's looking at a laptop – I can't make out what she's looking at on the screen. The electric light is on, so I suppose it's early evening and the children are watching something on their tablet. In the foreground there's a colourful woollen rug on the floor, and in the background there are some lovely long floral curtains that are closed. In the bottom left-hand corner there's a striped cushion.

02 05

P = Presenter B = Bridgit
P: Moving house is known to be one of life's most stressful events, so why on earth would anybody put themselves through it more than sixty times? That's exactly what today's guest, Bridgit Daly, has done and she's here today to share her experiences and offer advice to those of you who are on the move. Bridgit, my first question is why? Sixty times?!
B: Ha ha, yes, it's a bit crazy, isn't it? It's to do with my job. I love my work, but it does mean moving around a lot.
P: Well, you're certainly a removals expert. What have you learnt that you can tell our listeners to make moving house less stressful?
B: Well, I have to say that moving house is always chaotic – for at least a week, you won't be able to find anything. You just need to accept that. Want a cup of tea? The kettle will be in a box underneath several other boxes. Your favourite necklace? Who knows, but it will probably turn up eventually. No, my best advice is to get a recommendation for a good removal company. Not all removal companies are reliable – in my experience, they don't always turn up when they say they're going to, and on a few occasions, they haven't turned up at all.
P: Oh, that's shocking!
B: I know. But when you find a good one, you know that they'll deliver your stuff on time, in one piece and without anything disappearing. And when that happens, I put positive reviews all over social media so that other people can have a good experience like me.
P: Right, well that's a tip. We can't mention names on the radio, but make sure you look on social media and hire the company with the best reviews. So Bridgit, can you give us any tips on packing ...

02 06

P = Presenter M = Mike
P: Welcome to Job Talk. Today we're pleased to have Mike McDonald in the studio – Mike will never be out of a job so long as people want to move house. The tools of his trade are muscles and wheels – would you agree with that Mike?
M: Oh, yes, muscles and wheels! Those are the absolute basics you need to work for a removal company. But there's rather more to the job than being strong and knowing how to lift a piece of furniture. If you asked me to write a job description, I'd say that removals people are hard-working, punctual, organised and have excellent communication skills. We come into contact with a lot of people, some of whom are in a heightened emotional state. You do know that moving house is considered by many people to be the one of the most stressful life events, even more than getting divorced or having a baby!
P: Yes, absolutely. And having moved house recently, I'd go along with that. I have never felt so disorientated in my life, and I couldn't find anything!
M: That's a very common complaint! From my experience, most things turn up in the end, but the kind of things that get lost are bolts and screws for flat pack furniture and this can be tricky if furniture needs to be dismantled and assembled again on the same day. Other small things that go missing are TV remotes and phone chargers. And you'd be amazed at how many mirrors, wall clocks and photographs are left behind. I think it's because people are so used to seeing them on their wall that they don't even notice them.
P: Now you mention it, I haven't seen our kitchen clock since we moved! Do you have any other stories?
M: Well, a funny thing happened to us a few weeks ago actually. We were moving a family from London to Scotland – a big move. We emptied the house in London and filled two vans and sent the family on their way to their new

home. As we were filling the final van with the remainder of their household goods, we found a cat asleep upstairs and thought the family must have forgotten it. I called them to see whether they wanted us to take it with us in the van – thinking that they would be delighted. Turns out it wasn't their cat! Good job we checked!

P: Oh, ha ha! I'm sure that happens a lot.

M: Yes, and it isn't quite as bad as the time we emptied the wrong house. We went to the right street in the wrong town! When we arrived, there were a couple of teenage children there – we explained we'd come to move the contents of the house and they didn't seem to be surprised, so we started loading the vans. By the time we got a call from the client in the right location, we'd cleared the entire first floor.

P: I can't believe the teenagers let you clear the house!

M: I know! They're lucky we weren't burglars.

02 07

1

City dwellers! You too can have a vegetable garden with the minimum amount of space. All you need is a windowsill in a room, a balcony or a roof terrace that gets six or more hours of sunlight, and a few containers. At City Garden Designs, we can help you to create the garden that suits your lifestyle and makes use of the space you have available. All you have to do is make sure the vegetables have enough sunlight and remember to water them regularly. So why not take the opportunity to produce your own vegetables without the need for a large garden?

2

Hi. James here. Just to say it's your turn to water the allotment, so please don't forget. It hasn't rained all this week, so the flowerbeds are really dry. And don't forget the tomatoes! Last time you didn't water them and I had to cut off a lot of brown leaves. Um, you know we're supposed to share the allotment but quite honestly, I haven't seen you planting anything new for a very long time. You can't just enjoy the fruit and vegetables without doing any work. This is such an important time of year in the allotment and if you haven't got time, you need to tell me and I'll find someone else to share it. OK, let me know, but please go and water the allotment today.

02 08

1 Garden centres have reported an increase in sales of houseplants and, according to our research, it is people in the twenties to thirties age group who are buying the plants. This is largely down to the lack of garden space due to young people living in apartments in urban areas. You may think that the purchase of houseplants has risen because, in this digital age, they provide an attractive background for online meetings. But our research has shown that the main motivation is the pleasure people get from seeing them grow.

2 Hello. This is Andrew MacDonald, chair of the Urban Allotments Association. Thank you for asking about renting an allotment. They are in high demand – no surprise there because they are the best-kept allotments in the area. I've added you to the waiting list. Meanwhile, you can check out our website for photos of flowerbeds, fruit trees and a variety of vegetable gardens. We have running water and thanks to the location in our beautiful suburb, you can enjoy a wonderful view of the city while you garden. I'll be in touch when an allotment becomes available.

3 Blenheim Palace, home to the Spencer- Churchill family, is located in Woodstock, ten miles from the university city of Oxford. Blenheim is famous for its beautiful park, originally designed by Capability Brown, and the formal gardens surrounding the Palace. Come and experience the magnificent Palace and its gardens, now open to the public. With a family ticket costing just seventy-five pounds, this is the perfect day trip from London.

4 Today I'm reporting from the centre of Manchester, not usually known for its green areas. But the Urban Garden Project has been transforming our outdoor spaces and helping to make our cities healthy, attractive places to live. Over eighty percent of the UK population live in urban areas and the Urban Garden Project wants to provide spaces for the public to enjoy and explore urban nature. A community garden can bring a wide range of benefits – from connecting people with each other to growing fresh food. I asked ...

5 We've finally moved into a house with a tiny garden, and I can't wait to sit in the sun. But when did garden furniture get so expensive? All I wanted to buy was a table and two chairs. Of course, I wanted them to be comfortable, nice to look at and rainproof. Is that too much to ask for? When I saw the prices, I couldn't believe my eyes. I do not understand how garden furniture can be twice the price of a set of table and chairs for a dining room.

02 09

driveway boathouse flowerbed letterbox
birdcage farmhouse flatmate pillowcase

02 10

sandpit playground staircase doormat
townhouse streetlight

02 11

Tekst 1

M = Man W = Woman

M: Why you didn't like the flat? The location is ideal.

W: I know. It's difficult to explain.

M: Maybe it was the size. I thought it was adequate for us. Was it too small for you?

W: No, the size wasn't a problem. We agreed to start with something small and then buy a house when we have children and need the space.

M: I loved the bright living room. I can imagine the walls full of bookshelves and paintings. And the modern kitchen.

W: Yes, me too, but the bathroom was awful, though. These red tiles!

M: Well, I wasn't expecting everything to be to our taste. Don't worry, I totally agree but we could easily change it and put in a more modern shower cabin if that's what is worrying you.

W: No, I'm not convinced it's the right place. We aren't in any hurry and I'm afraid I can't make up my mind so quickly. Be patient. I'll know we've found the right place when I see it.

Tekst 2

B = Boy G = Girl

B: Oh, no, we're playing Anna and Jake in the first round of the tennis tournament. They're far more talented than us. It'll be embarrassing.

G: Why embarrassing? It's our first ever match. Let's have a go and see how we get on. Who was it said that you can't succeed without the risk of failure? It's true. We should take a risk. We might win.

B: They reached the final in the last tournament.

G: OK, they're obviously capable of beating us. But they are a bit arrogant. If things start going against them, they'll soon lose their tempers with each other. I'm convinced that we can surprise them.

B: And if not? They won't let us forget it. You know how annoying they can be.

G: They'll be worse if we don't play at all.

B: That's true.

Tekst 3

There is no doubt that social media has changed the way we interact with each other but how else has it affected people's lives?

According to psychologists, people have always had a need to find their own identity – not just by their own actions, but also from looking at the way others respond to them. The class clown doesn't just make jokes and fool around because he or she enjoys, but also because their actions get a reaction; either laughter and approval from their peers, or annoyance and anger from the teacher. In a classroom, these reactions are immediate, and social media offers similar feedback in the form of views, likes or comments. Experts believe that these can become addictive, leading us to send more messages in order to receive the same feeling again and again. And, although social media is used by all ages and personality types, teens appear to be most at risk from this form of addiction. xperts say that, as teens move away from the influence of their parents and start to form their own individual identity, their peers, not surprisingly, become more important. Their feelings of self-esteem often come from their status among their peer group. They take pride in not only the overall number of positive responses to their posts, but also the identity of those responding. It is one thing to be regarded as cool by your friends, but much better to get a reaction from someone outside your immediate group who you look up to and aspire to be like. This leads to a sense of anxiety when comparing one's own responses with those of one's friends. *Why did Marcus get more likes than me? Why didn't Bruno like my message but even commented on Jessica's?*

Not only can this lead to anxiety, but it also tends to lead to a situation whereby social media pages have a very similar, almost identical look. What gets likes? Travel to exotic places, parties and gatherings of friends are common subject matter. And when everyone starts posting the same sort of things, anyone who hasn't travelled far or been to any exciting parties, can feel left out and isolated and that their life is worthless compared to others. So, using their imagination and perhaps some photo editing software, they create a false world of their own in order to fit in, never stopping to think that others might be doing the same. Education and parental support are essential to help teens understand the dangers of social media, and to enable them to realize the importance of face to face interaction with friends. This way they can gain self-esteem and confidence from real relationships with people who matter, and not by trying to impress others online who really aren't important to them.

02 12

Psychologists have identified that there are five different ways which people think. The first style is synthesist thinkers. Above all, synthesists are inquisitive and imaginative people. They're very good at seeing connections between things, many of which other people miss. However, they don't process information in a logical, linear way. They also tend instead to change the subject rapidly. They also prefer to consider a question from all

angles before reaching a decision, which can seem like argumentative behaviour, or that their thought processes are completely random.
Next come idealist thinkers. As the name might suggest, idealists tend to have extremely high standards and grand ambitions, with a keen eye on the future. On the one hand, this makes them excellent teammates, in that they value cooperation and do all they can to bring the team together to do its best. On the other hand, they're never content until they feel they have achieved their best, which can make them seem perfectionists for whom nothing is good enough. They often get irritated when these levels of perfection are not met.
Now, we move on to the pragmatists. Unlike synthesists, these thinkers like to deal with problems logically and one by one. Above all, they like to get things done, and are flexible and willing to adapt, but in their desire to take action they rarely look at things beyond the short-term. In fact, pragmatists often have difficulty when presented with a range of options or long-term plans, and may even be overwhelmed by the choice.
Analyst thinkers, in contrast, pay close attention to detail and are very meticulous. They love collecting and categorising facts and data, and like things to be rational and predictable, often looking for a method or formula to deal with a particular problem. They have no tolerance for inaccuracy, but this can mean they dismiss potentially valuable contributions from others if they find even the smallest mistake.
Which brings us to the final style, realists. These people think fast on their feet and are excellent at problem-solving. They love a challenge, but as a consequence get bored easily with more banal tasks. They may also appear obsessed with results above all else.

UNIT 03 EDUKACJA

03 01

The school bell rings, and sixteen-year-old Michaela Bloxom enters her classroom. But before sitting down at her desk, she has her backpack weighed. Today, it's five kilograms over the recommended weight limit, so Michaela has to take a few things out, like her favourite pink hole punch, set square and fountain pen. Michaela's school is taking part in a pilot programme called 'Slimming down backpacks' to help reduce the weight that children carry on their backs, and prevent lasting damage to their backs.
Most research suggests that school backpacks should weigh no more than ten percent of a child's body weight. Michaela weighs sixty kilograms, so her backpack should weigh no more than six kilograms, but today it weighed in at eleven! The heaviest thing that Michaela has in her backpack is her PE kit which consists of a T-shirt, tracksuit bottoms and her trainers. She also has three ring binders, four course books, two library books that she needs to return, and several workbooks. Ideally, she should leave most of these in her locker and not bring them to school on a daily basis. Her pencil case also has several unnecessary items, like whiteboard markers and chalk – her teachers provide that, so she shouldn't be carrying these. Once she takes all the unnecessary things out, it should reduce the weight of her backpack by about three to five kilograms.

03 02

1 I've only just started attending this school, so I thought that joining a club or a society would be a great way to meet some new people. I love the written word, so this was my first choice. We all select a book once a month by voting online and then we meet each week to discuss various aspects of it. This time we chose a drama and I'm really enjoying it.
2 I meet a few other students once a week in the Science lab where our teacher prepares us for an important competition. We've all qualified for the national level of the test, so the stakes are pretty high. Participation is voluntary, but I'm getting a lot out of it. If I win, it will give me extra points to go on and study medicine, which is my dream.
3 Our school has organised this course and all students have been advised to attend. There was no doubt in my mind that I had to take part in it as knowing this stuff could save lives. The course teaches us how to behave in an emergency, how to deal with different types of injuries, for example burns or bleeding, and also how to help an unconscious person.
4 I've always wanted to develop artistically, but I know I haven't got a great voice, so when this club started, I knew right away that it was for me. I was assigned the double bass and I immediately took to it. My teacher couldn't believe it. We have our first concert next week and I have a solo!

03 03

Welcome back to the *Education Highlights* podcast. In last week's episode, I went over the education system in Canada and this week, I'll be looking at schooling in Australia. Australia is a country with a relatively small population of just over twenty-five million, but it's the seventh most-educated nation in the world. There are just under 9,500 schools in the country with sixty percent of them being funded by the government and the remaining forty percent independent, so not government-funded. This is quite a high proportion compared to other developed countries. Of all these non-government-funded schools, sixty-two percent are Catholic.
Almost ninety percent of children attend preschool once they turn four or five, even though preschools are not government-funded and parents have to pay fees for them. Mandatory education in Australia starts at six years old. The first year of obligatory education is the foundation year. Then, students continue on in years one to seven of primary school. After that, students move to secondary schools where they complete three years. The final two years of secondary education are in senior secondary schools. Students who complete this level receive a Senior Secondary Certificate of Education. Students who don't complete the final two years of secondary education can go to vocational schools where they learn a specific trade. After graduating from these schools, they receive a certificate or a diploma. Those who get a Senior Secondary Certificate of Education can continue their studies in colleges or universities. Next week, I'll tell you more about tertiary education in Australia. If you'd like an infographic summarising today's podcast, then go to my website at ...

03 04

The photos depict three different options for updating the furniture and layout of a classroom. If I had to choose one of these options for my English lessons, I'd go for the third one because the desks look as if they're easy to move around. For some lessons you need to face the board, whereas for others such as role play or group discussions, it's better to be facing one another, so the biggest advantage of number three is the flexible layout. An additional point in favour of option three is that when the tables are grouped together, a dictionary can be placed in the centre and four students can have easy access to it. I wouldn't choose classroom number one, because these desks with tablets are suitable for some lessons but not others. The obvious disadvantage of these chairs with writing tablets is that the tablets are small and I don't think they'd support more than one book at a time. Another reason why I wouldn't choose option one is that the tablets are usually attached on the right-hand side and while this suits the majority of students, it isn't appropriate for left-handed people. In my view, the traditional layout of number two is rather uninspiring. I say this because it looks like the kind of old-fashioned classroom that my parents had. The main advantage of this layout is that everyone is facing the board, but nowadays we don't need to be constantly facing the board. An additional disadvantage of this layout is that the students sitting in the back row may find it hard to see the board or hear the teacher. So to sum up, having weighed up the pros and cons, I would go for option three because it's the most flexible arrangement.

03 05

If I said I had good memories of my school prom, I'd be lying. In fact, I'm not sure that anyone enjoyed it really. I spent a fortune on a dress that looked as if I'd borrowed my mother's wedding dress and dyed it pink, and my spray tan turned out much too dark. I thought it was really sweet the way my mum was so proud, though – I think she enjoyed it more than anybody. She took some photos as we were leaving, and I honestly can't believe I went out with my hair like that. The music wasn't bad, but I ended up spending most of the time in the common room chatting with my friends.

03 06

1 I wanted school prom to be a night I could look back on and remember how great high school was, and I wasn't disappointed. Some of my friends asked a girl to go to prom as their date, but if I'd gone with a girl, she'd have wanted to dance, and I hate dancing, so I didn't want that pressure. It was a great party, but I do regret wearing a red bow tie. I wish I hadn't listened to my mum – it was her idea. Each class had a photo taken for the yearbook and my classmates look cool in their suits, while I stand out with my ridiculous, red bow tie. My mum loves that photo.
2 Next on the agenda – school prom. I can hardly believe it's that time of year already, but I've called this staff meeting to set up a prom committee. Before I ask for volunteers, perhaps we can just think about anything we can learn from last year's event. On the whole, I don't think anyone would disagree when I say that it was a great success, but perhaps the pink theme was a bit too sweet for some of us. Oh, and we must make sure that the science lab is locked this year – we don't want any more explosions. I'd like to announce the date in assembly next Monday, so if ...
3 It's up to me to ensure everyone's safety and also to prevent anything from getting broken on the night so I have to restrict access to the science lab or the language laboratory. I wish we could keep everyone in the gymnasium where the DJ is, and the food, too. But last year, the girls spent most of the time in the changing room and the boys hung around outside by the bike stand. I think it's important to keep everyone together inside because otherwise the party never really gets started. There are usually

a few parent volunteers around on the night, and that's a big help.

4 As a parent, I must say I'm over the moon to think that my daughter and son get to go to prom. If I'd had the chance to go, I think I'd have loved every minute of it – all the dressing up, and it's such a great way to mark the end of all those years of school. Quite emotional really. My husband and I volunteered to help last year, and we were going to collect tickets on the door as people arrived. But then the canteen couldn't cope with so many people at once, and we ended up serving food all evening. I don't envy the people who had to clean up afterwards – what a mess.

03 07

Where are you? I really wanted to talk to you! I'm so fed up about the new school timetable. I mean, I just don't get it – why did they change it? When classes began at 8.15, it was bad enough. I had to get up at 6.30 a.m. so that I got there on time. But the new start time is making us late. Now I have to get up at 6 a.m. and it's really hard. Don't they know that teenagers are wired to go to bed late and get up late? I read a report that said that teenagers should get up at 10 a.m. and classes should start at midday! That sounds about right to me! On top of that, when you start so early, by the time you get to the afternoon, you're half asleep in class and you start doing badly. And it's not just me – all our classmates feel the same way. If they want to find extra time for the timetable, they should try cutting twenty minutes off the lunch break. Then we could go back to the old starting time. Anyway, that's enough about that! I'll see you tomorrow.

UNIT 04 PRACA

04 01

1 This manuscript is awful. There's no way we can turn it into a bestseller! We'll need to get the author on the phone and give him our feedback.
2 Can you see this double yellow line? This is a 'no parking' zone, so I have to issue you a ticket.
3 OK, everyone, let's move him onto the stretcher. On three. One, two, three ... OK, let's now stabilise the head and neck.
4
A: Could you please speak slowly and break your talk into segments? It'll give me time to catch up and translate everything you say.
B: OK, I'll try to remember that.
5 I think a weekly meal plan based on plants and natural ingredients would work best for you.
6 Timmy! Tiiii-mmy, come back here right now! Oh, you can't run out of the playground.
7 No jumping! It's very shallow there. You can only jump from the diving platforms. Anyway, it's time to get out now.
8 Thank you everyone for coming here today. I'm just going to make a short statement on behalf of my client. The company was never involved in the actions of the mayor of the city, however, they'll be making some personal changes in the coming weeks.

04 02

Did you know that your position in the family's birth order can determine your future occupation? Birth order may affect our personal traits and those usually have an impact on our interests and, consequently, our chosen career path. Studies show that as first-born children are usually quite ambitious, they tend to go for careers that are very demanding, like in scientific fields or the aerospace industry. First-borns also end up having more lucrative jobs than their younger siblings. Middle children, having to compete against their older and younger siblings, often aim for high-powered positions that involve looking after or running an entire business. This includes executive jobs, like a CEO, for example. The youngest kids in the family are often said to be quite sensitive, so tend to steer towards artistic professions, often related to music, for example. They're also more inclined to take on glamorous jobs, like a performer on the stage. Those who grow up without any siblings are usually regarded as perfectionists, so they pursue technical jobs or positions in publishing which require great attention to detail. They're also the most likely to end up doing freelance work.

04 03

B: What sort of skills do you think we need?
A: To be organised.
B: Yes ... As well as being organised, I think an essential thing is leadership skills.
A: Definitely.
B: OK ... and ... er ... you need to be a good communicator in German.
A: I can sing in German.
B: Right ... um ... I don't really have much experience of doing activities with kids. How about you?
A: I write quizzes.
B: Really ... er ... let's not forget that it's a big responsibility taking kids on excursions.
A: You're right.
B: Yes ... um ... Do you mind working at the weekend?
A: Not really.

04 04

B: Have you seen the ad? Do you think we could do this?
A: It sounds great! We're fun people – I'm sure we'd be excellent team leaders.
B: I agree! What sort of skills do you think we need?
A: Well, for a start, to be a team leader you need to be organised. People tell me I have excellent organisational skills – my teachers always say that's one of my strong points.
B: In that case, I'm sure it's true. As well as being organised I think an essential thing is leadership skills.
A: Definitely! Don't forget I'm in a band and I organise all the rehearsals and gigs. I guess that shows that I've got leadership skills. I also think I'm a good communicator – my music blog has 2,000 followers and I interact with anybody who leaves a comment.
B: But you need to be a good communicator in German.
A: Don't worry, I can sing in German! What I mean is, at least I'll be able to entertain children!
B: I don't really have much experience of doing activities with kids. How about you?
A: Well, my parents are always asking me to entertain my three cousins. I'm quite good at writing quizzes and they seem to go down well with children. Didn't you run an after-school gaming club for a while?
B: Oh, yes, I'd forgotten about that.
A: In that case you do have some experience.
B: Let's not forget that it's a big responsibility taking kids on excursions.
A: You're right, but I think the main thing is that we'll be responsible for their safety and that's no problem – when I did my lifeguard course, I did some first aid classes. I think I could deal with a minor medical situation.
B: But could you do it in German?
A: Surely we wouldn't have to speak in German if there was a medical emergency.
B: I was joking. What about the hours? Do you mind working at the weekend?
A: Not really. We'll be on camp, and when you're away from home, weekends can be very boring. To be honest, I'd rather be busy all the time.
B: Oh yes, I see what you mean. OK, *mein Freund*, let's apply.

04 05

E = Examiner A = Student

1
E: Tell me about your strengths and weaknesses.
A: My strengths and weaknesses? Well, I'm passionate about diet and exercise. People say I'm good at communicating and I think I'm capable of managing a team. I find it difficult to deal with people who are disorganised.
2
E: Tell me about your knowledge of foreign languages.
A: Let me see. I suppose I would say that on the whole, languages are not my greatest strength, although I am quite proficient in German.
3
E: Tell me about your previous work experience.
A: What can I tell you? In the past I've done voluntary work in a school and over the years, I've done a lot of babysitting.
4
E: Tell me about your plans for further education.
A: To tell you the truth, if I had to choose between going to university and doing an apprenticeship, I'd go for the apprenticeship.
5
E: Tell me about your hopes and ambitions for your future career.
A: It's difficult to say really. I aspire to becoming a teacher, but I'm not so keen on working with young children. I've always dreamt of working abroad.

04 06

I = Ivy S = Sam

I: Are you going to take that call?
S: Not right now, no. I'm in the kitchen having my lunch.
I: Well, at least close the door – that phone's been ringing for the last half hour and I can't concentrate.
S: Look, I know it's not easy working together in such a small space. But everyone deserves a break from their desk, even when the desk is in the living room.
I: I know, but I work to tight deadlines and when I have a job to finish, I don't have time for breaks. You're just lucky you do a nine-to-five job.
S: Aargh! Nine to five? I haven't done a nine-to-five day since I stopped going into the office. More like eight to six. But my job requires a lot of brainpower and my brain needs a break from time to time.
I: What I do isn't exactly menial work either, but I can manage to keep going without a lunch break. Ooh, er ... can I have one of your sandwiches?

04 07

Tekst 1

A: Are you still doing personal training?
B: Yes, I have to fit it in at weekends and evenings because that's the only time people can make it. Why? Do you want to sign up for a few sessions? You could do with toning up.
A: Ha ha, tell me about it! We spend too much time hanging around twiddling our thumbs now that robots have taken over on the shop floor.

A day's work used to feel like a workout, but not anymore. I wonder how people would feel if they knew their cars were being constructed by robots.

B: So long as it means they pay less for a new car, I don't think they care. But to go back to personal training, I've got a few hours free this weekend.

A: Oh, I'm doing overtime – a big order's come in. How about this evening?

B: I can't. I'm doing the night shift.

A: Oh dear, this job isn't great for maintaining a healthy work-life balance, is it? Oh, well, next week? Time for tea break!

Tekst 2

A: You've worked in different places around the world – which country do you think has the work-life balance right?

B: Sweden, no doubt about it. In my experience, the working conditions are excellent, and provided you get the work done, you can pretty much set your own working hours. It's not like that in the United States. Americans usually work really long hours but in a very different way.

A: How do you mean?

B: Well, I found that in Sweden, people often pack up around three o'clock in the afternoon, especially if they've got children to pick up from school. Where I worked in the US that would be considered taking half a day off, but somehow the Swedes I knew got the work done because they didn't spend time chatting or hanging around having cups of tea and coffee.

Tekst 3

Hello, everyone, and thank you for listening to my *Life Skills for Teens* podcast. I'm sure all you students out there work hard at school, and no doubt you'll end up with the right qualifications for your chosen career path. But it is my strong belief that whatever career you decide to go into, you're going to need life skills as well as academic qualifications. In this series of podcasts, our aim is to help you to communicate well, think creatively, contribute brilliantly to teams and bounce back from disappointment. I feel employers are increasingly demanding these so-called soft skills or life skills today. What is more, there is a growing amount of evidence that they also increase physical and mental fitness. Each week we take a different skill set and unpack it for you. Today we're looking at organisational skills in the workplace. Being organised doesn't just mean having a tidy desk, although I would say it's a good place to start. You may well find yourself in a job where you combine working from home with working in an office or a laboratory or a warehouse – whatever the location of your workplace, I'm of the opinion you'll be more efficient if you have everything you need to hand. Whether the tools of your trade are physical or virtual, I believe keeping them tidy will save essential time and give a good impression to anyone working with you. An organised workmate has much more to offer than a colleague who wastes time looking for a document, a pen, a hammer or the relevant instructions. If you're on top of things, you'll be more reliable, you'll work well under pressure and you'll work well in a team. An essential element of organisational skills is time management. Some of the cleverest people I know have had low marks for assignments because they can't keep to deadlines. Are you someone who can't even begin a job before it's almost time to finish it? It's time you got real. You need a timetable! Draw up a plan, setting yourself regular but achievable goals, and stick to it. At the end of this podcast, you'll find a list of links to online time-management tools and apps that I've found useful. At this point, I just want to say something to you, creative people out there. It's wonderful to have a creative mind, and the ability to dive into a difficult problem and emerge hours later with a perfect solution. But when I hear people saying they're too creative to be tidy, my response is that you'd be even more brilliant if you got organised. Even a creative mess is a mess, and if you want to make your creativity more productive, the same rules apply to you as everyone else. Next week, we'll be looking at behavioural skills, including how to have a positive response to negative feedback.

04 08

It's a shame you weren't at school last Wednesday, you missed a really good lecture. A careers adviser came in to talk to us about jobs and gave a load of useful tips. He talked about how to start your own business and said that you need to be good at managing a team. I don't like dealing with people, so I no longer think running my own business is for me. Anyway, Janet Brown asked how she could become a bus driver, and he gave her some good advice. I didn't realise you could earn over 30,000 euros a year as a bus driver! Not a job for me either – I hate traffic. Let's meet up and I can tell you more about it.

04 09

A = Amy J = Joe

A: You're lucky you don't have to make decisions about getting a job next year.

J: What do you mean? Of course I do.

A: I thought you were going to stay and work in your family business.

J: Well, I might do that one day, but I want to have other experiences first. I want to work abroad, improve my languages and see new places.

A: Sounds good. Where do you want to go?

J: I'm not sure – not Latin America or Asia or anywhere too far, but maybe France or Spain, I'd quite like to work in the tourist industry – I think there are more job opportunities.

A: Oh, what sort of thing?

J: Oh, just temporary jobs – serving tables in a restaurant, maybe working for a travel agency, that sort of thing.

A: But what about your parents? Don't you think they expect you to get a decent job? I mean you're studying Business – aren't you supposed to start your own business or take over the family business?

J: Yes, I think that's the plan, but for the next few years I think I need to learn some useful skills for my future career – marketing, communication and customer service skills for instance. I want to learn how to deal with people and how to work in a team. I've never had a job and I don't want to go to work in the family business until I've tried other jobs. What about you? Any plans?

A: I don't know. My head and my heart say different things. My head says I should go to teacher training college – I mean I'm studying History. What else can I do? And my heart says I want to follow my dream of creating great works of art.

J: You're so talented – can't you do both?

A: I think I'll have to. It's impossible to earn a living from art. It will have to be a hobby for a while.

04 12

Tekst 1

A: OK, Tom, here's the next question on the quiz! How do you feel when you do badly in a test? A, annoyed because I should have tried harder; B, devastated because it would destroy my confidence; and C, confused because I'm an A student and I never fail *[laughs]*!

B: Definitely A, annoyed. If I don't do well, it's my own fault for not preparing properly. What about you, Daisy?

A: C of course! I never fail!

B: I have to say Daisy, you're the most self-confident person I know!

A: Thanks ... I think.

B: Don't you agree?

A: Well, yes ... I mean, I just know what I'm good at. It's just that sometimes this causes problems, because confident people can be seen as conceited or vain. And I'm neither.

B: Don't worry. Everyone says you're great!

Tekst 2

A: It's fascinating how idioms originate, Ben. You've studied this area extensively, so can you give our listeners an example?

B: Sure. Let's look at a common idiom, shall we? On cloud nine.

A: We all know that one. So how did it come to mean very happy or ecstatic?

B: When a number is part of a phrase, it's usually the number part that is significant, and 'on cloud nine' is no exception. Now, we don't have a definitive explanation for its origin, but a commonly held belief is that the expression came from a new classification of clouds into 10 types, in which 'Cloud Nine' was the cumulonimbus cloud – that's the biggest, fluffiest, most attractive cloud. So, to be on cloud nine was like happily floating on the most comfortable cloud of all.

A: Fascinating!

Tekst 3

Astrology is an odd thing, isn't it? It bases your personality on the position of the planets when you were born. It tells you you're absent-minded if you're a Pisces, a perfectionist if you're a Virgo, and loyal if you're a Scorpio. Well, to begin with, we know it has no scientific basis and is completely irrational. Even if you didn't pay attention during Physics class at school, you know it can't be true that distant planets affect our behaviour and the things that happen to us. I studied Psychology at university, so naturally I'm interested in humans. What makes us tick? Why do we get along with some people, but not others? In essence, they're the sorts of questions astrology tries to deal with.

But you know, the fact it's unscientific doesn't necessarily make it wrong. The way I see it, astrology is like reading a review of a film, book or restaurant before you experience it – it's really about expectations and it just gives you a bit of an insight into what 'could' happen. With a review, you prepare yourself for something, like a funny movie, based on other people's feelings; when a horoscope suggests a nice surprise, you might spend the whole day in excitement. Finally though, the movie might be only moderately funny, and you missed the nice surprise. Basically, what I see in astrology is a big 'maybe'. Maybe people who are born on the same day are similar. Maybe events on Earth can be impacted by the alignment of the planets. Does it stand up to scientific examination? Well, no, it doesn't, but I don't particularly care.

The thing is, astrology isn't evil in itself and you can have fun with it. I certainly do, but I don't let it influence any of my decisions. If my horoscope says, 'Don't make any important decisions today,' I don't tell myself, 'Oh, I'll skip that job interview then.' Most of the time I read it and forget about it a minute later. Or I read it out to my friends and we laugh about it. It's nothing to take seriously. The truth is, horoscopes are too vague. For example, 'Now is the time to show your true self.' Or 'You have

good reason to feel anxious today.' OK. Why? What's going to happen?
I think it's the paradox of astrology that makes it attractive. The paradox is that it can be both irrational and appealing. For some people, the irrational is an escape from logical thinking, a nice break from their organised lives; others may like the sense of order that the system of 12 zodiac signs brings to their hectic existence. Young people like me, who've spent so much of their time online, are comfortable with astrology because the online world is also real and unreal at the same time.
And another thing, astrology offers the comfort of imagining a brighter future to those experiencing a crisis. Although it is obviously unscientific, it's a good reminder that bad times can and do pass, and that we shouldn't give up hope. In the end, astrology is a different way to look at the world and to think about things, but we shouldn't let it rule our lives.

04 13

1 I don't understand why university is pushed as the only way to get a respectable job. I mean, what's wrong with blue-collar work? In my opinion, an honest day's work is an honest day's work regardless of what you do. I'm not shy when it comes to a challenge, I am meticulous and interested in anything on wheels, so I've decided to attend a vocational school to train as a car mechanic, specialising in electric cars. That's definitely a job of the future and there'll be demand for my services. Once I start an apprenticeship, I'll be able to learn on the job. When I'm fully qualified, I reckon it could be quite a lucrative job.

2 The only thing I excel at is Maths, and every Maths job out there requires a degree of some sort. So really, going to university is unavoidable. Not that I mind, of course. I'm anticipating life on campus and the opportunity to experience time away from home and to gain new perspectives on life. Also, getting a degree will give me a real sense of achievement and make my parents proud. You see, no one in my family has ever attended university, much less earned a degree. I suppose that'll make me a pioneer!

3 I didn't get enough A-levels for university and I was weighing up my options. My friend was in the same position and he suggested we go into business together, setting up new computers and doing repairs. I know it sounds a bit ambitious, but why not? Some of today's best-known companies were started by teenagers in their garages or university dorm rooms. I think we've got what it takes. We're good with tech, are highly motivated and entrepreneurial. We've got practically no start-up costs and any income we make will be profit. Premises won't be a problem as we'll be working from home. All in all, I think it's a great idea that we should seriously consider.

4 By the time we reach university age, we've been in the school system for twelve years. After all that time spent doing assignments, sitting tests, and trying to get the best grades we can, it's no surprise some of us lose the drive for study at university. If you feel burnt out just as you're starting, it may not end well. I should know – that's exactly what happened to me. I wasn't even sure I wanted to be a lawyer. If I'd had some time to consider my options, by taking a gap year, I'd have chosen a different course. I ended up dropping out in my second term and never went back.

UNIT 05 ŻYCIE PRYWATNE

05 01

L = Lily A = Adam M = Mia

L: Mardi Gras means 'Fat Tuesday' and it marks the end of the carnival season and the start of Lent. In the UK, it's called Shrove Tuesday. It is celebrated on the Tuesday before Ash Wednesday and dates back to the ancient times. During Mardi Gras celebrations, there are festive carnivals in the streets of New Orleans, Rio de Janeiro, Venice and other cities around the world. People also throw parties in their homes to commemorate this event.

A: In Poland, one of the celebrations before Lent is Fat Thursday. It's observed six days before Ash Wednesday and for some people it's the last day when they eat fatty or sugary foods. Traditionally, after that, many people used to fast for forty days. On Fat Thursday, people eat traditional Polish doughnuts, which are deep-fried, and filled with rosehip jam and have a sugary glaze with some candied orange peel on top, although some people also like a cherry filling and icing sugar instead.

M: Here in the States, Thanksgiving is quite an important holiday which we observe on the fourth Thursday in November. However, our neighbours in Canada celebrate it on the second Monday in October. Its origins lie with when the Pilgrims celebrated their first harvest. Even though Thanksgiving started out as a religious holiday, it's now also a secular celebration. People from all across the US meet at family gatherings and give thanks for what they have and for what happened throughout the year. Thanksgiving also marks the start of the festive season.

05 02

1 Before I go shopping, I check all the flyers so that I know where the best sales are. also clip coupons and save codes to get the best deals. I always meal prep so that we don't buy things that we don't need.

2 I always have so much to do – I'm running from one appointment to the next. And I have so many errands to run on a daily basis! I feel like I don't spend any quality time with my family.

3 I became a freelance designer a few months ago, so I spend most of my day sitting in front of the computer. I'm happy I've got a lot of work, but I get no physical activity. I know it's time to start a healthier lifestyle!

05 03

P = Presenter H = Helen M = Martin

P: Hi, everyone, and welcome back to my podcast. This week's episode comes from Zelda Norris's book launch. I've asked a few people about their thoughts on the book and today's event. Here's some feedback from Helen.

H: I loved Zelda's book. I row with my mum and dad all the time. I find it difficult to talk with them sometimes. It's like we're living in two different worlds. My parents still treat me like a baby and are really overprotective. Zelda's book made me realise that they're doing that out of love, but we do need to sit down and talk all of this through, which we're going to do.

P: How about you, Martin?

M: The book launch was an eye-opener. My girlfriend recently left me for another guy and I was pretty upset. She then wanted to get back together, which was quite confusing, but I gave her another chance. Things were great for a while, but she kept arguing about everything. She also stood me up a few times. Zelda's talk at the book launch made me realise that I was in a stormy relationship and that I had to do something about it.

05 04

In this picture there's a man asleep on a sofa while two children are drawing a moustache on his face. It's impossible to say exactly, but I imagine they are six or seven years old. Judging by the furniture and curtains, it looks as if they're in a living room. Although the curtains are drawn, it can't be late at night because the two children are young, and they don't look as if they're ready for bed because they're not wearing pyjamas. I'd say the man is having an afternoon nap, or trying to. While the girl is drawing on the man's face, the boy is watching and smiling.

1

B: How do you think the people are related to one another?

A: I'm pretty sure the man is someone the children know very well. For instance, he could be their father or uncle, or he might be a step-father. I imagine the children are brother and sister because they look quite similar and both have wavy brown hair.

2

B: Why do you think the children decided to paint the man's face?

A: The children may well have been bored and looking for something to do. The man may have been looking after them when he fell asleep, or else he could be pretending to be asleep.

3

B: What do you think the man is going to do when he wakes up?

A: I'd say he knows what the children are doing and when they've finished he's probably going to look in the mirror and pretend to be shocked. It's difficult to say whether the pen is a permanent marker or not, but for the man's sake, hopefully it isn't.

4

B: How do you think the children are feeling?

A: It looks as if the girl is concentrating on drawing the moustache while the boy seems to be amused. The expressions on their faces suggest that they're having a fun time and they must be excited about seeing the man's reaction.

05 05

1 Do you remember Bill and Emma? They're going to celebrate their twenty-fifth wedding anniversary with a big party next weekend. I wonder what the secret to their success is.

2 I'm not really sure why Tim and Tina have separated. I know they went through a rough patch after they fell out over football, but that was months ago. Maybe they've just drifted apart.

3 I've always looked up to Sally, and she used to look up to me. But these days I get the impression that she just takes me for granted and doesn't value anything I do or say. It's ruining our friendship.

4 My mother's amazing. Not only does she have a very demanding full-time job, but she also looks after her elderly mother who is completely dependent on her. I hope I can do the same for her when the time comes.

05 06

M = Maggie White A = Angela P = Dr Mary Pitt

M: Good afternoon. I'm Maggie White, and this is Saturday Q&A Live. We're very excited to be teaming up with relationship expert Dr Mary Pitt for this week's theme, *How to end a relationship*. Dr Pitt is the author of *Be Kind*

When You Say Goodbye, which has been top of the non-fiction bestsellers since its publication one year ago. As usual, we have a panel of young people who have prepared questions. Let's start right away with this one from Angela.

A: Hello, Dr Pitt. My friend wants to end a relationship, but she's afraid of the hurt and anger it will cause to her boyfriend. My question is this: Is it possible to have a good break-up?

P: That's a good question. You know, sometimes, two people come to a mutual agreement that the relationship has come to a natural end. Maybe your friend's boyfriend has come to the same conclusion, which makes the breakup easier. However, that doesn't happen very often. The majority of break-ups are instigated by one partner and are not welcomed by the other. So it's up to the person who is driving the split to make it as painless as it possibly can be for the other person.

M: That can't be easy.

P: No, it isn't. If someone has a broken heart, there's nothing you can do to mend it. Only time will do that. But if you're the person who's leaving, there are some guidelines you can follow to soften the blow and minimise pain and heartache. In other words, you can either crash out of a relationship and cause maximum emotional distress and damage, or you can remember what you liked about the person, and the reasons why you were together in the first place and put an end to it respectfully. Relationships come to an end for a wide variety of reasons, among which are personality differences, cheating or simply the day-to-day stresses of dealing with your studies and exams. But whatever the reason, it is one of the most difficult things we have to do. Once you acknowledge that it will be painful, you can prepare yourself for the after-effect. There's no right or wrong time to break up, but once you've decided, do it as soon as you can, and do it in person. Your friend seems to have made the decision, so she should get on with it so that they can both move on. She should think about what she's going to say – it's important to be honest but not to be unkind. In general, people want to know why they're being left, but that doesn't mean you need to go into hurtful detail about all their faults. She should make a clean break – it's best not to see one another for a while. Your friend needs to set clear boundaries even if they make up with each other and become friends again further down the line. Well, I hope I've answered the question and shown you that whereas it may not be possible to have a good break-up, there are ways your friend can make it less traumatic for everyone involved, including herself.

UNIT 06 ŻYWIENIE

06 01

Understanding nutrition labels can help consumers make informed choices about the food that they buy and eventually eat. In the UK, most prepacked food must contain a nutrition label on the back or side of a product, and it's obligatory that each label provides information regarding the number of calories, fat (including saturated fat), carbohydrates, protein, sugar and salt. Manufacturers can also include other information, like fibre, starch and other nutrients. All the data is based on either 100 grams or per portion, which doesn't necessarily equate to a package of the food. This is where a lot of people get caught out. They think they're eating a reasonable amount of calories, fat or sugar, but then they learn that they've eaten double or triple that amount because they didn't pay attention to portion size. For example, the information might be for one pastry, but if you eat all four pastries in a box, you'll need to multiply the information by four. Some food manufacturers also include a quick-reference colour-coded label on the front of a product. It contains the number of calories, fat, saturated fat, sugar and salt. Each nutrient is given a colour depending on the amount of it in the product: red means that the product is high in that nutrient, amber means that it has a medium amount and green indicates a low amount. In order to maintain a healthy and balanced diet, you should choose products that contain mainly green and amber. If you eat products with a lot of red on the label, you should try reducing how much and how often you eat them or stick to just one serving. Reading the list of ingredients is also important when making food choices, especially if you have any food intolerances or are following an elimination diet. The list will tell you if the product contains any of the ingredients you can't eat. It's good to remember that ingredients are listed by weight, so the main ingredient is always first. For example, if the first few ingredients are wheat and oats, you will know that it's a high-carb product.

06 02

1

A: Did you manage to eat lunch?

B: No, I just rushed here from the office.

A: OK, well, let's order something when the train departs.

B: The chicken salad looks good, but it's so expensive. It's much cheaper at the train station.

A: Yeah, I know what you mean. The pasta salad is also very expensive. Next time we should just get some food before we board the train.

2

A: Look at all this food. Doesn't it look amazing? And you can just take what you want.

B: I know, the food looks great, but look at the cutlery and the plates. They're all dirty. And nobody has come and asked us what drinks we want.

A: You're right. The service isn't great.

B: I'm definitely not leaving a tip.

3

A: Hm ... I'm not sure what to get.

B: All of the flavours taste great, but we now have this charcoal coconut one which comes from the Philippines. It's very rare here.

A: OK, I'll try a scoop of that and a scoop of the chocolate one.

B: Any sprinkles on top?

A: No, thank you. But can I have a coffee, please?

4

A: Hello, welcome to our restaurant. Have you been here before?

B: No, we haven't.

A: That's OK. I just wanted to let you know that all the dishes are meat-free. At midday, we have a starter, main course and dessert for nineteen pounds ninety-nine. Here's the menu for that.

B: OK, thank you. What are your specials?

A: Well, we have a few pasta dishes tonight. We have a spinach lasagne and vegetarian spaghetti.

06 03

The photos show three different posters that are designed to advertise *Stop Food Waste Day*. Of these three options, I think the third poster is most likely to attract people's attention. The first reason I say this is because the image of donuts being thrown into a bin is eye-catching and thought-provoking: it shows somebody throwing away four doughnuts even though there's nothing wrong with them. I think poster three best expresses the message of *Stop Food Waste Day*, which is to remind people to stop buying more food than they need. Secondly, I believe that this image of a kitchen bin is one that people can easily relate to.

In my view, poster two, which shows two lorries emptying rubbish into a rubbish tip, is less effective. Although it's a striking image, it doesn't show food waste specifically. Instead, it shows a mixture of all kinds of rubbish. Not only that, but the image is also remote from people's everyday life and so they're unlikely to relate to it personally. I definitely wouldn't choose poster one because the focus is supposed to be on food waste, but in this case, you can see a metal bin full of plastic bottles and cans, but not much food. Not to mention the fact that most of the containers you can see are empty and so the image suggests plastic pollution rather than food waste. All in all, I'd expect poster three to have the biggest impact because the kind of needless waste shown in the image is so shocking.

06 04

1 I think fast food is fantastic. The reason I say that is because I'm a student so I can't afford to eat out in restaurants, and fast food is cheap. What's more, if you're in a hurry and short of time, it's a great way to buy a meal. Not to mention the fact that a lot of fast food is actually really delicious.

2 I think being a vegetarian is really challenging. For a start, you have to be careful that you get enough protein in your diet. Plus the fact that you have to work harder at making vegetarian meals taste good. What's more, not many restaurants have an extensive vegetarian menu.

3 I really hate food shopping online. What I mean is that it's hard to buy fruit and vegetables online because you can't pick anything up. Another thing is that you don't always see the special offers online. And besides, online shopping is usually in big supermarket chains, whereas it's good to go out and support local shops.

06 05

My new podcast is all about comfort eating. Interviews with a different famous person each week will uncover their deepest food secrets and reveal the snacks they find tempting and those that get them through tough times. You'll find out which celebrity finds doughnuts hard to resist, and can't stop at one, because they remind him of the treats he was given as a little boy. Or the top photographer who snacks on cream cheese and biscuits while she's working and says they help her cope with mood swings. One news presenter says chicken broth is her comfort food because it takes her back to her grandmother's house and says that this link with the past makes the present feel less frightening. Join me every Friday morning for some very personal comfort eating stories.

06 06

1 It is well documented that meditation and mindfulness increase happiness and reduce stress. For me, baking has the same effect. Baking requires your full attention – you have to measure, mix, roll out pastry or dough, calculate timing and temperature. The act of following

step by step instructions is bound to keep you in the moment. But it isn't just the process that has psychological benefits, it's the altruistic nature of baking. At the heart of baking for others is the act of giving. It's a gesture that can communicate feelings, whether the situation requires thanks, sympathy, appreciation or simply love.

2 I live in New York and many of my American friends are from Chinese backgrounds. Their dumplings, noodles and spring rolls have become familiar to me over the years and I never refuse second helpings of those delicious pork ribs. Other friends from Italian backgrounds serve up generous portions of macaroni and spaghetti, equally delicious. My own identity is closely connected with my traditional family meal of rice and beans. When I eat that simple dish, I feel proud of my Hispanic heritage, and when I haven't tasted it for a while, I feel the need to see my grandparents – that dish feeds my soul and reminds me of home.

3 Here are a few tips for how to regulate your emotions and avoid mood swings by eating the right thing at the right time. Tip one is to avoid skipping meals – unless you eat regularly, your blood sugar levels may drop too low. Tip two, avoid sweet snacks. Biscuits and sugary drinks will trigger a sugar rush, followed by a rapid fall in blood sugar levels. Opt for slow-release energy foods, such as pasta, rice, cereals, nuts and seeds. Tip three, vary your fruit and vegetable intake otherwise you won't get the minerals and vitamins you need. And a final tip – try to avoid caffeine and stay hydrated. Drinking sufficient fluid will keep your powers of concentration high.

4 I admit it – I'm a chocoholic. I have plenty of self-control – I can skip meals if necessary; I can resist doughnuts, ice cream, custard tarts, even waffles with whipped cream (although that is challenging), but chocolate defeats me every time. I began to wonder why I suffered such a lack of willpower over chocolate, and decided to do some research. I was aware of the origin of chocolate being the beans of the cacao tree, and I find that thought reassuring because it's a natural product. What I learnt was that chocolate also contains naturally occurring feel-good chemicals which can produce the kind of feeling of excitement you get when you're in love. The quantities of these substances in chocolate are very small, though.

06 07

cool cooker noodle beetroot goodies seafood soup

06 09

Imagine the following scene: a large group of people celebrating Christmas around an enormous table. There are siblings, cousins, aunts and uncles. The grandparents are reminiscing about the good old days. But as the years go by, the extended family in this scene begins to shrink. Soon, it's just a nuclear family with a father and mother and their two children at Christmas, eating in front of the television. A widowed grandparent might be living alone in a nursing home. Fast forward a generation and the family may not be even watching TV together because now each person is engrossed in their phone or tablet.

This is the story of a large family, once a closely related group of many people, breaking up into smaller units. How did it all change and what will the future be like?

Traditional extended families have important strengths. They can get through rough patches together. If there is a death, an illness or some other calamity, the family steps in. Another strength is the life lessons children may learn from many adults, as there are more people to provide them and share knowledge.

But where there are strengths, there are also weaknesses. Extended families can sometimes be suffocating and controlling. There may be little opportunity for individual growth. There is usually little privacy and members are forced to be in close contact with people they may not particularly like. Children often have to look after younger siblings, which may at times limit their own development, education and social life.

Many of us have now embraced smaller, detached nuclear families and we no longer live in close proximity to our cousins, aunts and uncles. This physical distance means that usually there are fewer family gatherings, and we often connect via social media. When living apart, the distance can weaken social ties, and so it happens that friends and neighbours become the new family because they're on the spot.

When the old support network is gone, some families can afford that support by paying for whatever extra help they need. For many millions without such financial means, the shift from extended families to nuclear families has not gone well. For women, it has created certain pressures. It is hard to raise young children without extended family to rely on. Add to that the fact that many women still devote more time to housework and childcare than men and the result is exhausted mothers trying to juggle work and family.

To counter the disadvantages of nuclear families, people are adapting and are turning towards lifestyles that more closely resemble family structures of the past. So, from an extended family or whole related village working together we have moved, through nuclear families, to new models of community groups that are not genetically close, but which form bonds based on mutual cooperation and trust. There are websites where single parents can find other single parents looking to share a home. There are communities for young families where each has its own living area, but with shared playgrounds and childcare services. At other communities, members have their own small apartments, but share a courtyard and kitchen and enjoy regular communal dinners.

Perhaps such arrangements will become the new normal. Only time will tell.

06 10

1 Our new head teacher is quite strict and makes sure that rules which used to be ignored are followed by everyone. Even teachers have been affected as they have to be in the classroom five minutes before the lesson starts, which I'm sure some of them didn't even know about until the new head reminded them. However, she also cares about students and wants us to succeed. She has set up a student council and will start to consult students about changes. She has also decided to allow students to retake exams which they fail. In the past, we only had one chance, which was very stressful.

2 Our school is very old fashioned and, until recently, we all sat behind old desks in rows, all facing the front. Now, however, after a recent inspection, the desks have been replaced by tables which can be placed together. We now sit in groups of six, which is great when we have to do tasks where we need to cooperate with each other. The classes are a little noisier than before as students take advantage of the opportunity to chat together, especially those with their backs to the teacher. It isn't a huge issue, though, and a lot of the noise is actually students discussing work rather than their social lives.

3 We set a lot of homework at this school and I have noticed students coming to class looking exhausted, not because they've been out having fun, but because they have had to stay up past midnight to get their work done ready to hand in the next morning. I raised the matter with the other members of staff and it turned out some of them had not realised there was a problem. We have now set up a new scheme, in which the deadline for homework is never less than a week. This means that students can organise their studying time so that it is spread out over the week and, that way, they have more flexibility if there is something else going on in their lives outside of school.

4 Our school has very strict rules about everything. In exams, if you are caught cheating, the teachers don't say anything, they just write a big red F on your exam paper which means 'fail'. They don't even look at it. You get 0%. Our uniform rules are also strict. Both girls and boys wear a white shirt and school tie. Boys wear long, black trousers and girls can choose trousers or a skirt. Shoes also have to be black and can't be trainers. All of us also used to have to wear a black jacket, but at the end of the last school year the head teacher asked us how we actually felt about the uniform and now the jacket has been replaced by a dark blue sweater. The tie, though, is still obligatory, unfortunately.

UNIT 07 ZAKUPY I USŁUGI

07 01

1

A: Hi there, I'd like to donate a few things.
B: Sure, what have you got?
A: Well, it's mainly clothes, but also some jewellery, like a few pairs of earrings.
B: I'm afraid that due to hygiene and safety reasons, we can't accept earrings.
A: OK, I understand. So, just the clothes then.

2

A: These leather goods are so beautiful.
B: Everything's handmade.
C: Maybe you could get that wallet for your dad's birthday?
A: Yes, good idea, but I have to think about it. Let's come back here tomorrow.
B: I won't be here tomorrow. I'm only here on Fridays, so you need to decide now.

3

A: Excuse me, have you got these trainers in a nine?
B: Let me check in our system. No, I'm sorry, it looks like this size is out of stock. But I can check our other stores for you. We have five in the area. You could either go and pick them up at the store or we could ship the item to you.
A: OK, that sounds like a good idea.

4

A: I love coming here. You can get lots of branded goods for cut prices.
B: Yes, but they're usually out-of-season or end-of-line items.
A: That doesn't matter. It's all still good quality. You get great value for money here.

ZAPIS NAGRAŃ

07 02

1
A: OK, I've changed the locks, but there's only one key, so we'll have to make some duplicates.
B: There's a key cutting place just next to my work. I can make copies tomorrow.

2
A: Mum, my frames have broken. Look, here, at the hinge. Can I get some new ones?
B: Why don't you book an appointment with the optician, and we'll see if it can be fixed before we get you a new pair.

3
A: Do you know a good photographic studio? I need some new passport photos.
B: I got mine done at the photo booth in the supermarket. It's all automated and really easy to use. The photos are good quality, too.
A: Oh, OK. I'll go there tomorrow, thanks.

4
A: How's your new place?
B: It's amazing, I love it. There are a few things that need doing, though, like patching up some holes in the wall, painting, fixing a socket and installing a curtain rod. I need to find a handyman that could come and do all of that for me.
A: I actually have the perfect person for you. I'll text you his number.

5
A: Why are you packing so many clothes for our backpacking trip?
B: Well, I don't want to wear dirty clothes.
A: I'm sure there's going to be a launderette somewhere, so we'll be able to wash and dry our clothes.
B: Let me check if there are any on our route.

6
A: Dad, maybe we should have a short break? We've been driving for hours. I'm hungry.
B: Good idea. We also need to get some petrol. Look, there's a service station on the right. Let's stop there. I can fill up and then we can grab a bite to eat.

07 03

1
A: How can I help you?
B: The cash machine outside this branch has been out of order for the last few weeks.
A: I'm sorry, we're waiting for the engineer to come.
B: It's been three weeks!
A: Yes, sorry.
B: Can I talk to your client service adviser? I'd like to file a complaint.

2
A: Hi, I bought this bike here yesterday, but when I got home, I noticed that the paint is chipped, just under the seat, right here.
B: OK, there's not much I can do about it.
A: What do you mean? I just bought it yesterday and it's defective. It's under warranty. Can't I get a replacement?
B: Let me ask my manager. You're lucky. We can replace it for you. I just need to see proof of purchase.

3
A: I bought these jeans here a couple of weeks ago and look what happened! They shrank and faded. Even though I like the lighter colour, I can't put them on now.
B: Did you follow the washing instructions?
A: Of course, I did. I'd like to return them and receive a refund.
B: I'm sorry, but as they've already been worn, I can only issue you store credit so that you can use it for your next purchase.
A: OK, that's fine.

07 04

A: I'm a bit worried about Emma. She's been really down in the dumps lately. I thought we could take her out for a surprise shopping trip.
B: Really? What makes you think a shopping trip will help?
A: It might cheer her up – you know how much she loves buying clothes. We could always get the bus into town and then I was thinking we could go round that new shopping centre.
B: Hm, I'm not convinced. The shopping centre's always packed and I'm not keen on crowded places. Here's a better idea – let's just stay in the High Street.
A: OK, that suits me. There are plenty of good shops there too, and actually Emma's favourite shop's got a sale on at the moment. She can pick up some bargains.
B: If we're staying in the centre of town, I wouldn't mind picking up a few bargains myself – I need some new shoes. Do you have any recommendations for where I should go?
A: Ha! You're asking the right person! The High Street's full of shoe shops – there are at least three or four good ones. If I were you, I'd try Jones. They have a really good range of different styles.
B: OK, that sounds spot-on!
A: How about having lunch afterwards? We could go to one of those fish restaurants near the river. It's not far to walk from the High Street.
B: That might not be the best idea. Aren't they rather expensive?
A: I see what you mean, but I think most of those places have cheap lunch menus. Actually, they're really popular at lunchtime – should I book?
B: Yes, good plan.
A: Why don't you call Emma and tell her we're coming to get her for a surprise day out. Then I'll book lunch.
B: Perfect!

07 05

M = Maria N = Nick C = Customer
M: No! You're joking!
N: It's true. Ask Anna – she's the one who saw them ...
C: Excuse me.
M: Can I help you?
C: Um, yes, please. I'd like to try this on but in a large.
M: Oh, sorry, we don't do that style in a large. Have you tried Maggs Mode? They have lots of styles for the larger figure. I mean, you know, different sizes.
C: Are you sure you don't have a large? I looked on your website and it's very clearly advertised in all sizes from extra small to extra large. I believe it's new in.
M: Oh, just a minute, I'll have a look. Oh, you're lucky, there are just four left. There should be one out – if you go over there it'll be on the bottom shelf.
C: I've looked through everything over there and I couldn't find one, which is why I'm asking you. Is your manager around?
N: Yes, I'm the manager, can I help you?

07 06

Tekst 1 D = Dan SA = Shop assistant
D: Excuse me, is this the right place for exchanges?
SA: Yes, I can do that for you. What would you like to exchange?
D: A pair of shoes.
SA: Oh, we don't exchange shoes. Sorry.
D: But they haven't been worn at all. When I got them home, I realised they were the wrong size.
SA: Didn't you try them on?
D: Yes, of course. I tried them on and then the shop assistant went to the storeroom to get a fresh pair. She told me the ones I tried on were display models and so I was happy to get a new pair. But she must have put the wrong size in the box.
SA: Can you remember who the assistant was?
D: Not really, it was two weeks ago. It was a young woman, but apart from that I'm not sure. But look – you can see they haven't been worn.
SA: Hm, just a minute please, I need to ask my manager.
D: OK, but how long ...

Tekst 2 P = Paul H = Helen
P: Oh, this is annoying.
H: What's the matter?
P: I'm trying to find out about setting up a savings account. On the whole, I'm happy with my bank, but their online service isn't as good as you'd expect from a big international bank.
H: Have you downloaded the app?
P: Yes, and that's fine for the usual transactions – checking your balance and transferring money. I thought it would be easy to set up a new savings account on the app, but it says here that if you want to do anything like that, you have to go to the branch in town and speak to someone, and I don't have time for that. Maybe I should change to one of the online-only banks. Do you know any good ones?
H: Well, banks are like any service providers. You need to shop around and choose the one that suits your needs. What are your priorities?
P: Well, I want to be able to do everything on my phone, including finding out information about setting up a new account.
H: OK, let's google some online banks.

Tekst 3
Thank you for inviting me to come and speak to you about your forthcoming internship in retail. I'm here to give you some tips on how to make the most of your placement.
First, a little bit about myself and my own experience. I've been working in the retail sector for over twenty years now. My career started with a Saturday job in a local clothes shop and then, when I left school, I got a full-time job in a department store, and after a few years I became their personal shopper. I loved providing a personal service to shoppers, and it turned out that I was quite good at consumer relations. I still do this but for a range of different stores, and I combine that with training new staff and interns like yourselves.
As you come into the profession as interns, I wish I could tell you that retail profits were high and that shopping centres were buzzing, but the reality is that we're fighting for survival at the moment in this age of online dominance. Why am I telling you this? I'm certainly not trying to put you off! On the contrary, I want you to know that this is a great time to start working in retail because the challenges and opportunities for creative minds are enormous.

OK, let's look at a few specific examples of the kind of skills you can work on during your retail internship. I'm sure you agree that in life first impressions count for a lot, and in retail it's no different. When you walk into a store, what usually happens? An assistant gives you a few moments to browse and then approaches you and says, 'Can I help you?' It's exactly what you expect, and it's polite and helpful. But how about if the assistant asks your name and offers to put your shopping bags in a safe place for you? Immediately, the assistant creates a personal bond with the customer, and the customer feels special.
Take a couple of other typical phrases – 'I'm sorry, we're out of stock' or 'I'm afraid we don't have that model in your size'. Don't ever leave it there. Your job is to give the customer the impression that you're going to move heaven and earth to find the product they want, or failing that, an alternative that you'll convince them is even better than what they wanted in the first place. Each time you recommend a substitute and manage to persuade the customer that it's what they wanted anyway, you avoid missing out on a sale. Every sale counts when you're hoping to make a good impression as an intern.
Don't ever believe that being a shop assistant is not a highly skilled job. Anybody can be a shop assistant, but only the really proficient ones do excellent business. Whether you're selling beauty products, electrical goods or second-hand furniture, the role of a retailer is to convince the customer that you're passionate about what you're selling, and that you know everything there is to know about it. Good luck, everyone!

07 07

Congratulations on winning Personal Shopper of the Year. In this challenging time for shopping centres everywhere, you have managed to increase retail profits. You are a highly skilled worker, who is always willing to move heaven and earth to improve your customers' experience. Your manager has this message: thanks for never missing out on a sale. You know how to create a personal bond with your clients, and once they meet you, they don't feel the need to shop around anywhere else. If there were more service providers like you, shopping centres would soon be buzzing again.

UNIT 08 PODRÓŻOWANIE I TURYSTYKA

08 01

1 The place we stayed at in Costa Rica was incredible. I'd never seen anything like it. It was part of a chain, but it wasn't that big. There were maybe 200 rooms spread across ten floors. We had a huge room on the top floor. It wasn't actually a 'room'. It was more like our flat in Bristol, but bigger. We had two bedrooms, a living room, a dining room and two bathrooms. We also had a fridge, so we could keep drinks and snacks cold. We had all our meals included, so we sometimes brought them to the room and ate in the dining room or on the terrace. Which brings me to the amazing view – we had unobstructed views of the ocean. It was wonderful waking up to that every morning and watching the sunset in the evening.
2 When we arrived in Rome and got to our rental, it turned out that it was double-booked and there was no room for us. The friendly owner was apologetic and recommended a place on a little street near the square. When we got there, we noticed this beautiful townhouse with typical Renaissance windows and small balconies. They only had fifteen rooms and, luckily, one was available for us. They also had nothing against our little dog Mutt staying. In the morning, we ventured out for a walk and discovered that we were just steps from the local shops, restaurants and many of the tourist attractions.
3 We're in Oxford – our penultimate destination of our ten-day tour around England. When we first got to our accommodation, we were pleasantly surprised. The place was quite modern, provided fresh linen and had free wi-fi. We chose a double room, but you can opt for singles or rooms ranging from three to six beds. We also had a bathroom in our room, which was great as I hate sharing with strangers. This is great considering how little we paid. We can now splurge on a high-end hotel in London – our final destination before we fly back home.
4 Every Christmas, our family rents this great place in the mountains. It has six bedrooms, four bathrooms and a full kitchen. Most of our family can join us. Before we get there, we always need to get a good supply of provisions as the place is far away from everything. It's literally in the middle of nowhere. We have to cook all our meals ourselves as no place delivers. It's reasonably priced, especially when you split it between ten or more people.

08 02

1 Welcome to Cancún where the local time is six minutes past noon. Please remain seated until the captain has switched off the 'fasten seat belts' sign. Please use caution when opening the overhead lockers as items can fall out. If you need any help reaching your carry-on luggage, then please don't hesitate to ask the cabin crew for assistance. A shuttle bus will take you to the terminal. If this is your final destination, then please follow the green line to passport control and then to baggage reclaim. The belt number will be displayed on the overhead screens. If you have a connecting flight, then please follow the red line. Thank you for choosing SunStar Airways. We hope you have a great holiday.
2 Welcome aboard the Canadian, a transcontinental service taking you from Toronto to Vancouver. Our journey will take four days and four nights. If you've booked the sleeping car, then please move to the rear. Economy class is at the front. Please check your ticket for your compartment number. We encourage you to visit the dining car where we serve breakfast, lunch and dinner, and snacks throughout the day. Please, use caution when placing your belongings on the luggage racks. On behalf of the Canadian, we hope you have a great journey!
3 Ladies and gentlemen, this is your captain speaking. I apologise for the rough crossing, but we're finally anchoring in beautiful Antigua. We have clear skies and a temperature of ninety-three degrees Fahrenheit. Please take caution when disembarking the vessel as there are a few steps that you need to take. There's a guide and tour bus waiting for you at the quay. Please note that we're setting sail at 5 p.m. Please return to the ship no later than half past four. Have a good day.
4 Here's our 5 p.m. traffic update. Please avoid the ring road due to heavy commuter traffic and roadworks near the roundabout. At the moment, traffic is at a standstill. If you don't want to be held up, then follow the red and yellow detour signs. If you're carpooling, then use the left lane as indicated. Drivers travelling eastwards please note there is a diversion at junction twelve. Please stick to the speed limit in the built-up area around this junction.

08 03

1 Welcome to the news at nine. On the hour every hour. After today's early morning derailment, we've now learned that there were no fatalities. However, twenty-five people have been taken to A & E. Police are still at the scene of the accident trying to determine its cause.
2 In other local news, a man in a boat had a narrow escape when his boat collided with some rocks and then capsized. A dog walker saw him waving desperately in the water and alerted the emergency services. Fortunately, a kayaker was nearby and threw him his life jacket so that he could float on the water. The rescue services managed to get him on shore.
3 Welcome back to road news. We've just received more information about a collision on the M4. Weather conditions seem to be at fault as cars started to skid on the icy road with one even overturning after a driver had lost control of the steering.

08 04

This picture shows a group of tourists on an organised tour led by a tour guide. The tour guide is a woman who looks as if she's in her early twenties. The group of tourists is made up of men and women who seem to be in their sixties and seventies. I'd say they are probably at a central location in a city because they're standing on a big pedestrian crossing. You can see that it's an organised tour because they're all wearing yellow caps and the tour guide is pointing her yellow flag in the air, although we can't tell what she is pointing it at.
1 Yes, I've always wanted to be a tour guide in my city because it's full of fascinating places. I know a lot about my city's history and architecture, and I also have other qualities you need to be a tour guide. If you ask me, the most important quality is patience. When you're dealing with a group of people, there's always somebody who gets lost. I'm also very fit, and that's important because you have to walk a lot. Also, I'd say a loud voice is an advantage.
2 It depends on the situation. On the whole, I prefer to do things on my own because I'm an independent sort of person and I like to make spontaneous decisions about what to do and how to spend my time. However, there are times when it's good to join a group. For instance, when I'm in a place where I don't speak the language it's not easy to find my way around, so in this case, it seems to me that it's an advantage to join an organised group.
3 My feeling is that it isn't a good idea to go sightseeing when it's raining because you need to carry an umbrella and this makes it difficult to consult your phone and get information or follow directions. On the other hand, I can't stand the thought of walking around a city in the heat. My personal preference is for mild weather, around twenty degrees and sunny. My dream is to go sightseeing in places like Barcelona or Venice during the winter months when the weather's cool and the streets are less crowded.

ZAPIS NAGRAŃ

08 05

R = Richard J = Joanna

R: I've been thinking about where to go on holiday, but everywhere's so expensive.
J: What did you have in mind?
R: Well, I wouldn't mind somewhere quite far away with interesting places to visit and picturesque beaches – that sort of thing. I suppose long-haul flights must be a bit of a hassle, but so long as you're nice and tired, you can just sleep and wake up somewhere completely different.
J: So basically, you want some exotic far-flung destination but on a shoestring. Good luck with that.
R: I was thinking of South America – I like the sound of Ecuador. I know someone who went there and said it was fascinating – I think they had problems going through passport control, but I can't remember the details.
J: Yes, that was me and it wasn't Ecuador, it was Lima in Peru! They stopped me and searched my suitcase. It was a bad start, but the rest of the trip was amazing. Have you been to Machu Picchu?
R: No, of course I haven't – I've never been outside Europe.
J: So, what's your budget?
R: The flight from London to Quito is going to be around six or seven hundred pounds, and I was hoping I could manage on eight hundred pounds for accommodation, food and travel.
J: Sounds doable to me unless you need to take domestic flights. Ecuador's not the biggest country in South America, so you should be OK taking public transport to get around. How exciting!

08 06

G = Giles M = Monica

G: Did you catch the final of the *Race Across the World* on Sunday? It was so exciting.
M: *Race Across the World*? What's that – some sort of car rally or something? Or is it a new super hard marathon?
G: You don't know *Race Across the World*? You don't know what you're missing. Everybody's watching it. It's a travel competition on TV based on getting from one destination to another with no phones or other technology and very little money. Oh, and you can't take a flight.
M: Sounds interesting. I don't know how I missed that – you know I'm a travel fanatic. Do they literally travel across the world?
G: Not all the way across the world, no. In the first series, they had to get from London to Singapore because that's the furthest point from the UK that you can get to by road and rail. It's 12,000 miles and they had to do it in fifty days.
M: Wow, that sounds like an amazing trip. I'd need to look on a map to see how they can do it by road and rail. Isn't Singapore an island?
G: It is, but it's attached to the mainland by a bridge.
M: Ah, right. So how much luggage can they take?
G: They all have backpacks – I suppose you could take a tent if you wanted to carry it. They were given a world map and money belts containing the price of a single flight from London to Singapore each in cash. That's £1,329 – not much when you think of the distance they have to cover. But if they win, they get £20,000.
M: Each?
G: No, to share. I mean, it's not that much, but I think people do it for the adventure more than the prize money.
M: I don't know if I'd do it – it really is a holiday on a shoestring, isn't it? But on the other hand, there's something quite appealing about the idea of living out of a suitcase and not knowing where you're going to wake up the next day.
G: More like living out of a backpack. But I know what you mean – maybe we should apply to go on the next series. You need to watch the first series – honestly, you'll be blown away by the breathtaking sights.
M: I can imagine. I can imagine they must have gone through places like Turkey and India, where there are so many places of natural beauty and historic sites, too. Wow. I will watch it – it's the sort of thing I love, seeing new places and dreaming of going there. But this is a TV show – I'm guessing things go wrong, otherwise it would be very boring TV.
G: Oh, sure. It's really hard and all sorts of things go wrong. They get lost, they lose their money or an important document, they need first aid – they also have to deal with language barriers. But then wonderful things happen too, like they hitchhike and get a ride with someone who invites them to their home. That sort of thing.
M: Let's apply!
G: Ha! We'd probably end up hating one another! Watch it first, and then we can think about it. I'd have to get my passport renewed first!

08 07

Tekst 1 W = Wojtek M = Maya

W: I'm going to London next month to do a course. You were there recently. What do you think is the best way to get around the city? I was thinking of getting a bicycle.
M: Well, it depends on where you're living and where you have to go for your course. A bicycle's fine if you don't have to travel too far, and I was thinking of doing that too, but in the end, I hired e-scooters. You can hire them easily, but make sure you read the instructions and rules. They may be a bit different than they are in Poland, and you could get a higher fine, for £300, if you do something wrong. The speed limit's higher – around twenty-five kilometres per hour, or fifteen point five miles per hour. You know they work in miles, not kilometres there.
W: Oh, yes. I must remember that. Where can you ride them?
M: On roads and in bicycle lanes. You used to be able to drive on pavements, like you can in certain places in Poland, but there have been some accidents and now it's forbidden. Oh, and I always wear a helmet when I ride an e-scooter. By the way, have you had your eighteenth birthday yet?
W: No, not for another five months.
M: Oh, you can't hire one then. You're five months too young! It's not like in Poland where the minimum age is ten.

Tekst 2

Welcome to a new episode of *Travel Tales*. What better way to get to know a city than exploring on foot? But how much do you really learn about the city from these tourist walking tours? Today we're reporting on a walking tour with a difference. Our destination is the beautiful historic city of Prague, capital of the Czech Republic. If you're lucky enough to find yourself in Prague, the old town square and Charles Bridge with its statues of Catholic saints are top tourist destinations, but there's an alternative tour on offer and it isn't your usual sightseeing trip. Instead, a homeless person is hired to be your guide. They will take a less touristy route and not only will you see the important historic buildings, but you'll also visit small side streets, less well-known neighbourhoods and the hidden side of the city. You pay the equivalent of ten euros for a tour, and after the guide's fee has been paid, the rest of the money helps to provide support for homeless people in Prague. Tours like this one have been so successful that other cities in the Czech Republic have organised similar projects. In fact, you can find comparable tours set up to support people without homes in other European cities too, including Berlin, Barcelona and London.

Tekst 3 L = Lucy T = Tim

L: Are you into walking?
T: Not really. Because I live in the town centre I have to drive out to the countryside if I want a walk.
L: I live in the centre of town too, but I still go for a walk every day. I just walk out of my house and put one foot in front of the other. It's called an urban walk.
T: That's not very interesting, though, is it?
L: I love urban walks, especially since I discovered this new app. It gives you a purpose for walking in town. So, you have to choose your town, and then they give you a street name, and photos of doors with different numbers on. You have to find the doors in the photos and tick them before moving onto the next one. It's a simple idea, but I promise you it makes a walk so much more interesting, and you discover places you wouldn't normally know about.
T: Sounds intriguing. Tell me more about how it works.

08 10

Ever since someone had the idea of photographing their meal and uploading it to social media, food has become not just something to eat but to admire. In fact, the food itself occasionally becomes of secondary importance with diners letting their food go cold as long as they can be sure they get the best photos possible. There have even been reports of people buying quite expensive meals and not touching them once they have got the shots they desire.

It's no surprise, therefore, to find out that social media has also had an effect on our eating habits. The question which has to be asked is whether this has been generally positive or negative. Different surveys have shown that there is no clear answer. On the one hand, some research has shown some disadvantages of social media's influence. While both healthy and unhealthy food can be made to look attractive in photos, other factors also play a part in affecting behaviour. Fast food is often shown as being cool and sociable because it is often eaten at parties or other social gatherings, for example while watching films or sports in a group. Healthy food posts, on the other hand, often focus on the nutritional value of the meal rather than the role it plays in someone's social life.

However, other research has shown that it isn't just the subject matter of the photos that is important. In one experiment, two groups were shown an identical post containing a photo of food with one small difference. One post was on a social media page with 23 followers while the other had 400,000 of them. When interviewing the participants afterwards, it was clear that those who felt their photo had been very popular were more likely to try the same food than those from the other group. It seems that, when something

becomes popular, people can get desperate to be part of the new trend. Would it be immoral for the government to pay for followers or likes to boost the popularity of a certain food if the result was for the public good?
In fact, it might not be necessary. Sometimes, the initial interest gained from traditional marketing strategies can then lead naturally to social media exposure. Take the vegetable kale for example, which is full of vitamins and other nutrients, but which has a strong taste not everyone likes. The American kale industry approached a New York marketing company to raise the vegetable's profile. First the company got a trendy restaurant to add it to their menu, which led to news coverage. Celebrities soon started talking about it on chat shows while clothes and bags were designed with cool messages about the vegetable. After that, the online world got into the act with memes, photos, recipes and even kale bouquets after a girl posted a message about her new boyfriend presenting her with some kale from his garden in place of the more traditional roses. The message took social media by storm and sales took off. And, to be honest, if kale can become popular, anything can!

08 11

1 I checked in online the day before my flight and I chose my seat too. Then, the next day, I got to the airport two hours before the flight, which is what you need to do when you travel internationally. Because I'd checked in online, I went straight to the self-service check-in desks. I scanned my passport, weighed my own suitcase and then a machine printed my luggage label. I then attached it to my suitcase, put that on the luggage carousel, and away it went. It was all so easy! At the same time, though, it was very bizarre not dealing with a single airline staff member during check-in.
2 Ladies and gentlemen, welcome aboard Flight 814 from London to New York. We will be taking off in approximately ten minutes. Please fasten your seatbelts now. If you are travelling with children, make sure their seatbelts are fastened. Please place all baggage underneath the seat in front of you or in the overhead compartments and ensure that none of your belongings are blocking the aisles. Put your seats and tray tables in the upright position for take-off. We ask that you turn off all personal electronic devices, including laptops and mobile phones. Thank you for choosing BreezyJet Airlines. We hope you enjoy your flight.
3 As you'd expect, everyone had their own personal TV with a touch screen, situated on the back of the seat in front, and a USB port too for chargers. To be honest, I found the in-flight entertainment to be very limited. We had access to just four movies and could only access more by paying for an upgrade, which I wasn't prepared to do. As for the food, it was OK – not great, but not awful either. The biggest disappointment was the leg room. I'm quite tall, so I couldn't stretch out, even when I reclined my seat. Being cramped on a long-haul flight is no fun, but that's what I always get in economy class.
4 Thank you for calling BreezyJet Airlines. Our lost luggage office is open from 8 a.m. to 8 p.m., seven days a week. Please call again with your inquiry during business hours, or if you prefer, you may leave your details and we will contact you. After the tone, please leave your name and phone number, the number of your flight, and a description of the luggage items missing. We will contact you as soon as your items are located and will arrange delivery at no cost to you. After you have left your message, please stay on the line to complete a short customer service survey. We apologise for any inconvenience.
5 And now to transport news. Following the break-down of discussions with government representatives, transport industry workers have begun a 48-hour strike after they had threatened to stop work if their demands for overtime pay were not met. The strike, which went into effect at 12 p.m. today, has caused chaos for commuters on public transport, as well as causing disruptions at airports. Passengers there are reporting long delays for check-in and at passport control due to reduced staff numbers. The minister for transport has expressed her anger with strikers, saying they are irresponsible. The transport workers' union claim they are only fighting for what is fair. More on this story later.

UNIT 09 KULTURA

09 02

A: Hi Alex, I was just about to buy tickets for the play, but my Internet's down.
B: Don't worry, we can go to the box office tomorrow.
A: No, they're selling out pretty fast, so we need to book tonight. Can you do it?
B: Sure, let me find the website. OK, I've got it. Looks like there are lots of tickets left. Where do you want to sit?
A: Well, my mum said that box seats are the best because they're quite private, but they provide obstructed views, so I don't want that. I think I'd prefer to sit in the gallery. It's quite high up, so we'd get to see everything.
B: I think that's too far away. You know my eyesight isn't the best, so I wouldn't see the stage. I'd rather sit in the stalls, but not next to the aisle as I don't like people walking past me all the time.
A: Oh no, but that's ground level. I'd need to tilt my head back all the time.
B: Then what about the circle? That sounds like the best option for both of us.
A: OK, good idea, please book our seats there then.

09 03

1
A: I can't believe you managed to cover this story!
B: I know, I was really lucky. I was just in the right place at the right time. I thought I'd just manage to write a column for the website, but now we have this.
A: It looks great. Some bits might probably end up on the cutting room floor, but I'm sure the rest will make for great viewing.

2
A: Hold on, I just want to have a look at the magazines. I wonder if the latest issue of my favourite one is out. OK, yeah, here it is.
B: You like that?
A: Yes! It's my favourite lifestyle magazine. There are some really interesting articles here, some quite serious ones on psychology or culture too, but I mostly like the shorter sections about what celebrities are up to.

3 Everyone thinks that my job is really easy, but it takes a lot of preparation before I can go out to the people. I do plenty of research about my subjects; it's sometimes almost like an investigation. And I get advice from experts before I give my own advice. The interview part in front of a live audience is probably the only easy part.

4
A: I don't think we can go ahead with this today.
B: What do you mean? You need to address that leak about ending the streaming service. Subscribers want an explanation.
A: OK, but tell the journalists that I'm only taking pre-approved questions and no phone-in questions from the public.

09 04

There are three photos that could be used to advertise the school photography competition using the theme of *The Great Outdoors*. All three options are attractive, but I think I'd choose photo one because it is more striking than the other two. The reason I say this is that the theme of the competition can be interpreted in different ways, not only as a landscape. In fact, I think photo one expresses the idea that the great outdoors can be something more mysterious and imaginative. Secondly, I don't find photo two very engaging because it shows an ordinary landscape with farmland in the foreground and mountains in the background. There is nothing particularly out of the ordinary about this landscape and so I don't think it will encourage people to take part in the competition.
I quite like the idea of a hand holding up a frame, but to my mind, the photo in the frame would not win a photography competition and this is why I wouldn't choose this photo. Finally, I wouldn't choose photo three either, because, although I find the colours very attractive, the photo is a selfie rather than the great outdoors. In fact, the competition isn't about photographing people, and that's the reason I wouldn't go for this one

09 05

A: What are the pros of having photography or art competitions in school?
B: In my opinion, there are numerous advantages of having photography or art competitions in school. The main advantage is that I believe it's essential for people to have a chance to express their creativity because it can relieve stress and boost self-esteem. One reason I think competitions are beneficial is that they can provide a focus for these creative activities, and this can be a good balance for other more academic school curriculum subjects. Another point in favour of photography or art competitions is that they enable people who are talented in these subjects, and who may intend to pursue a career in the arts, to showcase what they're capable of. In fact, for those who want to take creative subjects to a higher level, winning a competition could give them an advantage when applying for art college or university, or a job in the arts.

09 06

1
A: What are the advantages of joining photography clubs, art clubs or book clubs?
B: The main advantage of joining a club is that you can exchange ideas and recommendations with other people, and encourage one another to do more photography, art or reading. There will be opportunities to discuss different experiences and viewpoints when you get together, and to my mind, this is another point in favour of getting together with people who share similar interests with you. An additional benefit of joining a club is that there is much that people can learn from one another; for example, by listening to somebody else you may see something from a point of view that you hadn't considered before.

Finally, in my experience, joining a club means connecting with people who have common interests and one of the positive outcomes of that is that it's a great way to make new friends.

2

A: What are the drawbacks of devoting more time in the school curriculum to arts subjects like art, music and drama?

B: The obvious disadvantage to devoting more time in the school curriculum to art, music or drama is that this would take time away from subjects that are considered to be more academic. As it is, there is a great deal of pressure on students to pass exams in these academic subjects and studying for these exams leaves very little time for arts subjects. So there is a strong argument for offering art, music and drama as after-school activities. As I see it, art, music and drama may well be more enjoyable as hobbies rather than as subjects that are taught at school. As a school subject these arts subjects would have to follow a curriculum and I imagine that this could mean that students have less freedom to express themselves and thus make the subjects less enjoyable.

09 07

To continue my series of customs and traditions from around the world, I want to tell you about one highly unusual custom that combines two of my favourite things – Christmas and books. For me, it is the best Christmas tradition I've ever come across. Records show that *Jolabokaflod*, which translates as 'Christmas book flood', started during World War II, when most things were rationed in Iceland, but not paper. How imaginative of the Icelanders to give books as gifts at a time when it was difficult to get hold of other goods. No doubt this has helped to turn Icelanders into bookaholics, with books featuring prominently on everyone's Christmas list. In fact, according to a 2013 study fifty percent of Icelanders read more than eight books a year. I can't imagine anything more wonderful than curling up on a cold December evening with a good story

09 08

Tekst 1 P = Presenter T= Tom

P: We're delighted to have art historian Tom Browne with us today. Welcome to the programme Tom.

T: Thanks, it's great to be here.

P: Tom, tell us about your latest book *How To Read Art from the Past*.

T: Right, well, the idea is to show how to interpret portrait paintings and understand them better. There are all sorts of signs and symbols in paintings that give the cultural background to the time when they were produced. For example, if you know where to look, a portrait gives information about who the people are, whether they're married, royal, religious and so on. Sometimes the artist conveys this information through the design and colour of embroidery on fabrics, but equally everyday objects included in the painting can have special meaning. By decoding the details, we can learn what was important to the people and the times they lived in.

P: Fascinating! Perhaps you could talk about a famous painting that we all know and unpack the symbolism for us.

T: Well, yes, let's consider a real masterpiece from the fifteenth century ...

Tekst 2 R = Reporter W = Woman M = Man

R: It's the twenty-first of June, summer solstice, and it's four o'clock in the morning. We're reporting from the ancient stones of Stonehenge where a crowd of revellers are preparing to watch the sunrise. It looks to me as if they're dressed to take part in a scene from *Game of Thrones*! I'm loving this festival atmosphere! Hello, nice drums. Can you tell us why you're here?

W: It's an age-old tradition! We're always here in June to celebrate light, life and nature. We sing and dance to show our appreciation of nature and to pray for a good harvest.

R: Hello there. I love your white robes and headdress.

M: Thanks. These are traditional druid robes, and my headdress is made of special herbs that we call 'the herb of the sun'.

R: And all this singing and dancing and dressing in robes – is this a tradition that goes back to the early days of Stonehenge?

M: Stonehenge is still a bit of a mystery, but some archaeologists believe Stonehenge was built for the summer solstice, because the sun rises perfectly in line with the stones, and shines into the circle. We're just keeping the traditions alive.

Tekst 3

Next in our series on museums of the world, we enter into the wonderful space created by the Museum of International Folk Art, located in Santa Fe, New Mexico. The museum was founded in 1953 by a wealthy philanthropist, Florence Bartlett, who recognised the power of traditional folk art to create a common bond between the peoples of the world. She felt that this was important following World War II, when industry and factory-made goods were becoming more widespread. As people were now buying more mass produced goods, she believed that it was increasingly important to enjoy and celebrate handmade art.

The museum exhibits a wide and fascinating range of handicrafts including masks, textiles, pottery, jewellery and embroidery. The objects have come from all around the world, and one of the aims of the collection is to highlight the connections between art and deep-rooted traditions in the past, present and future.

Traditional pottery from South America tells the story of how ancient tribes lived their everyday lives while bead necklaces from Africa can tell you whether the woman wearing them is married or not. Polish wood carvings tell us about the wonderful Polish Christmas traditions that are still very much alive today, and wooden Mexican dance masks and headdresses are still used in rituals and festivals that hold an important place in the Mexican calendar.

A particularly striking exhibition was dedicated to the arts of survival: in other words, how folk artists helped their communities recover after an extreme event, such as the Haitian earthquake and hurricane Katrina. Artists produced paintings, carnival masks and textiles incorporating elements of the events into their art, and the money made from selling them helped to rebuild the lives of the disaster victims and revive the economy.

Looking to the future, an upcoming exhibition will showcase pieces made by prisoners including a mural created by young offenders. The idea behind the exhibition is to explore the ways art can stimulate progress and positive change.

This wonderful museum expands the understanding of folk art and I believe that it genuinely encourages dialogue about traditions, cultural identity and community. The good news for all who can't visit the museum itself is that the exhibitions and collections are available online. To my mind, it greatly adds to the museum's ability to appeal to the public. Still, judging by the statistics, the online feature that appeals most to the users is the series of weekly blog posts where people write about their favourite folk art piece. For those of you who believe, as I do, that folk art is the key to understanding the cultural lives of communities around the world, I can't recommend it highly enough.

UNIT 10 SPORT

10 01

1 OK, now lie down on the floor with your legs bent and feet firmly on the ground. Put your hands behind your ears. Now, inhale. Slowly lift your upper-body and exhale while you're doing this. Inhale and go back down. Do the same thing again. This is the perfect exercise to make your muscles firmer and stronger.

2 We started off by putting one arm across the body and then with the other arm pulling the biceps across the chest. We rotated the body while doing that. We did this for about five minutes, going back and forth. We then changed arms and did the same thing on the other side. We had to hold, breathe, and pull the biceps more. I know this was supposed to help my tense muscles, but I found it all a bit boring.

3 Time for this exercise that everyone does and that has huge health benefits. Go down on your hands and knees. Place your hands on the ground slightly wider than shoulder-width apart. Now extend your legs behind you and stay on your toes. Bend your elbows and lower your chest to the ground. Then push and go back up again. Repeat as many times as you can.

4 Stand with feet shoulder-width apart. Step forward with one foot until your legs create a ninety-degree angle. Make sure your knee stays in line with your toe. Keep your abs tight and chest forward. This is a great exercise for promoting a straight back.

10 02

A: A lot of students in our school are keen on sports. Don't you think it would be great if we could have more sports equipment in the gym?

B: Yes, sure.

A: I thought we could help raise some money towards it. How about organising a sports event and selling tickets for it?

B: I'm definitely up for that. What kind of sports event did you have in mind?

A: I was thinking of a football match. It's the most popular team sport and pretty much everybody understands how to play. We could have a friendly game between students and teachers – I think that would be fun and people would support it.

B: Maybe, but it's going to be difficult to find a football pitch.

A: You're right, but the point is, if the two teams are students against teachers, it makes sense to have the match on the school football pitch. I think it's worth a try because there's plenty of space for spectators and people could use the school car park.

B: I don't think that will work because it may not be available. It seems to be busy every day, even at the weekends.

A: I take your point, but we can be flexible about the date and time.

B: OK, good thinking. How much do you think we could charge for tickets?

A: I'm not sure. We want to raise as much money as possible, so perhaps we should sell tickets for ten pounds?

B: I'm not convinced people will be prepared to pay that much!
A: You're probably right. If we charge too much, it will put people off. Maybe it would be better to charge five pounds a ticket. If we get 200 people, that's 1000 pounds. Is that everything?
B: Well, there are a couple of things. What if people are hungry and thirsty?
A: Good thinking, people are going to need food and drink, and actually we could make some extra money by buying cans of drink and snacks and selling them at a profit. Or we could just get some drink and then ask people to donate the food – simple things like sandwiches, cakes, crisps, that kind of thing.
B: That's all fine, but what if it rains?
A: Good point. This is always a possibility with outside events and nobody will come if it rains. We should be prepared to postpone and have an alternative date in mind.
B: Sounds like a good plan.

10 03

If she is to succeed in getting her third gold in a row, Penny Johnson needs to run the race of her life. The defending champion is up against the ex-champion in lane five and the fastest woman in the competition so far in lane seven. Which of these formidable athletes will create history tonight? The women's one hundred metre final.
Look out for Penny Johnson in lane three. She got off to a good start, but Brookes and Osman are right there, Osman is coming up – she's level with Johnson. Oh, Osman is ahead now, it's going to be Osman! That was so close, but Johnson did not get to defend her title. She's broken down in tears and Emma Brookes is comforting her. She's done so much for parasport, but today the gold goes to Elif Osman, who has set a new personal best. What a performance!

10 04

1 As we are a few days away from the Paralympic Games opening ceremony, let's refresh our memory of how they started. It was after the end of World War II, when sport offered a fantastic method of treatment and rehabilitation for injured soldiers. At the Rome 1960 Paralympics, the programme included just eight parasport events. There are now twenty-two Paralympic summer sports – an increase of nearly 200 percent. Rowing was added to the programme in 2008. Canoe and triathlon made their debut in Rio 2016 while at the 2020 Tokyo Games badminton and taekwondo were added, replacing sailing and seven-a-side football.
2 I'm delighted to come to your school and tell you about my life as a wheelchair tennis player. One month after graduating from high school, I was in a motorcycle accident and have used a wheelchair since then. I thought I would never play tennis again, but I managed to channel my energy into tennis training sessions, and when I found out I could compete at a high level, I realised that my disability would not hold me up. Around fifteen percent of people across the globe have a disability – that's one billion people. If I can inspire just a few of them to take up a sport, I will be happy.
3 Plans have finally been approved for a unique new sports centre on the northern outskirts of Banbury. The Northfield Sports Centre will be the first one hundred percent fully inclusive sports centre in town and will be open to all ages and abilities. The gym will provide cutting edge equipment that can be adapted to different abilities, and facilities include a sports hall, a dance studio, a Spinning® studio and a café. When the centre opens in autumn, they plan to host a week-long sporting event open to the public. Dates to be announced later. The centre aims to provide opportunities for people to enjoy exercise and live healthy lives, whatever their physical ability.
4 My great passion is playing wheelchair squash up to youth championship level. In my last podcast, I considered the advantages of competitive sports for young people, and today I'm looking at the downsides. I think the biggest disadvantage is that staying on top form requires many hours of training. I recently retained the title of regional youth wheelchair squash champion for the second year running, and I know that reaching the top and staying there requires a huge time commitment. It's an impossible challenge to find time for sport and schoolwork, and forget free time for socialising! So, what should I do? Give up squash? Tune in to next week's podcast to find out.
5 The theme of my presentation this afternoon is gender equality in the Paralympic movement. Most of us would agree that people with disabilities spend a lifetime fighting discrimination, so I was not really expecting to find that there is still a significant gender imbalance in Paralympian sport. Although the statistics show some improvements, progress is slow. In the 2020 summer games in Tokyo, forty-two percent of the participants were women. Female participation in the 2018 Winter Paralympics was much lower – only twenty-three percent. In fact, nineteen out of the forty-nine countries taking part in those particular winter games didn't send any women athletes at all! In this presentation, I will explore the reasons for this ongoing gender inequality and discuss some ideas on how to improve the situation.

10 05

D = Doctor R = Receptionist
D: Have I got time for a break? I really need a cup of coffee.
R: Your next patient is at half past. A mother and her five-year-old daughter. The child has an ankle injury. The mother said something about a trampoline.
D: Ah – no doubt she either fell off or twisted her ankle. Do you have any idea how many children injure themselves on trampolines? I'd say a good fifty percent of the children I see in this surgery have injuries involving a trampoline.
R: That's shocking. But you know, we encourage children to get into sport and exercise and off their devices, don't we? And trampolines are a really popular way for children to get exercise at home. I've got one, and my children love it. Of course, they're always covered in bruises! I guess I've been lucky that they haven't broken anything yet. The thing is I don't have time to watch them the whole time.
D: Well, apparently, a third of injuries occur when an adult is there so that's not the way to prevent accidents. But there are some really simple guidelines I always tell parents when they bring in their injured kids. The first one is this – three quarters of injuries happen when there are multiple children on the trampoline. Parents should only allow one child at a time on there.
R: Oh dear, there are usually at least three at a time on our trampoline! But I don't think children under about seven should be allowed to use the trampoline – they're too young to use it safely.
D: I agree – in fact, parents shouldn't let children under six years old on a trampoline – their muscles and bones aren't developed enough and under sixes account for around thirty percent of trampoline injuries, especially broken arms and legs.
R: Well, that's good advice – now go and get your cup of coffee, Doctor. You've got five minutes.

10 06

D = Doctor R = Runner
D: How's your back today?
R: Not too good, but a bit better than right after the injury, I think. I'm doing my exercises and stretches, and they seem to help.
D: OK, keep doing the exercises, but we need to make sure you don't lose fitness.
R: When do you think I can start running again? It's been almost two weeks already.
D: Yes, I know. But I'm afraid you are going to have to wait for a minimum of another four weeks.
R: But that's about six weeks altogether! What about walking?
D: Even walking is not the best thing for you to do at the moment. The best way for you to keep up your level of physical fitness without hurting your back is to do swimming.
R: But swimming really isn't my thing! I'm hopeless at it. Can't I work out at the gym?
D: That's not a good idea at the moment. You need to avoid doing anything that puts a strain on your back. Instead, you need to do exercise that relaxes your muscles, and swimming is ideal.
R: How about yoga?
D: Yes, some gentle yoga is fine, but swimming is the perfect way to keep fit while you recover. It's low impact and can keep you moving while not adding to the pain.
R: OK, I'm sure you know best. But swimming is so boring.
D: It's true, swimming can be boring, but we'll make a plan and each day you'll have a different goal. It's important to have a plan with plenty of variety in it so that you don't lose motivation, and also so that you strengthen all your muscles, including your back.
R: But what about my leg muscles? I don't want to lose any strength, otherwise I won't be able to run the half-marathon at the end of the month in Brighton, not to mention the London Marathon.
D: Well, you may have to pass on the half-marathon, but we've got three and a half months to get you ready for London, but my job is to make sure you don't get injured. So, let's take a look at this swimming plan and get you started.

10 07

bowling curling doping stretching swimming training winning

10 09

I'm sure you've heard of the Louvre Museum in Paris and the British Museum in London. In fact, you may even have visited those famous establishments and enjoyed the wonderful art on display. Those museums are known for their famous works of art and historical objects. Well, there's another museum you surely haven't heard of, but which can be seen as controversial. It's called the Museum of Bad Art, in Massachusetts, USA. Now why is that controversial? Well, it doesn't draw our attention to things that are worthy of remembering, but to art objects that clearly aren't good enough.
The Museum of Bad Art, known by its initials M.O.B.A or MOBA, is an exhibition of paintings and

sculptures that differ greatly from the usual tastes in art. MOBA was founded in 1993, by an antique dealer named Scott Wilson. He showed his friend Jerry Reilly a painting he had found on the street between two rubbish bins. They named the painting 'Lucy in the Field with Flowers' and Reilly exhibited it in his home. They came across more 'bad' art and started a collection. Lots of people attended parties at Reilly's home to see the works, and soon they had to find a space large enough for the exhibition. That is how MOBA was born. Reilly explained why the museum was established. He said that although every city in the world had a museum where the public could see great art, MOBA was the only one dedicated to collecting and exhibiting the worst. The museum's motto is 'Art too bad to be ignored'.

So, what does it take to be included in MOBA's collection of bad art? To begin with, the works must be original and have a serious purpose. By serious, I mean the artist's intention must be to produce a good work of art and the museum always rejects deliberately bad works. And to be considered 'bad', the work should obviously have major imperfections. Another important factor is that a painting or sculpture must not be boring. So basically, MOBA collects works by people who attempted to make art and something went wrong, either while they were making it or in the original idea behind it.

MOBA has been accused of displaying works just to make fun of them. However, the founders insist that the museum's role is to honour enthusiastic artists who would never be displayed anywhere else. If you're interested in finding out more, I suggest you log on to the MOBA website ...

10 10

1 I remember when I was at university, I was going home for Christmas when I suddenly realised I hadn't bought any presents. I have a big family and had about an hour to find six presents. There was very little thought involved – just the first thing that caught my eye. I made the train with seconds to spare. My parents picked me up from the nearest station and told me they needed to buy a few things while they were in the town. In fact, they spent three hours buying food, presents and decorations. As I didn't need to buy anything else and didn't fancy wandering around packed shops with them, I sat in a café until they were finally ready to go home. It made me mad to think I could have used that time to buy my presents!

2 I usually do the supermarket shopping for the family. I go to two different shops, because while one is cheaper it doesn't sell everything we need. I am always on the look-out for bargains and, as we have a big freezer and a cupboard for cleaning products, I stock up whenever I see products we use at a discounted price. Last week, for example, I bought four tubes of toothpaste which were two for the price of one. They won't go off, will they? When my wife complains that there is no chicken in the freezer but three packets of mince, I tell her that I will buy chicken when it's on special offer.

3 I was in the supermarket last week and I was just about to buy a packet of our favourite coffee, when a young woman with a tray stopped me and asked if I would like to try a new brand of coffee. I enjoy trying free samples, and the coffee smelt so good that I was happy to accept the offer. It was gorgeous, and, although it was almost twice as expensive as our normal coffee, I thought it would be a nice treat. When I made some for my husband, he said it tasted strange and asked why I had bought some cheap coffee instead of our usual brand. He thought I was joking when I told him how much it had actually cost!

4 I'm usually a very organised shopper. I make a shopping list and, unless I realise that there is something vital which I forgot to write down, I don't allow myself to be tempted by offers or so-called bargains. I even follow the same route around the shop each time I visit. Last week, though, I returned home with an extra item, a tub of chocolate ice cream. I was walking from the meat counter towards the dairy products when I saw two couples chatting in the middle of the aisle. With no room to get past, I turned round and found myself in a part of the shop I rarely visit. And there, for no reason at all, I picked up the ice cream and added it to my trolley. My family loved the treat.

5 We moved house a few weeks ago and now live in the middle of the countryside. Before, if we ran out of milk, even late in the evening, we could get some in a few minutes. Even our local shop is several kilometres away, not to mention being very expensive, so I have got into the routine of going to the supermarket near my office after work on a Friday and buying everything I think we will need for the next 7 days. It is sometimes crowded with long waits in the queues for the tills but, as the working week has finished, I feel more relaxed, and doing the shopping on a Friday leaves the weekends free for other activities.

UNIT 11 ZDROWIE

11 01

1 My six-year-old son has been getting an itchy rash on his hands and legs on and off since he was a baby. Sometimes it gets so bad that the skin cracks and causes bleeding. We've tried various ointments, both over-the-counter and prescription ones, but nothing seems to be helping. We're seeing a new doctor tomorrow, so hopefully she'll help.

2 Last year we noticed that my sister started having a massive fear of germs. She started washing her hands several times an hour, she kept cleaning all the surfaces all the time, and even started wearing gloves. She tried psychotherapy, but she didn't respond well to the treatment, so she got referred to another specialist.

3 Yesterday I had a sudden pain on the right side of my abdomen. That pain quickly moved to the other side. I took a painkiller, but the pain only got worse. I then had some nausea and vomiting. I suppose it might be my appendix, so I'd better call an ambulance.

4 I've just made an appointment with a specialist as I woke up with redness and pain in my eye. It feels like there's something in there and it's really irritating. It's also itching a bit and I have tears around the eye all the time. I tried some eye drops, but they haven't helped.

11 02

C = Charlie L = Lucas

C: Hi, Lucas. Do you have any news of Martin – how's he getting on?

L: Yeah, I spoke to him a few days ago. Poor guy – still in hospital. I think he's been in a lot of pain.

C: Well, the guy who kicked him was twice his size! That was shocking behaviour!

L: True – but you know, Charlie, I reckon he wouldn't have fallen so badly if he'd been wearing the right footwear. Do you remember? He'd left his football boots at home, so he was wearing a pair he found in lost property.

C: Oh, no! I didn't know about that. That's crazy! You can't play an important game without the right kit. You know what I thought – that day Martin arrived a bit late, didn't he? And before the match he was quite stressed. When he fell, my first thought was he hadn't warmed up properly. I didn't see him doing any stretches or anything.

L: Or maybe it was just bad luck. Any one of us could get injured at any moment and that team from Banbury are tough opponents. But Martin's played brilliantly all this season. I'm not particularly looking forward to this weekend's game without him.

C: I know. I just hope the fracture heals OK and the rehab works. I remember when it happened, coach came on with his little first aid kit and soon realised Martin needed more than a bandage and a pack of ice. Thank goodness the ambulance didn't take too long.

L: It was so dramatic. He's bound to have a nice big scar on his leg, isn't he?

11 03

K = Karen M = Martin

K: Hey, Martin! How are you today? You look a bit under the weather.

M: Oh, hi, Karen. Actually, I do feel a bit down. I've been on crutches for three weeks now and all I want to do is get back to normal and walk without them. The doctor now says it may take another three weeks of rehab before I can put any weight on that leg.

K: Oh, that's disappointing for you. You really broke your leg badly, didn't you?

M: Yes – the last X-ray showed that the fracture was worse than they thought. But they say it's healing – it'll just take more time. I really miss playing football.

K: You know what, I really feel for you and I'd hate to be in your place. I've never broken anything, but I did sprain my ankle once, and I remember I nearly passed out with the pain.

M: How long did it take to heal?

K: A few weeks – I saw a physiotherapist three times a week, and then it was fine. But listen, if you're feeling down, I think you need to watch this documentary I watched recently. This woman's story would give you some strength. She certainly inspired me.

M: OK, tell me more.

K: It's about an Australian woman who was training to be an Olympic cross-country skier, but while she was cycling in the mountains, she was hit by a truck and almost killed. She had a broken back, a broken neck, five broken ribs, a broken arm, a broken collarbone, several broken bones in her feet, massive blood loss, internal bleeding ... oh, it's incredible she survived.

M: So why do you think I should watch the documentary? It sounds really depressing.

K: Well, of course it's pretty hard to listen to her story and how she felt when she came round from the accident and they told her she would never walk again. I mean, she was an athlete!

M: Oh, goodness, I'm already feeling guilty for complaining.

K: No, I'm not trying to make you feel guilty. I just think the story of how she recovered through strength of character is really uplifting.

M: So, does she recover completely from her injuries?

K: Not completely, but better than expected. At first, when she went home in a wheelchair, the consultant told her she might get depressed

when she realised that life would never be the same again. And she did, but once she accepted that her life had changed, she felt free to reinvent herself and eighteen months after she'd left the spinal unit in the hospital, she qualified as a pilot instructor.

M: What? That's incredible.

K: Anyway, I've told you the whole story now, but it's still worth watching the documentary because she's a great speaker – even though the topic is heavy and tragic, there are bits of it that make you laugh out loud.

11 04

A

A: Tell me about the last time you went outside for a walk or for exercise.

B: Actually, it was last weekend. My friend and I hadn't seen one another for ages so we arranged to meet up at the park. When I arrived, Lisa was waiting for me at the park entrance – I've known her since we were at primary school together. To begin with, we jogged around the park, but after a while I got a pain in my leg, so we decided to just walk and chat. Unfortunately, the weather took a turn for the worse and all of a sudden it started raining. Neither of us had brought an umbrella and so we ran to the nearest café and spent the rest of the morning there. In the end, we decided that it was just as beneficial for our well-being to relax and enjoy one another's company.

11 05

B

B: Tell me about the last time you left home very early in the morning.

A: That was in the summer, on an extremely hot day. To make the most of the cooler temperatures, I decided to go out for my daily bicycle ride as early as possible. In fact, I left home at around 6 a.m. and headed for the hills. I've been cycling around these hills since I injured my ankle and had to give up running. I ended up at the top of the hill about twenty minutes later – my heart was beating fast and I was a little out of breath, so I stopped to admire the view over the city. The early morning light was beautiful and I experienced a wonderful feeling of well-being. When I got home, I jumped into a cold shower and felt on top form for the rest of the day.

C

A: Tell me about a time when you did something that was good for your health.

B: I believe I've always had a pretty healthy lifestyle, but I've never been a fan of vegetables. I know they contain essential vitamins, I bought a book about where to find different vitamins and minerals in food, and as you can imagine, I learnt that vegetables were essential for a balanced diet. As a result, I decided to look for some recipes that make vegetables more delicious and I came across a website called *Twenty-five ways to make vegetables tasty*. This has changed my life! I've been working through the recipes and the best thing is that you don't even realise you're eating vegetables! At first, I didn't notice any difference to my health, but after a while I started to have more energy and my skin looks better too.

UNIT 12 NAUKA I TECHNIKA

12 01

1 Initially, I wanted to be a biochemist, but things changed a bit in my first year of uni when I became more interested in viruses, bacteria and other microorganisms, and how they evolve and impact humans, plants and animals. That's when I changed my course and became who I am today.

2 Biology always fascinated me, but I knew I didn't want to study it, so when I came across an article about DNA testing and the genetic code, I knew this was what I wanted to learn about. Today, I study the connection between genes and hereditary diseases.

3 I work in a hospital lab and assist other doctors in making the right diagnoses. I analyse body fluids and tissues by conducting tests and then interpreting the findings. I study the nature and causes of diseases, and monitor the effects of treatment.

12 02

1 Oh, no! This plug doesn't seem to fit into this socket. I think we need an adapter. Have you got one by any chance?

2 I can't connect the printer to the socket. The cable's too short. Have we got an extension lead? That will do the trick.

3 Hello? Hello? Can you hear me? Sorry ... I can't hear you. It doesn't look like I have any reception here. Could you please call me back?

4 My documents are not responding. And when I click on something, nothing happens. Oh, I've just got a prompt saying that I need to upgrade my software.

12 03

1 Hey, check this out. It's really beautiful. The design looks really cool and the trendy colours make it stand out. I'm going to ask my parents to get it for me for my birthday.

2 I really like this thing because I can take it anywhere. Just last week, I took it camping, so we were able to cook dinner on it.

3 Yes, I know what you're talking about, but I'm sorry, we no longer make it. You might be able to find something similar, but this one is no longer in production.

4 Have you ever experienced using outdated software? We ensure that you have the latest version of our software by sending you reminders every Friday. Make sure you select 'update' and wait for the magic to happen.

5 I really didn't like buying new batteries all the time. So, I'm so glad that I bought this camera with its own built-in battery that you can use over and over again. Safe for the environment and good for my wallet!

12 04

Here I can see two posters designed to advertise a talk on the negative effects of social media. Of the two options, I'd go for option two because it is more impactful than picture one. The reason I say that is that the colours are eye-catching and this is likely to grab people's attention. Then, once people look more closely at the poster, they can see the images of people holding phones and the title helps to make the topic of the talk become obvious. Secondly, the image appears to show both men and women, which reflects the idea that social media can be a problem for anybody regardless of gender. I wouldn't go for option one because it shows a girl who looks upset and this may give the false impression that social media problems only affect girls. What's more, she seems to be in a school and so people might jump to the conclusion that the problem is related to her schoolwork or school life.

12 05

B: In your opinion, is social media more a force for good or bad?

A: My feeling is that social media is mostly a force for good as it facilitates communication between people wherever they are in the world. In fact, social media is the ideal way to stay in touch with people you don't see on a daily basis. For instance, if you happen to be studying away from home, social media enables you to share photos, videos and voice messages with your family and friends. On the other hand, there is potential for social media to be used in a damaging way when people send hurtful messages anonymously. What I mean is, the fact that people can hide their true identity is a problem. On balance, I'd say that social media does more good than bad, except for when a small minority of people use it with bad intentions.

12 06

1

B: Do you think it's the parents' job or the teachers' job to teach children how to use social media responsibly?

A: I feel quite strongly that both parents and teachers have a role in helping children to use social media responsibly. In the case of parents, they can demonstrate to children that words have consequences. An effective way to do this would be to show an example of a hurtful comment that has affected them personally on the basis that a personal anecdote is more powerful than an anonymous one. Secondly, I'm a firm believer in children learning good online habits at school. In fact, my feeling is that this subject should be on the curriculum because I believe that the skills of respectful online behaviour are as important as technical skills. All in all, I'd say that parents and teachers should share the role of teaching children how to use social media responsibly.

2

A: People who write harmful content on social media should be banned. Do you agree? Why? / Why not?

B: There's no easy answer to that. On the one hand, I agree that people who write extremely offensive comments should be banned because this kind of language is unacceptable in any situation. What if somebody made these rude and aggressive comments in person? There would be immediate consequences. But my feeling is that the kind of person who posts harmful comments anonymously is highly unlikely to say the same things to people face-to-face, and this is the reason why I think they should be banned from social media. However, the other way of considering this question is that by banning people from social media, you could be taking away freedom of speech. On balance, I'd say this is a highly complex issue.

12 07

In a recent study, an international team of scientists gave 250 mice a boosted dose of the protein SIRT6, which resulted in a thirty percent increase in life expectancy over normal mice. Furthermore, the study found that not only were the mice better able to overcome a variety of life-threatening diseases such as cancer, but

researchers also thought that the mice appeared more youthful and energetic, and less frail. SIRT6 could potentially be a useful tool for treating human diseases provided it can be activated in humans. Currently, the average life expectancy in Europe is just short of eighty years. The leading researcher said that one day SIRT6 may work in humans, and if so, life expectancy could increase to 120 years.

12 08

Tekst 1 S = Sarah T= Tom

S: I've just been reading an article on various companies that are doing research into how to reverse the ageing process. Not sure I want to live forever actually.
T: Ha! It depends, doesn't it? If you could stay young and fit, that would be OK.
S: Yes, but I don't think you get to choose which age to stay at. If you did, which age do you think you'd choose?
T: Mm, maybe thirty. You're old enough to know what you want, but still young, if you see what I mean. Anyway, this is ridiculous – it's never going to happen, is it?
S: Well, according to this article, they've managed to switch off the genetic switch that causes ageing.
T: Really?
S: But only in worms.
T: Oh! How on earth can you tell the difference between a young and an old worm? Still, I suppose it's a start.
S: Exactly, and research into genetic engineering is a pretty hot topic in science. Numbers don't lie. There's more and more money going into it right now.
T: Well, good luck to them. We should try to live long enough to be around when they discover the secret to living forever.

Tekst 2 D = Dr Cruz J = Julian

D: Good morning. Thank you for coming here today. As you know, we're examining the benefits and potential age-reversing effects of taking regular cold baths.
J: Yes, I'm very interested in your research, Dr Cruz. I'm fascinated by the idea that in spite of all the technological and scientific advances of the twenty-first century, something as simple as bathing in cold water could be the key to longevity.
D: Well, we're not claiming that at the moment, far from it. The aim of this study is to establish whether there are benefits or whether this is a myth that needs debunking. If there are benefits, then how significant are they? Are we looking at improved skin and hair, or as claimed by some, do cold baths have an effect on the human body at the cellular level? Scientific studies into the psychological benefits have already been conducted, and now we want to focus on any physical changes. This involves you sitting in a bath of ice for a few minutes in a laboratory setting while we measure any physical changes, and then comparing data with a control group who have not had an ice bath.
J: Right. Sounds, um, great. So, do we start straight away?
D: First, I need you to read and sign a few documents ...

Tekst 3

Thank you for inviting us to your school today. We are looking for the scientists of the future who can carry on the important research that we started in the early nineties in our company. We'd like to tell you a little about our research projects and outline the opportunities we can offer those of you who are interested in working in this exciting scientific field. We specialise in the field of ageing and age-related disease. Our main area of interest is uncovering the mysteries of the ageing process in order to understand why and how an organism ages so that we can reverse that process.
You may have heard that we are looking for a way to genetically engineer humans so that they live forever – well, this may happen one day, in fact, almost certainly, but for now our main aim is to help people live longer and healthier lives. Our priority is to examine illnesses that can be fatal, such as cancer, and use state of the art technology to examine people, as well as new medicines and ground-breaking therapies to treat them.
The work is varied. In our laboratories, we conduct experiments on internal organs, the skin and the brain, and then we analyse data and share our findings with our partner companies. We collaborate with young start-up companies as well as more established organisations because we believe that it's only working together that we can make a difference to people's lives. We employ biologists, gene therapists, technologists, engineers, pharmacists and more. We consider ourselves to be scientific explorers and we expect our employees to be open to new ways of thinking.
If you're interested in working in this field, we have six- or twelve-month internships to offer you. If you are looking for something more long-term, we will fund you through a three-year university course and there will be a job for you at the end of your studies.
We are incredibly passionate about having a diverse and inclusive workforce. Firstly, we hope to attract people from different backgrounds, cultural and economic, and this is why we've set up grants and internships to encourage more of you to pursue careers in science, technology, engineering and maths, or S, T, E, M – STEM subjects, as you probably know them. Secondly, we promote gender equality and one of our aims is to ensure that women are well represented in science.
I do hope we've sparked your interest and that you're tempted to join us in this exciting scientific field which offers so many opportunities for exploring ways to reduce mortality and improve people's quality of life. We will be here for the rest of the afternoon, and so please come and speak to us and find out more about what we do, how we work, and how you may fit into our organisation.

12 09

1

Hi, Amy. I know you're really busy, but can you call me when you get this? I want to ask you about Sam. He's acting really strangely. You know he's usually really kind and thoughtful – well, I sat next to him at lunch yesterday and I was telling him about my cat. She's really sick and I'm worried about her. Anyway, he didn't say anything, but he kept looking at his phone, and then he started texting. I mean, it's rude, isn't it, and more to the point, it's not like him. I hope he's all right. Call me.

2

On *Phone Talk* today, we look at where phones go to die. Imagine the scenario – you've decided to replace your old phone and invest in a brand new handset, even though the old one is still working fine. You've offered it to your friends, siblings, even your parents, but they prefer something more up to date. What should you do with it? The worst option is to throw it away – at least take it to a recycling centre. But by far the best option is to donate your phones to a charity. They will sell the phone for parts and use the money for good causes.

12 10

1 Oh, er ... I'm calling to ask if you've found my phone. I left it on the twenty-four bus this morning – that's the twelfth of October. I was sitting at the back on the right-hand side next to the window. It must have fallen out of my pocket. The phone's a smartphone XRX and the case is black. The screen is cracked from the top left-hand corner to the bottom right-hand corner, but it still works. If anybody handed it in, can you please contact Jack on 0 7890 124 ...

2 Today I want to tell you about a new mobile language learning app. It focuses on real conversations and whatever your level, you can improve your language skills in just two months, with or without an online tutor. Gaming technology makes revision activities interactive and fun, and recent breakthroughs in mobile app technology mean that your learning programme is personalised. This app is the first of its kind to use virtual reality games for language learning. It will transform your learning experience.

3 My parents don't understand why they never hear my phone ring. They've both got silly ringtones – my dad's got something by the Rolling Stones and my mum has a disco tune. It's so awkward when you're out with them and their phone rings. I pretend I'm not with them. I'd rather have my phone on vibrate – I hardly ever speak on it anyway, except to my parents. Most of my friends are like me – we prefer to message one another and I always know when a message has come in because I feel it on my smartwatch.

4 Hi, you've got your phone switched off again. I hope you're not avoiding me. Can you please call me back or at least text me and tell me when you can call me? Maybe your phone has died completely, I know you were having issues. You really need to replace it – how old is it anyway? At least five years. Please put your phone on or call me or get an upgrade or a new phone and join me in the twenty-first century.

5 The Minister for Education has announced that he will not put a ban on mobile phones in schools. However, head teachers can ban mobile phones in individual schools if they wish. He added that if a head teacher chooses to put a ban on mobile devices in their school, they will have the full support of the Ministry for Education. Asked why he was against a national ban, the Minister replied that pupils may need their mobile phone if they are involved in after-hours school activities or school trips and so a total ban would be inappropriate. He added that his preference was for educating children in how to use their mobile phones responsibly.

12 13

Tekst 1

A: Jack, you've been a dentist for ten years. Would you recommend it as a profession?
B: Yes, I would. It's a good job and it's well-paid. It also feels good to help people who are in pain. You know, toothache is terrible, it's one of the worst things for people to deal with.
A: Are there any disadvantages to the job?
B: To be honest, yes, there is one thing that bothers me.
A: What's that?
B: It's the fear of going to the dentist! Some patients are terrified, and I wish they wouldn't be so fearful. They're scared of the syringe and the drill. They're uncomfortable in the chair – gripping the armrests and stiffening as soon as

I approach. I understand them, but really, they should try to focus on how they'll feel after their dental treatment, when their toothache has gone!

Tekst 2

A: Let's have a chat about your situation. As a dietician, I can help with a variety of food-related issues.

B: Well, I suffer from heartburn, and my doctor says it's because of my diet. I work long hours and I tend to eat fast food. That's why I've gained weight. Plus, I have a sedentary lifestyle, which I know I need to change.

A: I see. Well, for starters, here's a list of foods to avoid because they can trigger heartburn. There's also a list of permitted foods – as you can see, it's quite extensive. I'll put together a sensible diet for you to follow for weight loss, and you'll need to cut out sugars and fatty food. So, how does that sound? Do you think you can stick to it?

B: Yes, it sounds fine.

A: There are other benefits, too – you'll improve your immune system, protect yourself against cardiovascular disease, and generally feel happier.

B: Great! I'm ready to start!

Tekst 3

International Nurses Day is celebrated globally on 12th May, when we recognise the work and commitment of the men and women around the world who have dedicated their lives to nursing. The date commemorates Florence Nightingale – the founder of modern nursing – who was born on 12th May, 1820. She was a British nurse who not only transformed the nursing profession, but also changed the way the public saw nursing.

In 1853, war broke out in the Crimea and British soldiers were sent there to fight in 1854. Soon, reports reached Britain of soldiers dying from their war wounds, cold, hunger and disease, with no real medical care or nurses to treat them. They needed help urgently, and so Nightingale was asked to lead a team of nurses there. When they arrived, the army hospital was overcrowded and filthy, the toilets were broken and rats were everywhere. There wasn't enough equipment, and injured soldiers slept on the dirty floor. They had no blankets, no clean water or fresh food. In such conditions, disease spread quickly and most of the soldiers died from infection.

Nightingale knew that the soldiers could only recover if the hospital conditions improved. She arranged for equipment and food to be sent to the hospital. The wards were thoroughly cleaned and a kitchen was set up to prepare healthy meals. The wounded soldiers were bathed and their wounds were dressed with clean bandages. Because Nightingale would check on patients throughout the night and carried a lamp on those visits, she earned the nickname 'Lady with the Lamp'. Nightingale also wrote letters to the families of soldiers who couldn't write themselves. Due to the improved conditions and care, fewer soldiers died from disease. This groundbreaking development in hospital care was adopted universally.

Today, we think of nurses as important, highly skilled professionals, but at the start of the 19th century, nurses had barely any training and their work was considered menial. Florence Nightingale changed all that. She established the Nightingale Training School for Nurses in 1860 and nursing became a respected profession. Continuing Nightingale's tradition of caring for those in war zones and other areas where communities are in danger, organisations like Doctors Without Borders could not do their work without dedicated nurses.

They have many roles within these organisations. They care for malnourished children where there is drought and famine, and vaccinate thousands in one day. They assist those injured in areas of extreme violence and those who have been forced to flee their homes. They work alongside surgeons in temporary operating theatres as battles rage nearby. In all of these cases, nurses are usually the first face a patient sees and the people they will have the most interactions with. The role of a nurse isn't limited to medical care. Just as Nightingale showed concern for her patients in difficult times, modern-day nurses offer reassurance in stressful situations by offering a smile or a shoulder to cry on. They simply care for people and they deserve their special day on 12th May.

12 14

Hi, I'm sure you're all aware of the Oscar ceremony that takes place in Hollywood every year and gives awards for acting, directing, screenwriting, special effects and many more aspects of film making. As well as the elegant outfits, the stars, the speeches and the presenters' jokes, it is famous for going on and on for hours. Even though speeches have now been limited to 45 seconds each, it seems to get longer each year. The situation would be even worse if the awarding of Honorary Oscars hadn't been moved to a different ceremony after 2008.

Honorary Awards are for people who have contributed something special to the film industry in general, not just for one specific film. They started back in 1929, and, until 1950, they were known as Special Awards. One of the first winners were Warner Brothers studios for their film The Jazz Singer, which was the first ever film to feature recorded music and speech, and which changed Hollywood forever. The awards later seemed to be used as a way of recognising people who had had great careers but never actually won an Oscar, although, occasionally, previous Academy Award winners, such as actor Gary Cooper, were also given one. One of the reasons why the Honorary Oscars were moved was that, as the awards were often given for an entire career in Hollywood, they were introduced with a lengthy selection of highlights of the winner's work. Even though there aren't many Honorary Oscars given each year, and some years there are none at all, it still seemed sensible to present them at a different event.

It is, of course, nice to receive an Oscar after so many years in the business, but at the same time, it is a bit like being told that your career is almost over. When British actor Peter O'Toole, who had been nominated for an Oscar seven times without ever winning one, was offered an honorary award in 2003, at the age of seventy, he initially turned it down, saying that he still had hopes of winning one for a performance in one of his films. Fortunately, he eventually accepted the honour as, despite receiving an eighth nomination at the age of seventy-four, he was beaten once again.

So who will win this year? In 2022, director Peter Weir was the obvious candidate; recently retired, seventy-seven years of age, he had also had several unsuccessful nominations and he was responsible for some great films during his career such as The Truman Show and Dead Poets Society. The Academy didn't let him down and he won his deserved award. Please send some ideas for this year's winner and we'll see if the Academy agrees with us!

UNIT 13 ŚWIAT PRZYRODY

13 01

1 I really enjoy gardening, planting new flowers, mowing and watering the lawn. What I don't like is pulling out all of these aggressive plants that I didn't even put there!

2 Be careful! Don't pick that! I know the purple flower looks beautiful, but look, it's got all of these prickles on the leaves and stems.

3 I'm thinking of planting some of them there, at the front. They won't be too tall, so won't block the view. And I'll make sure to trim them regularly, so they stay the right height.

13 02

1 Every time I go shopping, I can see people with their trolleys full of things and I often wonder if they really need them all. I also know people who are constantly buying the latest devices as soon as they come out even though they don't need to replace their older versions, which aren't actually old – they're just not the latest model. This behaviour benefits the economy, but it has a negative impact on the planet. Considerable amounts of the Earth's natural resources are used to make the things that we buy. Some consumers are already aware of this and tend to buy fewer things, and they choose goods that are eco-friendly, but green consumerism needs to be promoted more.

2 If you've ever seen jewellery made from ivory, it's highly likely it came from illegal sources. The same applies to sunglasses or ornaments made from a gorgeous yellow tortoise shell. These illegal activities of hunting and killing animals are huge contributors to some species becoming extinct. They also change the variety of wildlife in a given area. Animals in their natural habitats should be left alone as soon some might disappear forever.

3 Did you know that not everything that you recycle is actually recycled? This is why it's important to only buy things in packaging that you're sure can be recycled or that will break down, or biodegrade, very quickly. This means that nothing will be left behind and landfill sites won't be overfilled. So, what can you do to ensure you're buying the right kind of products? Well, first of all, ask yourself if the product does actually need packaging? Do the apples that you're buying need to be in a plastic bag? Does the lettuce need to be in a disposable container? Next time you shop, bring your own reusable bags and containers and avoid purchasing pre-packed food.

4 I've recently attended a talk on pollution and even though there wasn't much new said about the sources of pollution in our cities, like traffic, factories and so on, there was one thing that really stood out to me. It was a mural in Warsaw that was created with special paint that reduces the amount of pollution in the air. One mural is as effective as 780 trees. Even though this is a great idea, I still think people should do everything they can to reduce their contributions to polluting the environment by, for example, trying to find alternative sources of transport that don't emit fumes into the air that we breathe.

13 03

B: Can we talk about your ideas for a Bee Day? What exactly are you planning?

A: We want to organise a Bee Day to enable people to get to know bees a bit better, and we can

inform people about how they can go about protecting the bee community. We have invited a local beekeeper to come in and explain how important bees are and then run through a list of simple things we can all do to help create a more bee-friendly environment. For example, by growing the right plants in your garden.

B: That sounds good, but I'm not sure people are that bothered about bees.

A: Well, that may be so, but it's our job to make them interested.

B: And how will you do that?

A: We've thought a lot about how to present our ideas. The main focus will be a multimedia presentation by a local beekeeper. As well as our guest speaker, we will have other presentations by students, show videos of bees in action and set up a poster exhibition displaying information about how to support bees.

B: That sounds very interesting. So, how will you get people to come to your Bee Day?

A: I don't see that as a problem. I have several ideas for promotion. We'll put up a few posters at school – the teachers have also promised to mention the ideas in class – and we'll post about it on social media. In fact, our beekeeper guest has several short, dramatic video clips illustrating the issues and we could post some of those. They are sure to grab people's attention. The beekeeper has also offered to run a one-day beekeeping course for one student and that will be the main prize for winning the bee quiz we are going to hold.

B: What about if your beekeeper cancels at the last minute?

A: That's not something I'm worried about. I'm sure another beekeeper would agree to step in. The fact is that beekeepers are all passionate about what they do. They are really keen for young people to understand how vital bees are. I suppose another potential problem is that the audio-visual equipment doesn't work, or the Internet connection goes down, but we are used to that in this school! We will still have the poster exhibition on display and a very interesting and engaging speaker. So, we should be all right.

B: OK. It sounds as though you've thought of everything.

13 04

Travel missions to Mars may be only a decade away, but if humans do make it there, what will they eat? One of the major challenges of setting up a permanent base on the red planet will be generating a supply of food. We now know that there is water on Mars, but water is just one of many things that are required to support sustainable agriculture and feed people. Mars only gets half the sunlight we get on Earth, and the average temperature is minus sixty degrees Celsius. Earth's soil is humid and rich in nutrients and microorganisms that support plant growth whereas the surface of Mars is dry and full of chemicals that are poisonous to humans. Plants that have adapted to conditions on Earth will not grow well on Mars. So, there's a long way to go before space farming can support a colony on Mars, but I have no doubt that it will happen one day. Space farming techniques are already being tried out on the International Space Station with their space garden known as Veggie.

13 05

1 It's that time in the programme for fantastic facts. Today our fantastic facts take us into space. Two spacecraft, Voyager 1 and 2, were launched from Florida way back in 1977. They are the first man-made objects to leave our solar system. No other spacecraft has travelled as far. And they've been sending back images from billions of kilometres from home. They've explored all the giant planets of our outer solar system: Jupiter, Saturn, Uranus and Neptune. But where are they now? Voyager 1 and 2 are around twenty billion kilometres from the Sun exploring the bubble around the Sun known as the heliosphere. My favourite fantastic fact – the spacecraft are carrying spoken greetings from Earth people in fifty-five languages in case they encounter life out there. I hope they do!

2 News now from the Earth's orbit. No, aliens have not made contact from a neighbouring planet! We're talking about the International Space Station, which has been damaged by space junk, or debris. A piece of space junk has collided with a robotic arm, but astronauts on board say that the arm's performance has not been affected. Space junk is a growing problem for the International Space Station with the increase in the number of small satellites being launched and other objects floating in space. This results in more than 27,000 pieces of debris orbiting the Earth, some of them tiny, but at speeds of 40,000 kilometres per hour, they could do serious damage.

3 Does anyone else think it's a problem that billionaires are competing to see who can set up the first space tourism company while here on Planet Earth forests are burning, floods are happening where they've never happened before, while other places are experiencing drought, ice caps are melting, coral reefs are dying and species are disappearing from the natural world at an alarming rate? Shouldn't they be helping to save their home planet before trying to leave it? I'd like to think that when they look back at our beautiful planet Earth from the edge of space, they may have the same reaction as the astronaut Michael Collins from Apollo 11. He described it as tiny, shiny, beautiful, fragile and home. Maybe they'd change their mind about how to spend their billions.

4 I need to speak to you. I saw something in the sky and I'm not sure what it was. It was last night, around midnight, and I was just looking out of the window and I saw this light moving slowly across the sky. There was a new moon, so the sky was really dark, but this light was bright, and at first, I thought it was an aeroplane, but it wasn't moving like a plane. I know that last time I thought I saw a UFO it turned out to be Venus – I didn't know Venus was so bright and so low in the sky. But this one was moving slowly, so I don't think it could be a shooting star, either. In the end, it just disappeared over the horizon. Do you think it could have been the International Space Station?

13 06

absorbs breeds grazes hatches hunts lays nests

UNIT 14 PAŃSTWO I SPOŁECZEŃSTWO

14 01

1 The situation in the streets hasn't improved in the last few hours, with rioters taking over the town centre. What started as a protest against the release of the man accused of an assassination attempt on the prime minister is now a violent and destructive event. As we reported this morning, there have been two fatalities and numerous injuries. Police have been using tear gas and water cannons to break up the crowds.

2

A: So, we've launched an inquiry into the incident that you witnessed. Can you tell me exactly what you saw?

B: I was driving along Merrion Avenue when I saw people running from the building where the bank is. I thought there was a hold-up in progress, but then I noticed smoke over the building. And then I saw this guy running from round the back ...

A: Was the arson suspect holding anything?

B: Yes, he was carrying a canister. You know, like the ones you use for petrol. He quickly jumped into a red car and drove off.

3 My husband works at the bank, but I never thought this would happen to us as we're not well-off or anything. So, one day as he was driving back from work, these two guys jumped into his car and took him to a remote area. They held him hostage for three days and kept blackmailing me, saying that they wouldn't release him until I paid them a huge ransom. Fortunately, the police managed to track them down and they were arrested. My husband was fine, but it was a terrible ordeal for our family.

4 I didn't think much of it when I kept seeing the same woman outside my house. I just thought she lived there and was just waiting for someone. But then, one day, I realised that she was following me to the train station. 'OK, that's just a coincidence,' I thought. But there she was again the next day, and the next. And then the text messages started. I knew she was behind the stalking because she always ended them with 'See you at the train station.' That's when I called the police. It turned out she was a repeat offender and had committed the same crime several times in the past few years.

14 02

The photos show three different problems in a town that affect people's well-being. All three issues are important, but if I were to prioritise one of them, I would opt for number one – a lack of cycle lanes. When there are no cycle lanes in a town or city, cyclists are forced to use public roads and ride between cars – as we can see in the photo. This is fraught with danger and as a cyclist myself, I think the photo illustrates a very life-like situation that everyone can relate to. I rejected option two because I think cycle lanes are essential whereas play areas in parks are nice to have but less vital. To be more specific, while I believe it's important for children to play outside, I don't consider it necessary to provide equipment for them to play on. In any case, it isn't clear from the photo whether this is a permanent or a temporary closure. It could well be that the play area is simply being refurbished and will reopen next week! I think picture three is quite effective, as it shows a genuine problem that wheelchair users encounter when trying to gain access to certain places, and the emotions that might provoke. However, I wouldn't choose it because I think access for wheelchair users in towns has improved recently. For example, public transport, public buildings, shops and schools all have wheelchair access as standard. The photo looks like it might be a private house and I don't think wheelchair access to private houses is the responsibility of local government.

14 03

1

B: What sort of problems would you like your local government to spend money on?

A: One of the biggest issues in my city is the dreadful state of the pavements. They really are in shocking condition. The main issue here is that local authorities have failed to invest in repairs or improvements over the last twenty years, with the result that elderly people, wheelchair users and parents with pushchairs have to constantly try to avoid holes and bumps. Even young people trip over regularly and twisted ankles are a common injury here. The situation is even worse in wet conditions: deep puddles form on the pavements and it's almost impossible to keep your feet dry. At present, it's no pleasure to walk around the city centre and people only tend to go there if they have to. More to the point is that unless we invest in improving pavements, visitors will stay away, and the shops and cafés will continue to lose business.

2

B: Traffic pollution is a big issue affecting the well-being of urban populations. What can local authorities do about it?

A: Traffic pollution is a major problem in big cities and one of the solutions is to transform some of the main streets into pedestrian areas. My overall impression is that if city centres were all pedestrianised, pollution would automatically be reduced, and this would improve the overall well-being of the general population. However, there is a potential downside to this solution: although air quality would be improved in the centre, the knock-on effect may be that traffic is heavier in other parts of the city. To be more precise, making some streets pedestrian could actually result in increasing pollution levels in other parts of the city. An alternative solution could be to restrict traffic by bringing in a congestion charge. If drivers were required to pay to drive into the centre, they would avoid doing so unless absolutely necessary. The congestion charge money could then be used to fund other ways of reducing pollution such as electric buses.

3

B: What can the government do to improve the well-being of the population?

A: There is no doubt that government could improve the well-being of the population in many ways, and I believe they have a responsibility to do so. One obvious way to enhance people's well-being is to make sure that they have access to green spaces such as parks for walking and running, and other sports facilities where they can do exercise and keep fit. Another way that government could contribute to the well-being of the population would be to spend more money on improving the air quality in cities and in particular, reducing traffic pollution. Government could also organise and fund awareness campaigns to promote the benefits of buying local produce. If more people bought fruit and vegetables from local farmers, it would boost the local economy, reduce unnecessary food miles, and improve people's well-being by encouraging them to eat healthier, more organic food.

14 04

P = Presenter J = Jordan

P: We're coming to you from our studios in Central London and we're talking to a group of teenagers about their campaign to end child food poverty and provide free meals for financially struggling families. Jordan, tell us more about your voluntary work.

J: Yeah, hi! We're based in South London and during the school holidays a group of us has been helping out in a food bank. We pack boxes and deliver food parcels to low-income families. During the school holidays, it's even harder for families who rely on free school meals during term time. In the UK, nearly one million children qualify for free school meals, but in the holidays this becomes a problem, and that's why the food banks started up. As well as the food we distribute, there are some local businesses – cafés and fast-food restaurants – that have offered free meals for families in need.

P: That's good to hear. Has the problem got worse?

J: Families have been badly hit by the downturn in the economy in the last few years. The gap between rich and poor has widened as a result of a decrease in government spending. Things are particularly difficult in cities where a combination of low income and rising housing costs makes it hard for families to manage.

P: Well, it's great to see you're doing what you can to help. Thanks for speaking to us today. If listeners would like to donate ...

14 05

P = Presenter G = Gus

P: Good afternoon and welcome to *Teens and their Money*, the programme where we invite the economists of the future to share their thoughts and ideas with us. Our first guest today is seventeen-year-old Gus. He's in his final year of school and he's hoping to gain a place at the London School of Economics. Hello, Gus, and thanks for joining us.

G: Hello. Thank you for having me.

P: Gus, I think you want to tell us about a new model for the economy. You think this new model is more suited to the modern world than the more established ones, which are no longer fit for purpose.

G: Yes, I'd like to talk about an economic model called Doughnut Economics, an idea that was first developed by Kate Raworth, an academic from Oxford University. Her aim was to come up with a framework for an economy that would work better for everyone and would get away from the current model, which is largely based on making as much profit as possible. When profit is the main aim, the gap between rich and poor is bound to get bigger and tackling climate change will not be a priority.

P: That sounds interesting. Can you tell us more about that?

G: Sure. Basically, Kate Raworth believes that the challenge for economists of the 21st century is to create a healthy economy that provides the population with what they need without damaging the environment any further. She describes it as meeting the needs of all within the means of the planet.

P: It sounds sensible. But why is it called Doughnut Economics?

G: It's all about keeping things in balance. If you imagine the shape of a doughnut, there are two rings, an inner ring and an outer ring. Inside the doughnut, between the two rings, is a safe space where a fair and sustainable economy takes place. The inner circle represents society's basic needs such as water, housing or health. The outer ring represents environmental issues such as climate change, air pollution and so on. The idea of the doughnut is that you don't want to fall into the hole in the middle because this is where people can't access their basic needs such as food, clean water and health-care. You don't want to be outside the outer circle, either, because that's where destruction of the environment takes place.

P: OK, I think I'm with you. But how can this be achieved?

G: Well, some governments have already adopted the model and they are moving towards a more sustainable approach.

P: Well, thank you, Gus, for introducing us to this twenty-first century approach to economics. Food for thought! Now our next guest is ...

14 06

British prisons as we know them originated in London in the late eighteenth century. A philosopher called Jeremy Bentham introduced the idea that criminals could be imprisoned as a form of punishment. Up until then, prison was used for criminals waiting to go on trial. He wanted to design a new type of prison where guards could spy on the prisoners without them knowing – that never happened, but the concept of using prisons as a form of punishment did catch on. By the nineteenth century, people found guilty of various crimes were locked up in prison and often forced to do hard labour and live in bad conditions. The hope was that they would never commit a crime again for fear of returning to prison. In fact, the reality is that prison appears to have the opposite effect. Time inside a prison seems to cause too many people to become even more involved with a life of crime, not less. In spite of this, imprisonment continues to be one of the most common forms of punishment worldwide.

14 07

1 The riot that broke out at 7.30 p.m. yesterday evening at Rochester prison has been brought under control after security teams were called in to deal with the situation. The prison service reports that a small number of prisoners of the west wing of the prison were involved in setting fire to some furniture, but there was no risk to the public. The offenders were refusing to follow orders and had attempted to cause damage to the wing. A spokesman from the prison authorities made it clear that those responsible would be identified and punished.

2 On TV reviews today, I'd like to recommend a new comedy drama, *Back to Life*. The main character, Miri, has just come home after spending eighteen years in prison. At the beginning of the series, we don't know what crime she committed, but the story develops as Miri tries to learn how to live at home again and find a place for herself in society. The character of Miri is very different from the angry ex-prisoner that we usually see on TV. Her experience of post-prison life as it is shown in this series is both extremely amusing and at times rather sad.

3 Hello, Mum. You must be at work. I just wanted to tell you about my new job. I'm going to be teaching English in a prison. I know! Actually, I'm quite excited because I think it's fantastic that prisoners get the chance to get an education. I'm sure the days can be very long and boring when you're in prison. It's going to be a challenge, but I feel as if I'll be making a

difference to these people's lives, and I'm really pleased about that. You know what I'm like – always trying to help people! OK, I have to go. I'll tell you more when I see you.

4 I'm here today to talk to you about careers in the prison service. If you're the kind of person who is interested in making a real difference to the society we live in, then becoming a prison officer may well be the job for you. The statistics are shocking: nearly half of UK offenders commit another crime in the year following their release from prison. For short sentences of under a year, it is as much as sixty-five percent. Working with offenders so that they do not go on to break the law again and helping them to become better citizens is good for the prisoner, their family and the community they come from.

5 If you ask me, it's time we made some changes to the way our prisons are run, and I think we have a lot to learn from the Scandinavian prison service. Prison officers have to train for three years there, learning communication skills and the ability to deal with conflict without using force. Prison officers are more like social workers. In prison, offenders keep their human rights including the right to vote, and they have access to the same high level of education and medical care as free people. I agree with one Norwegian officer who suggested that treating someone like a monster will make them behave like one.

14 10

Tekst 1

A: I'm thinking of giving up going to the gym. I don't enjoy it anymore.
B: You should try combining your workouts with mindfulness.
A: What's that?
B: Mindfulness is a way of concentrating on yourself, on your body and mind. Surveys say it makes you less likely to give up your exercise regime. I use it in many parts of my life so it was natural to use it in the gym, too.
A: Really?
B: Yes, I remember hating long walks, so I used to watch how my legs and arms were moving automatically, like breathing. This was long before I'd ever heard of mindfulness, but it is quite similar. Another technique I learned about is to think about the indirect benefits of the workout: 'This will give me more energy for work' or 'I'll sleep well tonight'. That sort of thing.
A: Well, OK, I'll try it.

Tekst 2

B: What are you writing?
A: It's a mood diary. Every day, I write down how I'm feeling, why and how it affects my behaviour. Then, if my mood changes, I also note down what caused the change and who I was with.
B: What's the aim of it?
A: Well, you know I injured my leg last year and had to give up running. That made my mood swings worse than previously and my therapist suggested keeping the diary. It helped me to identify situations which made me feel worse and which situations helped me to take my mind off the injury.
B: But your injury cleared up ages ago and you're as good as new again.
A: I know, but it still helps me avoid stress and feel stronger. You should try it.
B: Maybe I will.

Tekst 3

Good afternoon. I know the previous speaker was talking about the negative effects technology can have on our health. Their speech was received very enthusiastically, which makes me a little nervous, as I am going to talk about using health apps as part of our daily routine. However, while our speeches seem to have completely opposite points of view, I think that there is some truth in both of them.

Why health apps? Well, one thing that a lot of us find difficult about following a healthy lifestyle is not falling into bad habits after the first wave of enthusiasm has faded away. Apps can prompt us, send messages and annoying beeps to remind us that we haven't achieved our stated goals. They also give us statistics and graphs showing our progress over time. Of course, we could do that ourselves, but it wouldn't be as easy. And, if we are doing a daily workout, the blank spaces on the app's calendar will be a reminder of days on which we had an unofficial break.

As well as these motivational apps there are some others I would recommend. When people suffer from strange symptoms, they are often tempted to use a search engine to try to find out what is wrong. They may be lucky and come across a website which is run by medical professionals, or they may end up getting a completely false diagnosis. Before you download an app, you can, and should, check that it has been approved by official medical bodies such as the National Health Service. Some of these have a huge database of symptoms, patients' questions and doctors' answers, and even allow you to receive advice from a qualified doctor. If the problem sounds serious they will not suggest an untried remedy, but will almost certainly encourage you to go to your own GP or local hospital to get yourself examined and treated.

Another aspect of health that apps can help with is our diet. If we are willing to spend time noting all the ingredients of every meal we eat and weigh each portion, it can tell us how many calories and what kind of nutrients we have consumed. In fact, they may indirectly help us to control what we eat and when, as the effort of using the app puts us off having any extra snacks between meals. Another useful kind of food app is one that helps us to understand food labels in shops. First we have to enter our profile into the app, stating any allergies we have and how we would like to change our diet. You can then scan any food item in the shop before purchasing it, and the app will tell you whether you should or shouldn't buy it and why. There are many other health apps that we haven't got time to talk about but, to summarise the talk, health apps, when chosen carefully, can give us valuable information as well as the motivation we need to continue to live healthily. Think of them as your own personal trainer, encouraging friend or nagging partner or parent, which you carry around with you wherever you go.

14 11

All governments have secrets which they would prefer their citizens didn't know about. In the UK, the first law regarding official secrets was passed in 1889. When it was updated in 1911, there were already questions about whether it was intended to protect the country from foreign spies or to help ministers avoid journalists' investigations.

However, there are times when secrecy is obviously of importance. During the Second World War, many people, the majority of them women, worked at a large estate called Bletchley Park, hidden away in the countryside. Their work consisted of spending long hours concentrating on listening to enemy radio messages, trying to work out where enemy ships, planes and soldiers were at all times of the day, and translating or trying to break codes. Before starting work there, they were forced to sign the Official Secrets Act which forbade them from discussing their work with each other or close family members. It was vital work and some say it might have shortened the war by two years, but for decades, no-one could say anything about it. Even when the war ended, the work continued, now watching and listening to the Soviet Union rather than the Germans.

Finally, in 1974, almost thirty years after the war ended, the secrets could be told. The workers had kept their promises perfectly. One married couple even discovered that they had both been working in different parts of Bletchley Park but had kept this secret from each other. The media, though, concentrated on the work done rather than the people doing it. It wasn't until 2015, when the book The Debs of Bletchley Park and Other Stories was published, that many of the employees' stories were finally heard. Forty-five women were interviewed for the book and, together with the rest of the staff, they finally received the praise and thanks they deserved.

With me in the studio is the director of the Bletchley Park Museum ...

INSTRUKCJE DLA UCZNIA B

UNIT 01 CZŁOWIEK

MÓWIENIE ▶ STRONA 13, ĆWICZENIE 8

Jesteś kolegą/koleżanką ucznia A. Rozmawiacie na temat zmiany wokalistki w jego/jej zespole. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Chcesz się dowiedzieć czegoś więcej na temat nowej wokalistki.
- Wyraź wątpliwość, czy kandydatka ma właściwe doświadczenie niezbędne do bycia wokalistką w zespole ucznia A.
- Masz wątpliwości, czy nowa wokalistka dogada się z pozostałymi członkami zespołu.

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 21, ZADANIE 1

Jesteś kolegą/koleżanką ucznia A. Rozmawiacie na temat idealnego kandydata na przewodniczącego rady samorządu uczniowskiego *(the president of the student council)*. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Twoim zdaniem uczeń osiągający słabe wyniki w nauce nie byłby odpowiednim kandydatem.
- Uważasz, że idealny kandydat musi bezwzględnie przestrzegać regulaminu szkoły.
- Zapytaj ucznia A, czy chciałby zgłosić swoją kandydaturę.

UNIT 02 MIEJSCE ZAMIESZKANIA

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 37, ZADANIE 1

Jesteś studentem/studentką z Danii. Rozmawiasz z osobą, która poszukuje współlokatora/współlokatorki do dwupokojowego mieszkania. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Zapytaj, jakie opłaty nie są wliczone w czynsz.
- Uprzedź ucznia A, że depozyt możesz zapłacić dopiero w przyszłym miesiącu.
- Poinformuj ucznia A, że chcesz mieć kota i upewnij się, że współlokator to akceptuje.

UNIT 03 EDUKACJA

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 55, ZADANIE 1

Jesteś uczniem/uczennicą szkoły w Nottingham. Gościsz u siebie ucznia/uczennicę z Polski. Rozmawiacie o jego/jej polskiej szkole i o polskim systemie szkolnym. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Zapytaj, jakich języków obcych można się uczyć w jego/jej szkole.
- Wyraź zaniepokojenie liczbą sprawdzianów / zadań domowych.
- Zapytaj ucznia A, czy uczestniczy w jakichś zajęciach pozalekcyjnych.

UNIT 04 PRACA

MÓWIENIE ▶ STRONA 59, ĆWICZENIE 8

Wraz z uczniem A chcesz podjąć się pracy wakacyjnej przy obsłudze kelnerskiej dużych imprez i wesel. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Nie masz doświadczenia w pracy kelnerskiej.
- Wyraź wątpliwość, czy macie wystarczające umiejętności do podjęcia tej pracy.
- Nie masz pewności, czy w pracy obowiązuje określony strój.

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 71, ZADANIE 1

Wraz z uczniem A rozważasz podjęcie pracy wakacyjnej w księgarni internetowej obsługującej klientów w języku angielskim. Rozmawiasz o tych planach z uczniem A. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Poinformuj ucznia A, że chcesz pracować z domu.
- Wyraź wątpliwość, czy posługujecie się językiem angielskim w wystarczającym stopniu, aby podjąć tę pracę.
- Zapytaj, czy pracodawca oferuje szkolenie.

INSTRUKCJE DLA UCZNIA B

UNIT 05 ŻYCIE PRYWATNE

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 89, ZADANIE 1

Twój kolega / Twoja koleżanka poznał/poznała niedawno interesującą osobę, z którą był/była na pierwszej randce. Rozmawiasz z nim/nią na ten temat. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Wyraź zdziwienie, że uczeń A dopiero teraz poinformował cię o tym zdarzeniu.
- Zapytaj, jakie zainteresowania ma nowo poznana osoba.
- Zaproponuj wspólne spotkanie waszej trójki w najbliższy weekend.

UNIT 06 ŻYWIENIE

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 105, ZADANIE 1

Jesteś kolegą/koleżanką z Walii ucznia A i przebywasz u niego/niej z wizytą. Rozmawiasz z nim/nią o potrawie, która szczególnie przypadła ci do gustu w trakcie powitalnej kolacji. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze informacje o jednym ze składników.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Poproś, aby uczeń A nauczył cię przygotowania tej potrawy.
- Zapytaj ucznia A, skąd czerpie inspiracje kulinarne.
- Zaproponuj, że ty przygotujesz jutrzejszą kolację.

UNIT 07 ZAKUPY I USŁUGI

MÓWIENIE ▶ STRONA 111, ĆWICZENIE 8

Wraz z uczniem A porządkujecie mieszkanie studenckie przed wyprowadzką. Uczeń A proponuje sprzedaż niepotrzebnych przedmiotów na samochodowej giełdzie staroci. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Przypomnij uczniowi A, że nie macie samochodu.
- Wyraź obawy związane z prognozowanymi opadami deszczu.
- Powiedz, że nie wiesz, jak wycenić przedmioty na sprzedaż.

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 123, ZADANIE 1

W trakcie studiów w Wielkiej Brytanii wynajmujesz mieszkanie z kolegą/koleżanką. W waszym mieszkaniu zepsuła się pralka. Rozważacie możliwość skorzystania z pralni samoobsługowej *(laundrette)*. Rozmawiacie na ten temat. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Poinformuj ucznia A, że nie wiesz, jak się korzysta z pralni samoobsługowej.
- Zapytaj, czy możecie chodzić do pralni na zmianę.
- Wyraź zaniepokojenie wysokością kosztów pralni.

UNIT 08 PODRÓŻOWANIE I TURYSTYKA

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 139, ZADANIE 1

Jesteś kolegą/koleżanką ucznia A z Irlandii. Podczas twojego pobytu w Polsce planujecie kilkudniowy wyjazd nad morze. Rozmawiacie o tych planach. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Poinformuj ucznia A, że nie lubisz podróżować samochodem.
- Ponieważ nie odpowiada ci zaproponowana forma zakwaterowania, poproś o zmianę na inną.
- Zapytaj ucznia A, czy ma plany na deszczową pogodę.

UNIT 09 KULTURA

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 157, ZADANIE 1

Jesteś kolegą/koleżanką ucznia A z Londynu. Planujecie wspólne wyjście do teatru w sobotni wieczór. Rozmawiacie o tych planach. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Uważasz, że bilety należy kupić przez internet.
- Nie odpowiada ci zaproponowany typ przedstawienia.
- Zaproponuj dojazd metrem i powrót taksówką.

UNIT 10 SPORT

MÓWIENIE ▶ STRONA 161, ĆWICZENIE 8

Uczeń A chce zorganizować imprezę urodzinową dla waszej wspólnej koleżanki. Rozmawiacie na ten temat. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Przedstaw swoje wątpliwości na temat wybranej aktywności sportowej.
- Wyraź obawy związane z możliwymi kontuzjami.
- Zapytaj o dalsze plany w dniu imprezy.

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 173, ZADANIE 1

Jesteś kolegą/koleżanką ucznia A ze szkoły z Irlandii, z którą realizujecie projekt pod nazwą *Get moving to be healthy*, propagujący aktywny styl życia. Podczas pobytu w szkole ucznia A planujecie wspólnie szkolny piknik sportowy z zawodami. Rozmawiacie o tych planach. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Uważasz, że zaproponowane miejsce jest nieodpowiednie.
- Zaproponuj zaproszenie znanego sportowca.
- Poproś ucznia A, żeby podjął się zakupu lub przygotowania nagród.

UNIT 11 ZDROWIE

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 191, ZADANIE 1

Jesteś lekarzem. Zgłasza się do ciebie uczeń A, który doznał kontuzji. Rozmawiacie na ten temat. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Uważasz, że uczeń A powinien przez kilka dni ograniczyć aktywność fizyczną.
- Zaproponuj receptę na środki przeciwbólowe.
- Doradź dodatkową wizytę u specjalisty.

UNIT 12 NAUKA I TECHNIKA

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 207, ZADANIE 1

Jesteś kolegą/koleżanką ucznia A, który namawia cię do wspólnego zapisania się na kurs doskonalący umiejętności obsługi komputera, prowadzony zdalnie po angielsku. Rozmawiacie na ten temat. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Uważasz, że kurs stacjonarny byłby bardziej efektywny niż kurs zdalny.
- Obawiasz się, że trudno będzie ci pogodzić kurs z obowiązkami szkolnymi.
- Zapytaj, czy będziesz musiał ponieść dodatkowe koszty związane z zakupem sprzętu.

UNIT 13 ŚWIAT PRZYRODY

MÓWIENIE ▶ STRONA 213, ĆWICZENIE 7

Uczeń A chce przeprowadzić projekt zachęcający młodych ludzi do korzystania z lokalnych obszarów zielonych. Rozmawiacie na ten temat. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Zapytaj o cel projektu.
- Wyraź wątpliwość na temat jakiejś kwestii.
- Wskaż potencjalny problem.

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 225, ZADANIE 1

Jesteś kolegą/koleżanką ucznia A z Wielkiej Brytanii. Rozmawiacie o jego/jej udziale w lokalnej akcji sadzenia drzew. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Uważasz, że akcja powinna odbywać się w innym terminie.
- Zaproponuj pomoc w przygotowaniu posta do publikacji w mediach społecznościowych.
- Zapytaj ucznia A, czy rozważa znalezienie sponsorów w celu pokrycia kosztów przygotowania akcji.

UNIT 14 PAŃSTWO I SPOŁECZEŃSTWO

MÓWIENIE | ZESTAW ZADAŃ ▶ STRONA 241, ZADANIE 1

Jesteś współlokatorem/współlokatorką ucznia A. Mieszkanie, które wspólnie wynajmujecie za granicą, zostało właśnie okradzione. Rozmawiacie na ten temat. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Zapytaj, czy ma może zdjęcia skradzionych przedmiotów.
- Poinformuj ucznia A, że będzie musiał ponieść część kosztów związanych z likwidacją szkód.
- Zaproponuj zgłoszenie włamania właścicielowi mieszkania.

Pearson Central Europe Sp. z o.o.
ul. Szamocka 8
01-748 Warszawa

www.pearson.com/languages

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Język angielski Repetytorium maturalne. Poziom rozszerzony z materiałem podstawowym. Wydanie uaktualnione od 2025. Książka nauczyciela by Sue Kay, Vaughan Jones, Robert Hastings, Atena Juszko, Dominika Chandler, Joanna Sosnowska, Angela Bandis and Arek Tkacz.
Konsultacja: Małgorzata Wieruszewska

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First published 2025
ISBN: 978-83-8405-063-7
Set in Good Pro
Printed in Poland by Zapolex

Acknowledgements
The publisher and authors would like to thank Anna Bator, Ewa Goldnik-Ciok, Agnieszka Jadwiszczak, Anna Moczydłowska, Teresa Perkołup, and Magdalena Ślawska for their feedback and comments during the development of the material and their contribution to this title.

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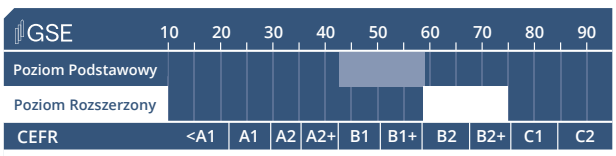
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