WYDANIE UAKTUALNIONE OD 2025

JĘZYK ANGIELSKI
REPETYTORIUM MATURALNE

POZIOM PODSTAWOWY

Z MATERIAŁEM ROZSZERZONYM

KSIĄŻKA NAUCZYCIELA

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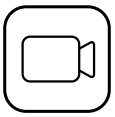

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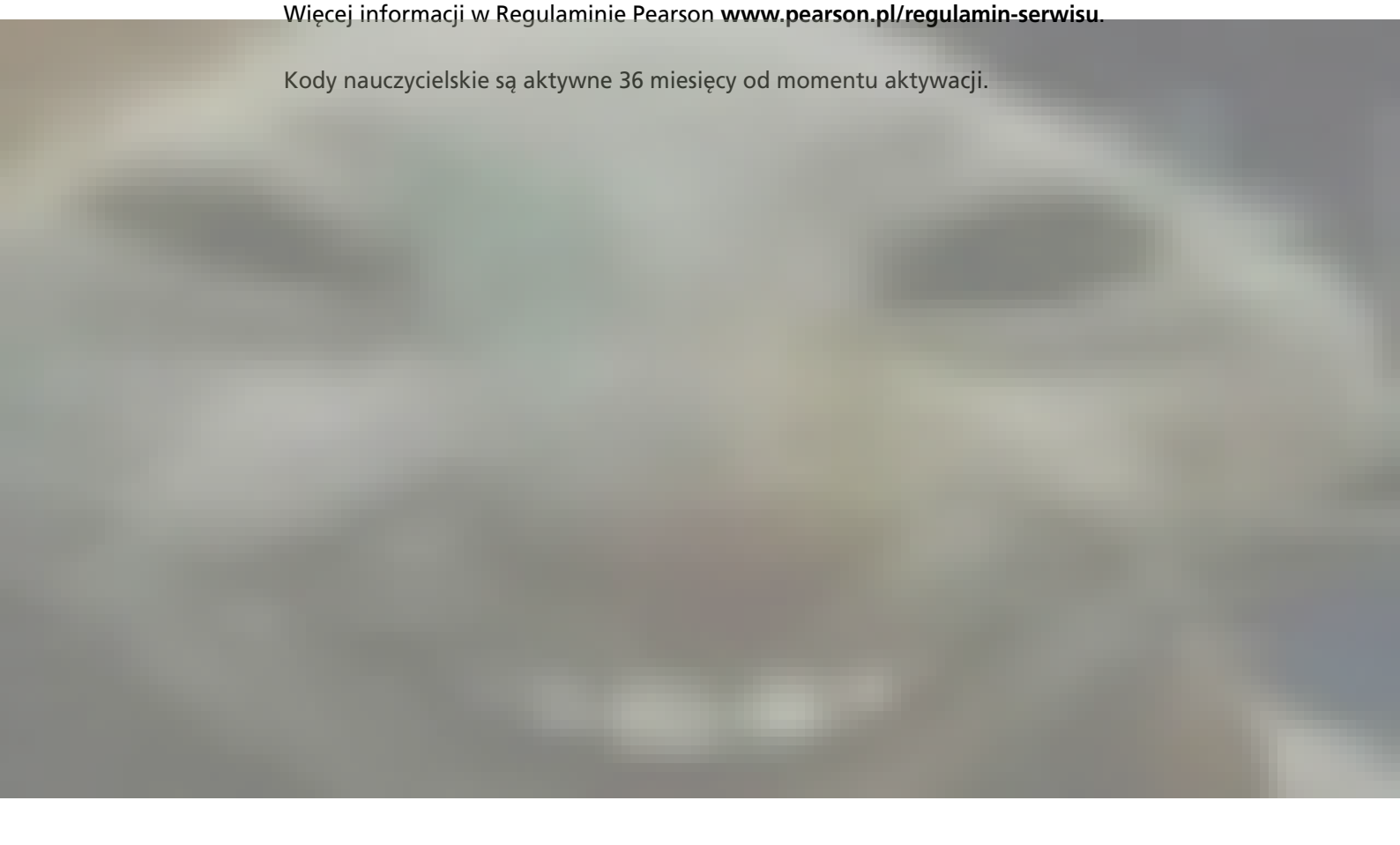
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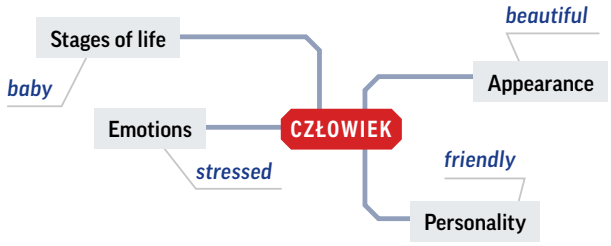
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01 CZŁOWIEK

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 **Listen to the recording and choose the personal information that you hear. Where are you asked to give your personal information? Have you ever felt you had to give more information than needed?**

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

3 **In pairs, ask for and give personal details in the situations below. Use the words from the box in Exercise 2.** *Students' own answers*

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

STAGES OF LIFE | OKRESY ŻYCIA

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

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

5 **Are the sentences true (T) or false (F)? Correct the false sentences.** R

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_
4 'To be on your deathbed' and 'to pass away' mean the same. _F_
5 A minor is an underage person. _T_
6 A child who is just learning to walk is a toddler. _T_

Exercise 5
3 F (Someone who is ageing is getting older; an adolescent is a child who is becoming an adult.)
4 F ('To be on your deathbed' means about to die; 'to pass away' means to die.)

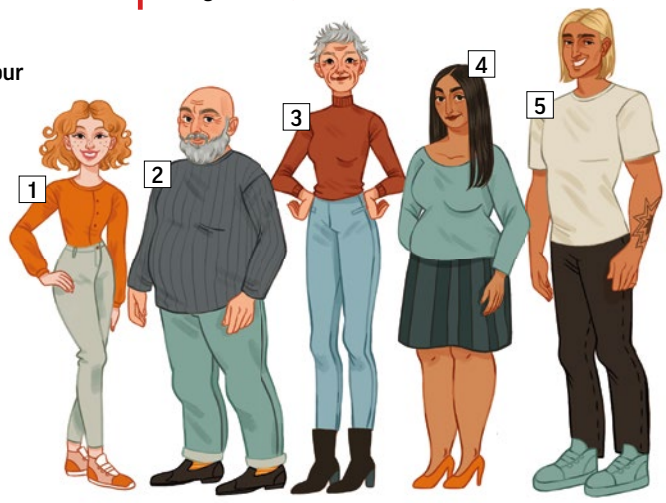
6 **In pairs, answer the questions. Give reasons for your answers.** *Students' own answers*

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

APPEARANCE | WYGLĄD ZEWNĘTRZNY

7 **Match the words from the box to people 1–5. Some words might match more than one person.** *Suggested answers:*

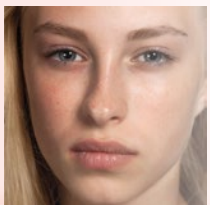
bald *2* beard *2* blonde *5* broad shoulders *5*
dark complexion *4* freckles *1* lovely smile *1, 5*
moustache *2* pale complexion *1* plump *2, 4*
red hair *1* short *1, 2* slim *1, 3, 5* spiky hair *3*
straight hair *4, 5* tattoo *5* white hair *3* wrinkles *2, 3*



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

Build	Height	Face	Hair	Other
fit, slim	*tall*	*small eyes, dark circles, pink cheeks, full lips, freckles*	*beautiful, shiny*	*attractive, good-looking*

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



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

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

PERSONAL POSSESSIONS | RZECZY OSOBISTE

10 **Which clothes and accessories from the box can you see in the post?**

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



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

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



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

11 01 02 **Listen to four conversations. Match the words from the box to the clothes they describe. There are three extra words.**

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

1 a shirt: *checked, in good condition*
2 a dress: *patterned, stunning, cotton*
a handbag and a belt: *leather, second-hand*
3 jeans: *denim* trousers: *khaki*
4 a sweatshirt: *trendy, comfortable, with pockets*

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

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

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 When I come home from school, I slip ___*into*___ some comfortable clothes, like a hoodie and joggers.

PERSONALITY | CECHY CHARAKTERU

14 **Answer the questions with the words from the box. There is one extra word.**

ambitious, arrogant, brave, caring, generous, independent, messy, serious, stubborn, wise

What do you call someone who ...
1 never tidies their room? ___*messy*___
2 is determined to be very successful? ___*ambitious*___
3 isn't afraid to do scary things? ___*brave*___
4 thinks that they're better than everyone else? ___*arrogant*___
5 helps other people by giving them their time, money, support, etc.? ___*generous*___
6 doesn't like to take advice from other people? ___*independent*___
7 is quiet and doesn't laugh much? ___*serious*___
8 is helpful and kind? ___*caring*___

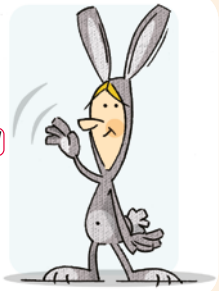
01 SŁOWNICTWO

15 **Choose the correct words to complete the text. Then in pairs, answer the questions from the introduction.**

What is your social media personality?

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

The Social Bunny



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

The FOMO (= Fear of Missing Out)



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

The Lurker



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

The Critic



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

Exercise 17
1 annoyed (because the dog keeps barking)
2 frightened (because he's afraid to go on the roller coaster/the ride / because the roller coaster is too high, etc.)
3 frustrated (because the phone keeps freezing and is unresponsive; she can't upload a photo, etc.)
4 moved (because she's watching a tragic/sad film)
5 worried (because someone he's expecting/ waiting for is late and it's out of character for him)

16 **In pairs, choose three words from Exercises 14 and 15 to describe:** *Students' own answers*

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

FEELINGS AND EMOTIONS | UCZUCIA I EMOCJE

17 01 03 **Listen to five recordings and choose the correct options. Why are the speakers feeling like this?**

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

18 **ŚRODKI JĘZYKOWE** **Complete the sentences about the situations in Exercise 17 with words formed from the words in brackets.**

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

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

> angry boring cheer disappointing feel lose make mood nervous worry

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

ABILITIES AND INTERESTS | UMIEJĘTNOŚCI I ZAINTERESOWANIA

20 Complete the text with the correct prepositions. R

Unique hobbies



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

21 ŚRODKI JĘZYKOWE **Complete the second question in each pair so that it means the same as the first. Use the words in bold. Do not change their form. Then in pairs, ask and answer the questions.**

1 What subject have you got special knowledge about? **EXPERT**
What subject *are you an expert on/in*?
2 What kind of films do you enjoy watching? **KEEN**
What kind of films *are you keen on (watching)*?
3 What type of music do you strongly dislike? **STAND**
What type of music *can't you stand*?
4 Do you know any people for whom learning languages comes naturally? **GIFTED**
Do you know any people *who/that are gifted* language learners?
5 What forms of spending free time appeal to you? **FOND**
What forms of spending free time *are you fond of*?
6 What are other people your age into? **INTERESTED**
What are other people your age *interested in*?

BODY LANGUAGE | MOWA CIAŁA

22 **Match the words to make collocations about body language.** R

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

23 **In small groups, try to express emotions 1–6 using the body language from Exercise 22. When was the last time you felt these emotions?** *Possible answers:*

1 anger *bang your fist, grind your teeth*
2 disapproval *purse your lips*
3 impatience, irritation *tap your fingers*
4 discomfort, shyness, insecurity *fold your arms*
5 indecision *shrug your shoulders*
6 surprise *raise your eyebrows*

GO FOR IT

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

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

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

01 SŁUCHANIE Uzupełnianie luk



1



2

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

2 01 04 **Listen to a conversation between two friends Joe and Emma. Why is Emma miserable?**
Suggested answer:
Because she is fed up/angry / has just had an argument with her sister.

TRENING MATURALNY

3 01 04 **Complete summary sentences of the conversation. Then listen again and check.**

1 Emma has just had *argument* with her sister.
2 Emma doesn't like sharing *room/bedroom* with her sister.
3 Emma tries to set a good *example*, but her sister isn't interested.
4 Emma's dad is just as *lazy/messy/untidy* as Emma's sister.
5 The conversation shows why Emma is *angry / fed up / mad* with her sister.

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

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

ZADANIE MATURALNE

5 01 05 **Usłyszysz dwukrotnie rozmowę dwojga przyjaciół na temat stylu życia. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu.**

Hi,
I saw Rita yesterday and guess what – she's become a minimalist! She had too many things and was annoyed she had to [1] *tidy up* all the time. So she got rid of lots of stuff. For example, she realised that she didn't need so many pairs of black trousers. But she didn't give away her [2] *(lovely) blue coat* because it means a lot to her. Rita says it's best to try and go shopping [3] *(once) every two or three months / once per two or three months*, at least in the beginning. She also said the general idea is to keep life simple. So, when I told her I was going to meet Roger before going to [4] *the gym*, even though I didn't really want to, she was surprised. She said that part of being a minimalist is to regularly say [5] *no* to things. I must say I liked the sound of that!
Love
Jane x

6 **SŁOWNICTWO** **Match phrases 1–5 to their antonyms from the box.**

boring careful dull easy-going
fed up with sb lazy

1 delighted with sb ≠ *fed up with sb*
2 easily upset ≠ *easy-going*
3 hard-working ≠ *lazy*
4 careless ≠ *careful*
5 interesting ≠ *dull, boring*

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

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

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

Wybór wielokrotny

R 01

TRENING MATURALNY

1 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 niepoprawne mogą zawierać podobne słownictwo co nagranie, ale np. odnoszące się do innej osoby lub przedmiotu.

1 The speakers are

a explaining who their favourite TV celebrities are.

b mainly trying to decide who should open the new Youth Centre.

c describing a good role model for young people.

2 The Mayor of the town

a is a true visionary.

b has won a TV competition.

c donates money to good causes.

3 Which of the following is a fact according to the recording?

a A local woman started a food bank in her garage.

b A TV competition winner is not a good role model.

c A singer in a rap band is appealing to young people.

2 01 06 **Listen and answer questions 1–3 in Exercise 1.**

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



ZADANIE MATURALNE

4 01 07 **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.**

Text 1

1 Tim is at the tennis summer camp primarily to

A meet new people and get information.

B practise and improve his overall game.

C make up for last year's disappointment.

Text 2

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

A Vic B wants to give back to his community.

B Vic B didn't want a university education.

C Vic B is a very accomplished music entrepreneur.

Text 3

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

A suggests that she was there in the past.

B talks about how the school began.

C explains that pupils usually attain high standards.

D says the teachers are well-rounded human beings.

4 The speaker feels that her role model

A was a key person in the school.

B had a successful career at Blewbury.

C changed the reputation of the school.

D had a big impact on her future career.

5 The speaker describes her role model as someone who was

A similar in personality to herself.

B both outgoing and compassionate.

C funny despite his low self-esteem.

D able to transform shy students into brilliant actors.

6 What is the main message of the talk?

A Role models can have a beneficial impact on your future.

B Teachers are much better role models than parents.

C If you have a dream, your role model can make it come true.

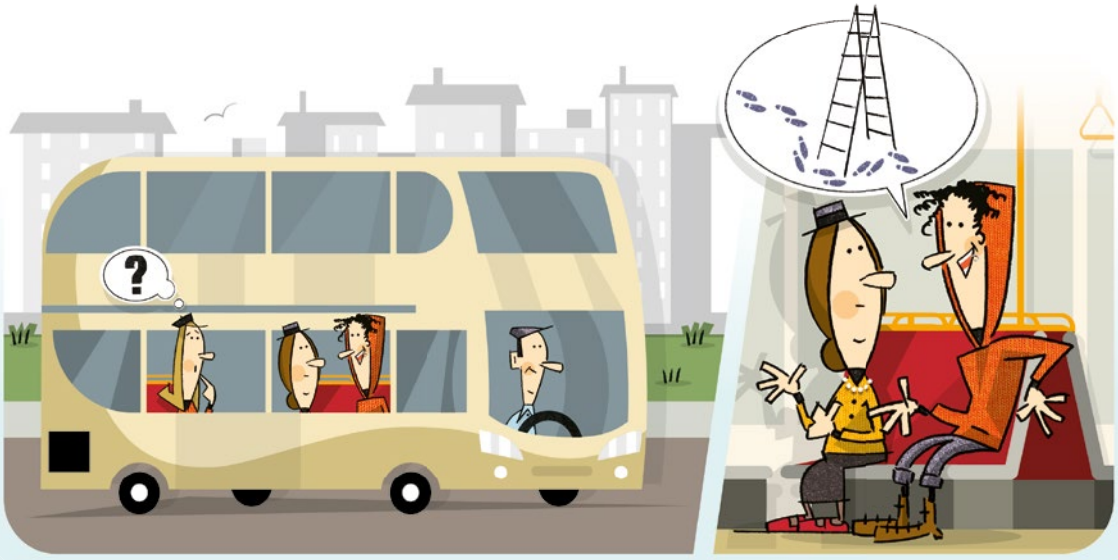
D Blewbury County School teachers are excellent role models.

5 SŁOWNICTWO Check the meaning of the underlined words and phrases from the recordings in the lesson. Complete the sentences so they are true for you. 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 _____.

01 06 01 07

01 CZYTANIE Dobieranie zdań do luk w tekście



Unusual beliefs

There were two people sitting in front of me on the bus. One was a slightly overweight woman in her mid-fifties wearing a long skirt, sensible flat shoes and a pearl necklace. The other was a well-built adolescent with a piercing in one lip and an orange sweatshirt with the hood pulled up over his black curly hair. [1] _C_ He was lively and cheerful.
But although they looked very different, as I listened to their conversation, I realised they had something in common. [2] _E_ For example? Well, … 'There are aliens everywhere. They're disguised as humans,' said the adolescent.
'Yes,' agreed the woman. 'I know. I think my next-door neighbour is one.'
At first, I thought they were joking. [3] _A_ As they talked, they found more beliefs they shared: 'I never walk under ladders.' 'I never go out of the house without checking my horoscope.' 'Fortune tellers can tell you your future.' 'Some people can talk to the dead.'
I like to think I'm open-minded, but I must admit I felt more than a bit puzzled. [4] _D_ There is little or no scientific evidence to support what they think, so I just don't understand it. It's a complete mystery to me.

1 **Why do you think people believe in things for which there is little or no scientific evidence? Discuss in pairs.**
Suggested answers:
They've been taught/brought up to believe them. / It's fun to believe magical things. / It gives people comfort in a confusing and challenging world.

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

TRENING MATURALNY

2 **Read the tip. Then match sentences 1–5 to sentences a–e to make a short text.**

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

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

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

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

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

Exercise 3
Suggested answers:
1d Rzeczowniki i zaimki: Zaimek *they* odwołuje się do wyrażenia *My parents*. Słowa wprowadzające dodatkowe argumenty: *also*. Słowa powiązane tematycznie: Przymiotnik *fun* opisuje ludzi, podobnie jak słowa *generous, kind and loving*.
2b Określenia różnic: *similar in many ways – However … one big difference*. Zaimki: W zdaniach użyty jest ten sam przyimek w różnych przypadkach (*They – them*).
3a Określenia różnic: *My dad … – My mum, on the other hand, …; superstitious* i *trusts in science*.
4e Określenia przyczyn i skutków: *That's why*. Rzeczowniki i zaimki: *My dad – he*.
5c Określenia różnic: *but; never won* oraz *luck will change*.

ZADANIE MATURALNE

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

A But it soon became clear they were serious.
B That's why they were enjoying themselves.
C She seemed gentle, kind-hearted and sensitive.
D Why do ordinary people have such unusual beliefs?
E They both believed some rather surprising things.

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

1 What things do the people on the bus believe?
2 What do you think of those ideas?
3 What other unusual ideas have you heard of?

6 SŁOWNICTWO Complete the note with the correct form of words from the first paragraph of the text on page 12. The first letter of each word has been provided.

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

7 SŁOWNICTWO Choose the correct words to complete the sentences. Note down the sentences that are true for you. Then in pairs, compare your lists.

1 I'm always in a good mood. I'm a *cheerful* / *helpful* / *quiet* sort of person.
2 I think I'd make a good nurse. I'm *generous* / *gentle* / *ordinary* and caring.
3 I can understand some really complex ideas. I'm *intelligent* / *puzzled* / *serious*.
4 I'm usually pretty *polite* / *sensible* / *sensitive*, but occasionally I do something silly.
5 I've got a very *bossy* / *lively* / *messy* personality. I've always got to be doing something.
6 I'm a(n) *insecure* / *kind-hearted* / *peaceful* sort of person. I hate to see other people suffering.

CULTURE BIT | A Million Dollar Challenge

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

LIFE SKILLS | Dealing with superstitions

8 In groups, discuss the best way to respond in the situation described below. *Students' own answers*

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

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

9 In pairs, role-play the situation. Use the phrases below to help you. *Students' own answers*

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

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

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

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

01 R CZYTANIE Dobieranie pytań do akapitów



TEENAGE BRAINS

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

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

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

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

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

ZADANIE MATURALNE

1 **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_

2 **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.

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

MÓWIENIE Rozmowa z odgrywaniem roli

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

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

4 01 08 **Complete the Useful Phrases box with *I*, *me* or *you*. Then listen to the conversation again and tick the phrases you hear.** *Phrases used in the recording: 1, 2, 3, 4, 7, 8, 9*

USEFUL PHRASES ▶ STR. 328

Starting a conversation

Have [1] *you* got a minute?
[2] *I, you* wanted to talk to [3] *you* about ...

Continuing a conversation

Asking for clarification

What do [4] *I* mean?
Sorry, [5] *I* don't quite follow (you).

Further clarifying or re-stating something

What [6] *I* mean is ...
What [7] *me* 'm trying to say is ...

Delaying a response

Let [8] *me* see ...
Let [9] *–* think about that for a moment.

Ending a conversation

Let's talk again soon.
Let [10] *me* know how [11] *me, you* get on.

▶ ZESTAW ZADAŃ STR. 23

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.** *Students' own answers*

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. 365

01 08

01 ŚRODKI JĘZYKOWE Minidialogi

GRAMATYKA

A Read the situations and choose the correct verb forms to complete the sentences.

1 Opisujesz tendencje na polskim rynku pracy.
More and more young people *are going* / *go* abroad to find work these days.

2 Twój przyjaciel jest bardzo zamyślony.
What *are you thinking* / *do you think* about?

3 Rozmawiasz z kimś z zagranicy o pogodzie typowej dla regionu Polski, w którym mieszkasz.
In winter, it *'s snowing* / *snows* here all the time.

4 Wyjaśniasz koleżance, że nie masz czasu na spotkanie.
I *'m studying* / *study* for a very important exam.

5 Rozmawiasz z kimś o swoich ulubionych rozrywkach.
I *'m enjoying* / *enjoy* discos and parties.

6 Opisujesz prawa przyrody w rozmowie z bratem.
The sun *is rising* / *rises* in the east.

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

Hello Polly!

I [1] *'m having* (have) a great time here. My Italian lessons [2] *are going* (go) well, and Marco, my teacher, [3] *seems* (seem) really nice. I [4] *understand* (understand) quite a lot now and I [5] *'m/am getting* (get) to the stage where I can say some things. I [6] *think* (think) it's very helpful that I [7] *'m/am studying* (study) here.

Apart from that, I [8] *'m/am enjoying* (enjoy) myself very much. Luckily, I can go out quite a lot. My lessons usually [9] *start* (start) at 10 a.m., so I often [10] *sleep* (sleep) in until 9 a.m. You know me, I [11] *like* (like) partying!

Anyway, I need to go – my new Italian friend Giulia [12] *is waiting* (wait) for me.

Lisa xxx

▶ CZASY TERAŹNIEJSZE, STR. 272

TRENING MATURALNY

1 Read the beginnings of mini-dialogues. Choose all the options a–c that fit each gap.

1 **X:** Do you know what nationality Paul is?
Y: ____
a He is speaking English.
b He comes from France.
c I've heard he's German.

2 **X:** Jenny, what's wrong? You look a bit depressed.
Y: ____
a I'm fed up with school.
b My sister is so annoying.
c I'm having a great time.

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

1 **X:** Do you know what nationality Paul is?
Y: ____
X: Great, I can practise my French with him then.
a He is speaking 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 having a great time.

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

3 Complete sentences 1–5 with the words from the box. Then match them with language functions a–e.

favour lot shall should so

1 Thanks a *lot*.
2 Could you do me a *favour*?
3 *Shall* I help you?
4 I'm *so* sorry!
5 What do you think I *should* do?

a Wyrażanie podziękowania *1*
b Przepraszanie *4*
c Wyrażanie prośby *2*
d Pytanie o radę *5*
e Oferowanie pomocy *3*

4 Match sentences 1–5 to possible replies a–e.

1 Thank you very much for your help. *c*
2 Could you help me for a second? *e*
3 I'm sorry. It's all my fault. *a*
4 Would you like me to help you? *b*
5 What's your advice? *d*

a It's OK, don't worry about it.
b Thank you, I can manage.
c Don't mention it.
d If I were you, I wouldn't do it.
e With pleasure.

5 **In pairs, create a short dialogue for each photo. Use the expressions from Exercises 3 and 4.**





6 **What would you say in the following situations?**

1 Przeproś kolegę za to, że zapomniałeś/zapomniałaś do niego oddzwonić.
2 Poproś koleżankę o pomoc przy odrabianiu pracy domowej z matematyki.
3 Zaoferuj koledze pomoc przy szukaniu zgubionej książki.

ZADANIE MATURALNE

7 **Uzupełnij minidialogi 1–3. 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.

TRENING MATURALNY

1 **Choose the correct options a–d 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

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

ZADANIE MATURALNE

2 **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	

Exercise 5
Sample answers
1 A: Thank you very much for your gift.
B: You're welcome.
2 A: Shall I help you with this box?
B: Yes, please.

Exercise 6
1 I'm sorry I forgot to call you back.
2 Could you help me with the Maths homework, please?
3 Let me help you find the lost book.

▶ ZADANIA DODATKOWE STR. 22

01 PISANIE E-mail

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

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

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

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

Dear Emma,

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

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

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

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

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

Looking forward to hearing from you.

Love,
XYZ

1 **In pairs, discuss some of the reasons you email or message your friends (e.g. to give news or ask for advice). Do you ever write letters? Why? / Why not?** *Students' own answers*

2 **Read the sample task and the model answer above. In pairs, discuss what advice you would give your friend if you were Emma.** *Students' own answers*

TRENING MATURALNY

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

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

Spójrz na poniższe przykłady:

- wyjaśnij, czemu długo nie odpisywałeś/odpisywałaś

  Przykładowa nierozwinięta odpowiedź brzmiałaby: *I've been busy with driving lessons*, a odpowiedź z odniesieniem i rozwinięciem: *I've been busy with driving lessons every day for the last two weeks.*
- krótko opowiedz o swoich zajęciach

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

Pamiętaj, by zawsze rozwinąć każdy punkt polecenia!

Exercise 7

1 brand new dark blue straight-leg jeans
2 fashionable black leather high heels
3 a large bight orange waterproof coat
4 a huge colourful Mexican hat
5 a comfortable old woolly jumper
6 an elegant dark blue designer jacket

4 **In pairs, think of alternative ways of referring to and developing the bullets in the sample task above.** *Students' own answers*

5 **Develop sentences 1–4 with your own ideas. Use the tip to help you. Then in pairs, compare your ideas.** *Students' own answers*

1 I'm a bit nervous about the party.
2 I don't want to go there alone.
3 I wanted to wear jeans.
4 I was going to buy him a book.

6 **Add other examples of items of clothing from the model text to the table.**

Opinion	Size / Shape	Age	Pattern / Colour	Origin	Material / Style	Noun
_____	*little*	____	*black*	_____	_____	*dress*
			black		*leather*	*belt*

▶ KOLEJNOŚĆ PRZYMIOTNIKÓW, STR. 282

7 **Put the adjectives in the correct order to describe these items of clothing.**

1 dark blue / straight-leg / brand new / jeans
2 leather / fashionable / black / high heels
3 a / waterproof / large / bright orange / coat
4 a / Mexican / huge / colourful / hat
5 a(n) / woolly / old / comfortable / jumper
6 a(n) / designer / dark blue / elegant / jacket

8 **Write five sentences to describe items of clothing you have in your wardrobe. Use two or three adjectives for each one. Write four true sentences and one false.** *Students' own answers*

9 **In pairs, read your partner's sentences and guess which one is false.** *Students' own answers*

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

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

CULTURE BIT | Dress codes

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

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

11 **Match photos A–G to the dress code categories from the Culture Bit box.** *casual: C. D, F smart casual: B business: E, G black tie: A*

A



B



C



D



LIFE SKILLS | Dress codes

12 **Work in pairs. Do the task below.** *Students' own answers*
Discuss which dress code you would choose for the following situations. Why?

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

ZADANIE MATURALNE

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

13 **Do the task.**

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

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

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

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

E



F



G



01 LISTA SŁOWNICTWA

PERSONAL INFORMATION | DANE OSOBOWE

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

STAGES OF LIFE | OKRESY ŻYCIA

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

APPEARANCE | WYGLĄD ZEWNĘTRZNY

ADJECTIVES | PRZYMIOTNIKI

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

HEIGHT | WZROST

of medium height – średniego wzrostu
short – niski
tall – wysoki

BUILD | BUDOWA CIAŁA

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

FACE | TWARZ

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

HAIR | WŁOSY

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

OTHER WORDS AND COLLOCATIONS | INNE SŁOWA I ZWROTY

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

PERSONAL POSSESSIONS | RZECZY OSOBISTE

CLOTHES | UBRANIA

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

SHOES AND ACCESSORIES | BUTY I DODATKI

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

ADJECTIVES | PRZYMIOTNIKI

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

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

dress – ubierać (się)
dress up as sb/sth – przebrać się za kogoś/coś
fit – pasować (pod względem rozmiaru)
get a haircut – ostrzyc się
get changed – przebrać się
get dressed – ubrać się
iron a shirt – wyprasować koszulę
match – pasować (pod względem koloru, wzoru)
polish shoes – wypastować buty
put on – zakładać (ubranie)
  ~ make-up – nakładać makijaż
suit – pasować (do osoby, jej stylu)
take off – zdjąć z siebie (ubranie)
try on – przymierzyć
wear – nosić, mieć na sobie

blend into the crowd – wmieszać się w tłum R
dress down – ubrać się mniej formalnie niż zwykle
dress up – wystroić się, ubrać bardziej formalnie niż zwykle
let out – poszerzyć
roll up – podwinąć
slip on – wsunąć, narzucić
stand out from the crowd – wyróżniać się z tłumu
take in – zwęzić
throw on – zarzucić na siebie
turn up – podwinąć
wrap up – owinąć się, otulić

PERSONALITY | CECHY CHARAKTERU

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

FEELINGS AND EMOTIONS | UCZUCIA I EMOCJE

ADJECTIVES | PRZYMIOTNIKI

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

NOUNS | RZECZOWNIKI

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

PHRASES | ZWROTY

be angry with sb – być złym na kogoś
be in a bad/good mood – być w złym/dobrym nastroju
be nervous about sth – denerwować się czymś
● **be/feel/get fed up with sb/sth** – mieć kogoś/czegoś dość
change your mind – zmienić zdanie
cheer up – rozweselić, rozchmurzyć się
feel like sth – mieć na coś ochotę; czuć się w jakiś sposób
have a bad day – mieć zły dzień
have a good sense of humour – mieć poczucie humoru
lose your temper – stracić panowanie nad sobą
make up your mind – zdecydować się
worry about sth – martwić się czymś
be down in the dumps – mieć chandrę, być bardzo smutnym R
be over the moon – nie posiadać się ze szczęścia
● **cope with sth** – radzić sobie z czymś
● **face up to sth** – stawiać czemuś czoło
get butterflies in your stomach – mieć tremę
have a chip on your shoulder – być przewrażliwionym
● **long for sb/sth** – tęsknić za kimś/czymś
● **lose control** – stracić panowanie nad sobą

ABILITIES AND INTERESTS | UMIEJĘTNOŚCI I ZAINTERESOWANIA

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

● **aspire to sth** – dążyć do czegoś, aspirować do czegoś R
accomplished – znakomity, utalentowany
● **achievement** – osiągnięcie
● **discriminate against sb** – dyskryminować kogoś
● **keep an eye on (your goal)** – nie tracić (celu) z oczu
● **philanthropist** – filantrop, filantropka
● **rebel against sth** – buntować się przeciwko czemuś
● **relate to sb/sth** – utożsamiać się z kimś/czymś
● **self-esteem** – poczucie własnej wartości
set sb/sth apart – odróżniać kogoś/coś
● **visionary** – wizjoner, wizjonerka
● **well-rounded** – tu: gruntownie wykształcony

LISTA 01 PODSTAWOWA
LISTA 01 PODSTAWOWA +ROZSZERZONA

01 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 pięć wyrazów.

1 Tom says he can speak Spanish, but he *never talks to / speaks to/with* (*nigdy nie rozmawia z*) Carmen when he visits us.
2 I *don't / do not think they need* (*nie sądzę, że oni potrzebują*) our help. Let's leave them alone – they're doing fine.
3 Barbara *is living/staying with Mary / at Mary's* (*mieszka u Mary*) until she finds a flat of her own.
4 She *doesn't like it here* (*nie podoba jej się tu*) – it's dirty and she doesn't feel safe.
5 Stop it, please! You *are making so much noise* (*robisz tyle hałasu*) that I can't focus.
6 Working from home *is becoming more and more* (*staje się coraz bardziej*) difficult.

MINIDIALOGI

2 Uzupełnij minidialogi 1–4. 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 please bring it back because it's my favourite.

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

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

4 **X:** Why aren't you going to the drama club with us today?
Y: ____ I feel tired and I need a break.
X: I understand. I hope you'll come next week!
A It doesn't come naturally to me.
B I'm not very fond of it.
(C) I don't feel like it.

SŁOWOTWÓRSTWO

R

3 Przeczytaj tekst. Wyrazy podane w nawiasach przekształć tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

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] *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.

TEKST Z WYBOREM WIELOKROTNYM

R

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

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

ROZMOWA WSTĘPNA *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.

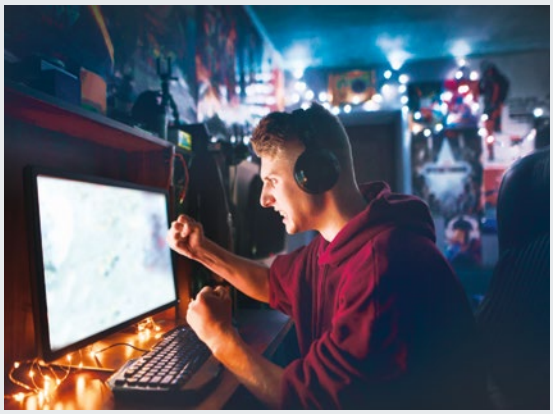
- **Cechy charakteru idealnego kandydata**
- **Oczekiwany system wartości**
- **Przydatne zainteresowania i umiejętności**
- **Priorytety działania na najbliższą kadencję**

Rozmowę rozpoczyna uczeń B.

▶ **UCZEŃ B** STR. 365

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.

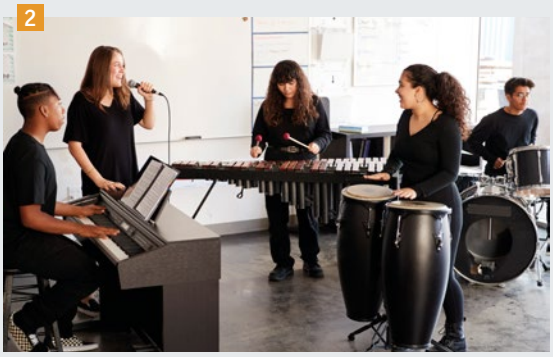
Wraz z kolegami i koleżankami z klasy przygotowujesz prezentację na temat aktywności, które najlepiej pomagają młodym ludziom radzić sobie ze stresem. Masz za zadanie wybrać zdjęcie, które zamieścicie na stronie tytułowej prezentacji.

- 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?

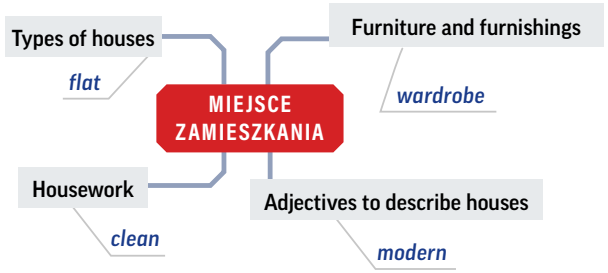
02 MIEJSCE ZAMIESZKANIA

SŁOWNICTWO



LOOK BACK

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



THE HOUSE AND ITS NEIGHBOURHOOD | DOM I JEGO OKOLICA

2 **Which parts of the house and its surroundings in the picture above (1–18) match words a–r?**

a 1 attic
b 15 balcony
c 4 basement
d 8 bathroom
e 7 bedroom
f 16 boiler room
g 5 chimney
h 17 door
i 2 first floor
j 18 garage
k 3 ground floor
l 12 hall
m 13 kitchen
n 10 lawn
o 14 living room
p 11 porch
q 6 roof
r 9 steps

3 **Read the sentences about the picture above. Are the sentences true (T) or false (F)?**

1 There's an **iron fence** that goes around the house. F
2 There's a **wooden floor** in the living room. T
3 There aren't any **bushes** near the house. F
4 The chimney is made of **bricks**. F
5 There are **solar panels** in the garden. F
6 The **staircase** takes you from the ground floor to the first floor. T
7 There isn't a **lift**. T
8 There is a **ladder** to the attic. T

4 **Which features from Exercises 2 and 3 have you got where you live? In pairs, compare your lists.** *Students' own answers*

I've got	I haven't got

TYPES OF HOUSES AND FLATS | RODZAJE DOMÓW I MIESZKAŃ

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

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


1 *block of flats*


2 *bungalow*


3 *skyscraper*


4 *cottage*


5 *semi-detached house*


6 *houseboat*

R

6 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*

HOME FURNISHINGS | WYPOSAŻENIE DOMU

7 Complete the table with the words from the box. Match the things to the parts of the house where you are likely to find them. Some things match more than one room. Then in pairs, list other things you can find in these rooms.
Possible answers:

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

Bathroom	*bath, shower, washbasin*
Bedroom	*bunk bed, desk, duvet, pillow, sheet*
Kitchen	*cooker, cutlery, kettle, microwave oven*
Laundry room	*washing machine*
Living room	*armchair, coffee table, couch, fireplace*

8 02 02 Listen to five conversations and choose the correct answers.

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

02 01 02 02

9 In pairs, answer the questions.

1 What do you roll down to cover your windows? *blinds*
2 What do you wipe your feet on before entering a house, building, etc.? *doormat*
3 What electrical appliance do you use to clean the carpet? *vacuum cleaner*
4 Where do you check to see how you look? *mirror*
5 What does water run out of? *tap/pipe*
6 What do you use to dry yourself? *towel*
7 Where do you store ice cream? *freezer*
8 Where do you do the washing-up that is not a dishwasher? *sink*

R

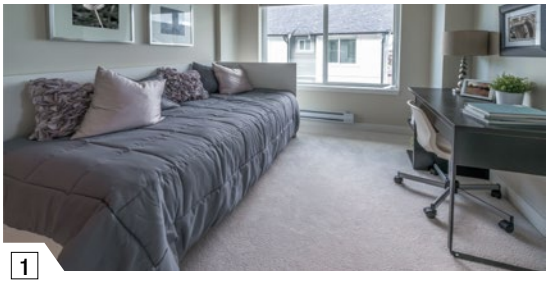
10 Complete the sentences with the words from the box. There are three extra words. Then in small groups, ask and answer the questions.

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 *doorbell* 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 THE HOUSE AND THE GARDEN | PRZYMIOTNIKI OPISUJĄCE DOM I OGRÓD

11 What is there in each room? Describe the rooms in pairs.


1


2

Exercise 11
Possible answers:
Photo A: bed / couch / sofa bed, blinds, chair, cushions/pillows, desk, duvet, fitted carpet, lamp, plant, radiator
Photo B: chest of drawers / dressing table, chimney, (double) bed, duvet, mirror, pillows, radiator, wooden floor

02 SŁOWNICTWO

12 **Complete the email with the words from the box. There are two extra words. Then match the descriptions in Olivia's email with the photos in Exercise 11.**

ancient bright comfortable cosy empty
modern renovated roomy tiny

To: Lucas
Subject: My new room

Hi Lucas,

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

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

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

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

All the best,

Olivia

13 **In pairs, describe your room using words from Exercises 11 and 12.** *Students' own answers*

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

14 **Read the adverts 1–2. In pairs, compare the two places. Where would you like to live? Why?** *Students' own answers*

x5 x3 x1



2

House to Let!

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

Key features:

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

Rent: £2,975 per month (Pay a month **in advance.**)
Bills not included in the price.

15 **ŚRODKI JĘZYKOWE** **Read the email and choose the correct options.**

To: Lucas
Subject: My new room

Hi Lucas,

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

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

Olivia

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

x1 x1



1

Houseboat to Let

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

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

Check out the **reasonable price!**

Rent: £450 per week (**all bills included**)

16 02 03 **Match questions 1–6 to replies a–g. There is one extra reply. Then listen and check.** R

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.

CHORES | PRACE DOMOWE

17 02 04 ŚRODKI JĘZYKOWE **Complete the text with the correct words. Listen and check. Then in pairs, discuss what you think about the household gadgets mentioned in the text.**



The robots that will [1] _do_ the housework for you

Let's face it – not many people enjoy doing household [2] _chores/jobs_. Actually, a recent survey claims that seven in ten people would be fine with a robot doing the work for them and seventy-three percent think their place would be cleaner if they had a robot. There already are robots that can [3] _mow_ the lawn or [4] _vacuum_ the carpet.

Fourty-three percent of the people surveyed said that they hate [5] _folding_ the washing after it comes out of the dryer, but ... you've guessed it ... there's a robot for that! All you have to do is [6] _put_ the clothes away.

Now, wouldn't it be great if there was a robot that would [7] _make/cook_ the dinner and [8] _clear_ the table and [9] _load/stack_ the dishwasher afterwards? All we'd need to do is switch it [10] _on_ and relax.

18 **Match the words to make collocations. Then in pairs, discuss which of the household chores you do.**

1	change _c_	a	the dog for a walk
2	dust _i_	b	the plants
3	empty _e_	c	light bulbs
4	hang up _g_	d	the bed
5	make _d_	e	the dishwasher
6	mop _j_	f	your room
7	take _a_	g	the washing
8	take out _h_	h	the rubbish
9	tidy _f_	i	the surfaces
10	water _b_	j	the floor

19 **In small groups, answer the questions.**
Students' own answers

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

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

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 [7] _up_ the flat. I haven't even had a chance to settle [8] _in_. I guess this is what it means to be a homeowner. I just hope nobody drops [9] _in/by_ for a visit.

GO FOR IT

21 **Imagine that you have a room to rent in one of the houses in Exercise 5. Write an advert and include the following information:** *Students' own answers*

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

02 SŁUCHANIE Dobieranie zdań do wypowiedzi

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

CULTURE BIT | Allotments

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



TRENING MATURALNY

2 02 05 **Listen to two short texts. What is the context for each one? Choose from the ideas in the box.**

an advert | instructions | a lecture | a podcast | a speech | a voice message

3 02 05 **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.

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

4 **Read statements A–F in Exercise 5 carefully. Think about the language you are likely to hear in the recording.** *Students' own answers*

ZADANIE MATURALNE

5 02 06 **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

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

A fruit | house | vegetable | window
B garden | plant | sill | tree

One word	Two words
houseplant, windowsill	fruit tree, vegetable garden

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



Exercise 2
TEXT 1 = an advert, TEXT 2 = a voice message

Exercise 3
TEXT 1 key words: sunlight / vegetable garden / designs / suit / lifestyles
a Wrong because it says six or more hours of sunlight/ enough sunlight, not maximum
c Wrong because they are small not large gardens and also it's probably not this speaker who actually designs the gardens (as it's an advert)
TEXT 2 key words: allotment / sharing / water / tomatoes
b Wrong because he wants to share with someone, but not necessarily this friend
c Wrong because he wants him to water the allotment

Uzupełnianie luk

R 02



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

Things to take	Things to get rid of

2 02 07 **Listen to an interview with Bridgit Daly. Has she always had positive experiences of moving house?** *No, not always positive.*

TRENING MATURALNY

3 02 07 **Read the tip below and complete sentences 1–4. Then listen again and check. Which sentences require a specific piece of information?**

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

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

ZADANIE MATURALNE

4 02 08 **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 _____ 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 _____.
3 On a recent job, a cat nearly travelled between _____ in one of Mike's removal vans.
4 In a story about misreading an address, Mike remembers that his team had already _____ when they realised their mistake.

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

1 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, 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*

Exercise 3
1 give/offer advice about / share her experiences about / talk about
2 her job
3 (some) chaos / difficulties finding things / a mess / (some) disorganisation etc.
4 social media / reviews on social media / other people who move houses / share similar experiences
Questions 2–4 are specific information.

Exercise 4
1 being strong / having physical strength / having muscles
2 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 London and Scotland
4 cleared/emptied the first floor / put everything from the first floor into the van

02 CZYTANIE Dobieranie wypowiedzi do zdań • Uzupełnianie luk

A

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

Your Dream Home
CHANNEL 9

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



B

From: Kate
To: Karolina
Subject: Your Dream Home

Hi Karolina,

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

Any thoughts?

Cheers,
Kate

**mezzanine* – antresola, półpiętro

C

CHANNEL 9



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

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

D

nicenicky99 ★ 9/10 Highly Recommended

Your Dream Home: REVIEWS

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

Exercise 1
1 It's a show about home renovations.
2 Students' own answers
3 Various answers possible, e.g. many people like watching shows like that in order to get ideas on how to do up their own home; some people like seeing the homes of other people, etc.

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

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

TRENING MATURALNY

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

1 So if I've got this right, you want us to knock down the wall between the kitchen and the living room. _b_
2 We're going to be away for a couple of weeks, so I wonder if you'd mind passing by now and then to water the plants. _d_
3 This beachside apartment will be a real home from home. You shouldn't hesitate about booking it for your next holiday. _a_

a The author of this extract makes a recommendation.
b In this extract, someone checks they've understood something correctly.
c This extract warns somebody not to do something.
d This author of this extract makes a request.

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

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

ZADANIE MATURALNE

3 Przeczytaj teksty A–D. Do każdego zdania 1–3 dopasuj właściwy tekst A–D. Jeden tekst nie pasuje do żadnego zdania.

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

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

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

5 SŁOWNICTWO Complete each sentence with two words from text B.

1 This summer we've hardly used the ___sun terrace___ because the weather's been so bad.
2 Nobody uses the bath anymore now that we have a(n) ___shower cabin___ in the bathroom.
3 There's a lot more space for your clothes when you have a(n) ___fitted wardrobe___.
4 We're going to get rid of those horrible ___net curtains___ and replace them with blinds.

TRENING MATURALNY

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

1 Rodzina Kate mieszka w XIX-wiecznym domu ___pokojami/sypialniami___ w Leeds.
2 Kate wzięła udział w programie dzięki zgłoszeniu wysłanemu internetowo przez ___(jej) rodziców/rodzinę___.
3 Aby zgłosić się do programu *Your Dream Home*, należy użyć ___linku___ podanego przez organizatora.
4 Po remoncie styl domu można określić jako ___nowoczesny___ i ___niezwykły___.
5 Kate chciała mieć w swoim pokoju ___wbudowaną szafę___ oraz własną łazienkę.
6 Odcinek programu telewizyjnego z rodziną Kate został wyemitowany ___(wczoraj) o ósmej (wieczorem)___.

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

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

ZADANIE MATURALNE

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

Cześć Marku!

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

Karolina

LIFE SKILLS | Resisting change

8 Sometimes we resist change without considering if it's a good idea or not. For example, you might not want to change the wallpaper in your room, but you later like the new look. Can you think of a situation when you or somebody you know resisted change only to discover later that the change was a good thing? *Students' own answers*

9 In pairs, discuss what we can do to be more open-minded about changes. Use the ideas in the box and your own ideas. *Students' own answers*

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

Exercise 4
1 They can see the changes with virtual reality and special effects.
2 Put a mezzanine floor in the living room to make a games room; add a sun terrace on the roof; get a fitted wardrobe; install an en-suite bathroom with a shower cabin in her room.
3 Because the four members of the families disagree on the changes they'd like to make to their home.
4 According to the reviewer, it was very successful. The home looked amazing once the renovation was completed.

02 R CZYTANIE Dobieranie zdań do luk w tekście

TRENING MATURALNY

1 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.

2 Match the four pairs of sentences from Exercise 1 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 ____

ZADANIE MATURALNE

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

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.



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 35 percent of 25- to 34-year-old males live with their parents compared to 20 percent of females.

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

4 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 keep things	*c*	e	shelves
6 paint	*g*	f	that isn't working
7 put up some	*e*	g	the ceiling
8 replace	*a*	h	your own plumbing

Exercise 2
Suggested answers:
Tip 1:
1b Marty = he
2c he = his
Tip 2:
1b city centre flat = house in the suburbs
4a like a nomad on the road = driving around the country
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

MÓWIENIE Opis ilustracji

02

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 09 **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?

▶ CZASOWNIKI STATYCZNE I DYNAMICZNE, STR. 272

4 **Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets. Which sentence has incorrect information?**

1 The photo ___shows___ (show) a family in a room.
2 It ___seems___ (seem) to be a living room because there's a sofa and a small rug.
3 The girls ___look___ (look) about one and two years old.
4 There's a woman who ___is wearing___ (wear) a red long-sleeved hoodie.
5 I ___think___ (think) she's their mother.
6 The woman ___is looking___ (look) at her laptop. Maybe she ___s/is thinking___ (think) about her work.

Sentence 3 is incorrect – the girls look three and five years old.

▶ ZESTAW ZADAŃ STR. 41

5 **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*

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

foreground next on photo shows

USEFUL PHRASES ▶ STR. 328

Beginning a description

In the [1] ___photo___, I can see ... / there is/are ...
The image [2] ___shows___ ...

Saying where (in the photo)

[3] ___On___ the right/left of the photo ...
In the [4] ___foreground___/middle/background, ...
In front of / Behind / [5] ___Next___ to ...

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ZADANIE MATURALNE

7 **In pairs, take it in turns to describe the photos. Give a full description of each photo and remember to talk about who, where and what.**

UCZEŃ A



UCZEŃ B



02 09

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

02 ŚRODKI JĘZYKOWE Tłumaczenie fragmentów zdań

GRAMATYKA

A Which options a–b mean the same as the original sentences? Give reasons for your answers.

1 When we got to the cinema, the film had started.
- a We watched the beginning of the film.
- (b) We missed the beginning of the film.

2 As a teenager, she used to listen to heavy metal all day, but now it often irritates her.
- (a) She doesn't listen to heavy metal all day now.
- b She listens to heavy metal all day now, too.

3 I switched off the lights and went home.
- a I switched off the lights at home.
- (b) I switched off the lights in some other place.

4 I painted that wall while she was reading a newspaper.
- a Painting that wall took more time than reading a newspaper.
- (b) Reading a newspaper took more time than painting that wall.

5 When you called, Tom was taking a shower.
- (a) Tom started his shower before you called.
- b You called before Tom started his shower.

B Complete the sentences with the correct forms of the verbs in Present Perfect Simple or Present Perfect Continuous.

1 Robert *has taken* (take) many of these photographs.
2 I'm sure she *'s/has been crying* (cry). What's the matter?
3 He *'s/has lived* (live) here for years.
4 No wonder they are exhausted. They *'ve/have been clearing out* the attic for five hours.
5 Barbara *has had* (have) this cushion since she was two years old.

C Complete the sentences with *There's* or *It's*.

1 *There's* too much noise in here.
2 *There's* somebody at the door.
3 *It's* not very far from here.
4 *It's* a pity that you've missed the party.
5 *There's* not enough time to wash the dishes.
6 *It's* strange to see the neighbourhood so quiet.

▶ CZASY TERAŹNIEJSZE, STR. 273
▶ CZASY PRZESZŁE, STR. 275
▶ KONSTRUKCJE *THERE IS* / *IT IS*, STR. 279

TRENING MATURALNY

1 Complete the sentences with the translations from the boxes.

had lived was living has lived

1 Before she moved here, she *had lived* (*mieszkała*) in a series of tiny studio flats.
2 She got married when she *was living* (*mieszkała*) in London.
3 I don't know if she *has lived* (*mieszkała*) in a bungalow before.

are there it's there is

4 My bedroom is quite small, but *there is* (*jest*) enough space for a bed and a tiny desk.
5 How many flats *are there* (*jest*) in your block of flats?
6 Their new kitchen is very modern, but *it's* (*jest*) also rather dark.

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

1 Your new bookcase looks very stylish. How long *have you had it* (*ją masz*)?
2 Who *has been watering* (*podlewał*) the plants on the balcony this week? They look dreadful.
3 Last month, how many times a week *did you throw out* (*wyrzucałeś*) the rubbish?
4 We *had to pack* (*musieliśmy spakować*) all our stuff into boxes before we moved house.

3 Which options are correct?

1 How many lifts ____ (*jest*) in the new building?
- a are
- (b) are there

2 I don't remember if ____ (*był*) a study in the last flat for rent we saw yesterday.
- a it was
- (b) there was

3 ____ (*Nie ma*) enough space for the five of us here, we'll definitely need to find a bigger house to rent.
- a It is not
- (b) There is not

4 My cousin's house is just round the corner – ____ (*to jest*) a five-minute walk from here.
- (a) it is
- b there is

To samo słowo lub wyrażenie w języku polskim może być tłumaczone na język angielski na kilka różnych sposobów. Przy udzielaniu odpowiedzi kieruj się całym zdaniem.

4 **Translate the words in brackets to complete the questionnaire. Use up to four words in each gap.**

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

1 Do you think *there's / there is enough* (*jest wystarczająco*) light in your bedroom?
2 How much time *have you wasted* (*straciłeś*) this week trying to find something?
3 In the last year, *have you ever needed* (*czy kiedykolwiek potrzebowałeś*) more space for your clothes and books?
4 *Are there* (*Czy są*) any things in your bedroom you can throw away or store in some other room?
5 When *did you last move/rearrange* (*ostatnio przestawiałeś*) the furniture in your bedroom?

5 **In pairs, ask and answer the questions from Exercise 8. Give more details about each answer. Do you think your bedroom is in need of a makeover?**
Students' own answers

ZADANIE MATURALNE

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

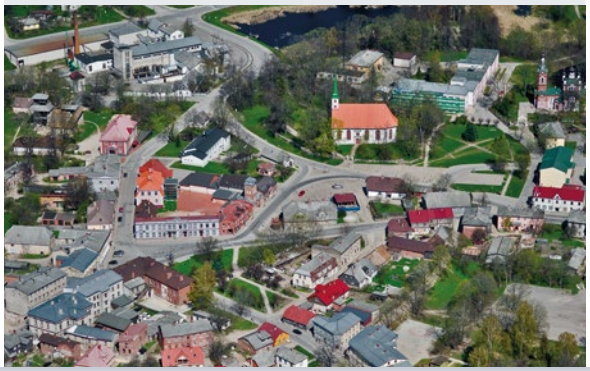
1 I ____ (*zaniosłem*) the heavy bags upstairs already, so you can take these boxes.
A am carrying B had carried (C) have carried

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



1 **Match sentences 1–3 to translations a–c.**

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

a there were
b was there
c it was

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

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

ZADANIE MATURALNE

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. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Matthew *has shared / has been sharing a room* (*dzieli pokój*) with one of his brothers for three years, but their parents are now thinking of insulating the attic and turning it into another bedroom.
2 I'm afraid *there's / there has been* (*nastąpiło*) a misunderstanding about how much rent and bills 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 because she *'d/had moved out* (*wyprowadziła się*) and found her own place to live.
5 After weeks of house-hunting, she managed to find a spacious one-bedroom flat *conveniently located/situated between* (*wygodnie usytuowany pomiędzy*) the university and the town centre.

▶ ZADANIA DODATKOWE STR. 40

02 PISANIE E-mail

Wyrażanie uczuć i emocji (przepraszanie i dziękowanie); stosowanie form i zwrotów grzecznościowych

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

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



2 **Read the sample task and the model answer above. Is this apartment the kind of place you would like to stay in? Why? / Why not?** *Students' own answers*

3 **Complete the Useful Phrases box with examples from the model answer above.**

USEFUL PHRASES ▶ STR. 337

Saying thank you

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

Thank [1] *you* *for* *agreeing* to ...

I'm very grateful.

I [2] *really* *appreciate* it.

Saying sorry

I apologise / Apologies for (the taps).

I'm [3] *very* *sorry* about ...

Using modifiers

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

4 **Which is the most likely option in an email concerning a house swap? Rewrite each sentence adding appropriate modifiers. More than one modifier might be possible.**

1 It's good of you to lend us your *bicycles / brand new car*.
2 I'm sorry about the noisy *neighbours / central heating*.
3 I appreciate your offer to *mow the lawn / repaint the room*.
4 I am grateful for the *fresh bread / frozen turkey* you left out for us.
5 I apologise for breaking one of your *plates / washbasins*.

5 **Imagine you are writing to the family with whom you have just done a house swap. Write sentences from the prompts.** *Students' own answers*

1 Thank them for something they left you in the flat.
2 Apologise for something you broke.
3 Apologise for something you lost.
4 Thank them for some recommendations they left you.

ZADANIE MATURALNE

6 **Do the task below.**

Napisz e-mail do osoby, która wymieniła się z tobą 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.

Exercise 4
Various possible modifiers:
1 It's extremely/ really good of you to lend us your *bicycles / brand new car*.
2 I'm really/so sorry about the noisy *neighbours / central heating*.
3 I really/very much appreciate your offer *to mow the lawn / repaint the lounge*.
4 I am extremely/ really/so grateful for the *fresh bread / frozen turkey* you left out for us.
5 I really apologise for breaking one of your *plates/ washbasins*.

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

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.

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.

1 **In pairs, discuss and make a list of pros and cons of studying and living in your home town during university and of studying and living away from home. Which scenario do you prefer?**
Students' own answers

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 answer.**

USEFUL PHRASES ▶ STR. 337

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 [4] *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, ...

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.

2 A lot of student accommodation in big cities is poor quality and bad value for money.

3 Many students are not very good with money and get into serious debt.

4 Female students are better at coping with living away from home than male students.

5 Students who study in big cities get better, higher-paid jobs.

ZADANIE MATURALNE

5 **Do the task below.**

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.

Exercise 4

1 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 can / may / might / tend to / is likely to be poor quality and bad value for money.

3 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 tend to / are likely to be better at coping with living away from home than male students.

5 Students who study away from home can / may / might / tend to / are likely to get better, higher-paid jobs.



ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

02 LISTA SŁOWNICTWA

THE HOUSE AND ITS NEIGHBOURHOOD | DOM I JEGO OKOLICA

brick – cegła
bush – krzak
ceiling – sufit
chimney – komin
door – drzwi
  back ~ – tylne drzwi
  front ~ – drzwi frontowe
downstairs – na dole
fence – płot
floor – piętro; podłoga
  first ~ – pierwsze piętro
  ground ~ – parter
  wooden ~ – drewniana podłoga
garden – ogród
  front ~ – ogród z przodu budynku
● **vegetable ~** – ogród warzywny
gate – brama, furtka
iron – żelazny; żelazo
ladder – drabina
lawn – trawnik
lift – winda
pavement – chodnik
porch – ganek, weranda
roof – dach
security – ochrona
solar panel – panel słoneczny
staircase – klatka schodowa
stairs – schody
step – schodek
● **sun terrace** – taras do opalania
tree – drzewo
  ● **fruit ~** – drzewo owocowe
upstairs – na górze
wall – ściana
window – okno
● **windowsill** – parapet
bench – ławka R
vegetable plot/patch – grządka warzywna

TYPES OF HOUSES AND FLATS | RODZAJE DOMÓW I MIESZKAŃ

apartment – mieszkanie
  ~ block – blok mieszkalny
block of flats – blok mieszkalny
building – budynek
bungalow – bungalow, parterowy dom
castle – zamek
cottage – domek wiejski, chata
flat – mieszkanie
houseboat – łódź mieszkalna
mansion – luksusowa rezydencja
one-bedroom flat – mieszkanie z jedną sypialnią
semi-detached house – dom bliźniak
skyscraper – drapacz chmur, wieżowiec
studio (flat) – kawalerka
terraced house – dom szeregowy
two-room flat – mieszkanie dwupokojowe
basement flat – mieszkanie w suterenie R
bedsit – wynajęty pokój, kawalerka
council house – budynek komunalny
manor house – dwór
penthouse – luksusowy apartament na ostatnim piętrze budynku

NEIGHBOURHOOD | OKOLICA DOMU

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

PHRASES | ZWROTY

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

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

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

ROOMS | POMIESZCZENIA DOMU

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

HOME FURNISHINGS | WYPOSAŻENIE DOMU

blind – roleta, żaluzja
clock – zegar
curtain – zasłona
  ● **net ~** – firanka
door handle – klamka
doorbell – dzwonek
doormat – wycieraczka do butów
electrical appliances – urządzenia elektryczne
heater – grzejnik, kaloryfer
light – światło
light bulb – żarówka
plant – roślina
● **house ~** – roślina doniczkowa
vacuum cleaner – odkurzacz
air conditioning – klimatyzacja R
alarm clock – budzik
● **antique furniture** – zabytkowe meble R
burglar alarm – alarm antywłamaniowy
central heating – centralne ogrzewanie
household appliances – sprzęt AGD
knock on the door – pukać do drzwi
wallpaper – tapeta

BATHROOM | ŁAZIENKA

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

BEDROOM | SYPIALNIA

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

LIVING ROOM | SALON

armchair – fotel
bookcase – biblioteczka
carpet – dywan, wykładzina
coffee table – stolik kawowy
couch – kanapa
cushion – poduszka dekoracyjna
dining table – stół jadalny
fireplace – kominek
sofa – kanapa

KITCHEN | KUCHNIA

bowl – miska
coffeemaker – ekspres do kawy
cooker – kuchenka
  electric ~ – kuchenka elektryczna
  gas ~ – kuchenka gazowa
cup – filiżanka
cupboard – szafka kuchenna
cutlery – sztućce
dishwasher – zmywarka
fork – widelec
freezer – zamrażarka

fridge – lodówka
kettle – czajnik
electric ~ – czajnik elektryczny
kitchen table – stół kuchenny
knife – nóż
microwave oven – kuchenka mikrofalowa
mug – kubek
oven – piekarnik
pan – rondel
plate – talerz
pot – garnek
sink – zlew
spoon – łyżka
teapot – dzbanek do herbaty
toaster – toster
worktop – blat kuchenny R

CHORES | PRACE DOMOWE

be at home – być w domu
be in – być w domu
change a light bulb – wymienić żarówkę
clean the bathroom – sprzątać łazienkę
clean the carpet – czyścić dywan
clean the floors – myć podłogi
clean the windows – myć okna
clear up the table – sprzątać ze stołu
cook – gotować
do household jobs/chores – wykonywać prace domowe
do the cleaning – sprzątać
do the cooking – gotować
do the housework – wykonywać prace domowe
do the ironing – prasować
do the shopping – robić zakupy
do the washing – prać
do the washing-up – myć naczynia
draw the curtains – zaciągać zasłony
dry the dishes – wycierać naczynia
dust the surfaces – ścierać kurze
empty the dishwasher – wyjmować naczynia ze zmywarki
feed the cat – nakarmić kota
fix sth – naprawić coś
fold the washing – składać pranie
get home – dotrzeć do domu
hang (up) the washing – wieszać pranie
iron clothes – prasować ubrania
leave the house – wychodzić z domu
lie on the bed – leżeć na łóżku
load the dishwasher – napełnić zmywarkę
lock the door – zamknąć drzwi na klucz
make the bed – ścielić łóżko
make/cook dinner – ugotować obiad
mend sth – naprawić coś
mop the floor – myć podłogę mopem
mow the lawn – kosić trawę
put away – odkładać na miejsce (np. ubrania, rzeczy)
roll down the blinds – spuścić rolety
see sb home – odprowadzić kogoś do domu
share the housework – dzielić się pracami domowymi
stay in – zostać w domu
stay out – przebywać poza domem
switch on (the light/dishwasher) – włączyć (światło/zmywarkę)
take it in turns to do sth – robić coś na zmianę
take out the rubbish – wynosić śmieci
take the dog for a walk – wyprowadzić psa na spacer
throw away – wyrzucać
tidy your room – posprzątać pokój
vacuum the carpet – odkurzyć dywan
wash clothes – prać ubrania
wash the dishes – myć naczynia
water the plants – podlewać rośliny
● **clean leaves (out of the gutter)** – oczyścić (rynnę) z liści R
clean up (the mess) – posprzątać (bałagan)
● **convert (an attic into a bedroom)** – przerobić (strych na sypialnię)
● **do your own plumbing** – zajmować się hydrauliką
drop in – wpaść do kogoś
● **fix an aerial** – naprawić antenę
● **keep things neat and tidy** – utrzymywać czystość i porządek
● **paint the ceiling** – pomalować sufit
● **put up some shelves** – powiesić półki
● **replace (a broken tile)** – wymienić (pęknięty kafelek)
throw out (rubbish) – wyrzucać (śmieci)

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

accommodation – zakwaterowanie
student ~ – mieszkanie studenckie; akademik
ad/advert/advertisement – ogłoszenie
amenities – udogodnienia, infrastruktura
bill – rachunek
electricity ~ – rachunek za prąd
telephone ~ – rachunek za telefon
commute – dojeżdżać do pracy
en-suite bathroom – łazienka przy sypialni
facilities – udogodnienia, infrastruktura
flatmate – współlokator, współlokatorka (w mieszkaniu)
for rent – do wynajęcia
for sale – na sprzedaż
fully fitted kitchen – w pełni wyposażona kuchnia
furnished/unfurnished – umeblowany/nieumeblowany
house rules – zasady panujące w domu
per month – miesięcznie
per week – tygodniowo
private garden – prywatny ogród
public transport – transport publiczny
reasonable price – rozsądna cena
redecorate a house – odnowić dom
renovate a house – odnowić dom
rent – czynsz
roommate – współlokator, współlokatorka (w pokoju)
spare room – pokój gościnny
to let – do wynajęcia
view – widok
with a ~ of sth – z widokiem na coś
commission – prowizja dla pośrednika R
council tax – podatek komunalny
deposit – kaucja
estate agent – agent, agentka nieruchomości
instalment – rata
landlord/landlady – właściciel/właścicielka wynajmowanego domu
negotiable – do negocjacji, do uzgodnienia
notice period – okres wypowiedzenia
sign the lease – podpisać umowę najmu
utility bills – rachunki za media (gaz, prąd, wodę)

PHRASES | ZWROTY

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

MOVING TO A NEW HOUSE | PRZEPROWADZKA

carton – karton
fall apart – rozpaść się, rozlecieć
fall down – przewrócić się, zawalić się
house-warming party – parapetówka
knock down – burzyć, wyburzyć
makeover – remont, zmiana wyglądu
move in(to) – wprowadzać się (do)
pack/unpack – pakować/rozpakować
permanent address – adres zameldowania
possessions – mienie, dobytek
removal – przeprowadzka, przenosiny
secure – zabezpieczyć, zamocować
tape – taśma
temporary address – adres tymczasowy
● **assemble furniture** – składać meble R
bubble wrap – folia bąbelkowa
cardboard box – pudło z kartonu
● **dismantle furniture** – rozkładać meble
● **fill a van** – zapełnić samochód
● **flat-pack furniture** – meble w paczkach do samodzielnego montażu
fragile items – przedmioty delikatne, kruche
install – instalować, zakładać
● **load a van** – zapełnić, załadować samochód
● **move house** – przeprowadzać się
move out – wyprowadzić się
mover – pracownik, pracownica firmy przeprowadzkowej
● **removal company** – firma przeprowadzkowa
● **removal van** – samochód do przeprowadzek
● **set up house/home** – założyć (własny) dom
settle in – zaaklimatyzować się, zaadaptować

LISTA 02 PODSTAWOWA

LISTA 02 PODSTAWOWA +ROZSZERZONA

MINIDIALOGI

1 Uzupełnij poniższe minidialogi. Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

1 **X:** Can you help me do the housework today?
Y: ____
X: Thanks! I really need some help with the washing.
A I'm busy right now, maybe later.
B Sure, what do you need help with?
C I'm afraid I don't know how to do it.

2 **X:** Have you tidied your room yet?
Y: ____
X: Good! We need to keep the house clean.
A Yes, I did it this morning.
B No, I don't know where to start.
C I don't have a vacuum cleaner.

3 **X:** How much is the price per month for this flat?
Y: ____
X: That's quite reasonable, especially if we all share.
A It's $1200 per month.
B It's quite high.
C I'm not sure, I'll have to check.

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 I didn't hear the doorbell because I ____ (*odkurzałem*) my room.
A was vacuuming
B vacuumed
C had vacuumed in

2 In my bedroom ____ (*jest*) a lot of plants and it takes time to water them twice a week.
A is
B are
C there are

3 Before I leave for school in the mornings, I always ____ (*ścielę*) my bed.
A make
B do
C change

4 I get on well with my sister and I ____ (*nie mam nic przeciwko dzieleniu pokoju*) with her.
A don't have to share a room
B have nothing to share in the room
C don't mind sharing a room

TEKST Z WYBOREM WIELOKROTNYM

R

3 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 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 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]____ 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 to keep		**B** needed to keep	
	C made to keep		**D** managed to keep	
6	**A** fix	**B** wash	**C** do	**D** clean

TŁUMACZENIE FRAGMENTÓW ZDAŃ

R

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. Uwaga: 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 przyjechałby spóźniony*).

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.

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. 365

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

DOBIERANIE ZDAŃ DO WYPOWIEDZI

1 02 10 **Usłyszysz dwukrotnie pięć wypowiedzi na temat sławy. 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 explains a theory about the psychology of fame.
B suggests that a famous person is the exception to a rule.
C expresses the hope to become rich and famous one day.
D describes an unplanned meeting with a famous person.
E explains how fame has been used to draw attention to something.
F concludes that fascination with celebrities has increased over time.

1.1	1.2	1.3	1.4	1.5
D	A	F	B	E

WYBÓR WIELOKROTNY

R

2 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 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.



ŚRODKI JĘZYKOWE

MINIDIALOGI

3 Uzupełnij poniższe minidialogi. Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

1 **X:** How nice of you to help me!
Y: ____
A It's up to you.
(B) Don't mention it.
C Thanks, I can manage.

2 **X:** I'm moving into my new flat next week.
Y: ____
X: I'm counting the days!
A I can't wait!
B Can I give you a hand?
(C) You must be excited.

3 **X:** We had to cancel our holiday plans.
Y: ____
X: We were too when we found out.
(A) I'm sorry to hear that!
B Cheer up!
C Don't worry!

4 **X:** What's your dad like?
Y: ____
A He likes fishing and reading.
(B) He's relaxed and quiet.
C He looks like his brother.

MINIDIALOGI

4 Uzupełnij poniższe minidialogi. Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

1 **X:** I have to redecorate the bathroom.
Y: _____.
X: Great, thanks.
A I wouldn't do that if I were you.
(B) I'll help you paint the ceiling.
C I can pack if you like.

2 **X:** What do you think of my new sweater?
Y: _____.
X: Thanks.
A I can't afford it.
B Try it on if you like it.
(C) It suits you.

3 **X:** We should share the housework.
Y: _____.
X: OK, I'll do it this week.
A How about having a makeover?
B Why don't we exchange it?
(C) Let's take it in turns.

4 **X:** Hi, Mum. I'm home.
Y: _____.
A Where are you going?
(B) Where have you been?
C Where are you speaking from?

TŁUMACZENIE FRAGMENTÓW ZDAŃ

R

5 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 worth investing in* (*nie warto inwestować w*) 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 Jim 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 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

R

6 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.

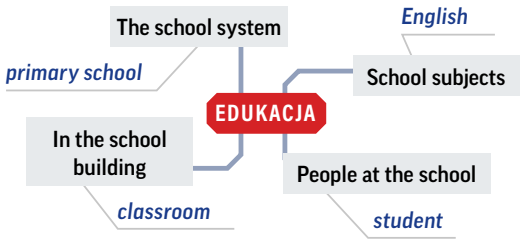
1 We had to start all over again when they realised that *we 'd/had hung the wallpaper* (*położyliśmy tapetę*) the wrong way up.
2 Tom, *will you / are you going to negotiate / are you negotiating* (*będziesz negocjował*) the price before you sign the lease?
3 The estate agent says that *it's / it is 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.

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 TYPES | RODZAJE SZKÓŁ

2 **Complete the text with the words from the box. There are three extra words.**

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



Education in Canada

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

The next level, secondary, has two stages: junior high school and [5] *high school*. Junior high school lasts two years and helps students transition to a school where classes are taught by different teachers and in different classrooms. This stage ends after students complete Grade 12. School is compulsory until the age of sixteen, apart from the provinces of Manitoba, Ontario and New Brunswick, where it's eighteen. Most schools in Canada are [6] *mixed* (or co-educational), so boys and girls learn together. Independent schools, also called private schools, aren't very popular.

After completing secondary education, students can go to either a school where they learn a specific trade, to college or to [7] *university*.

3 **Complete the text with the words from the box. There is one extra word.** R

achievement cramming curriculum enrol fees multiple choice obligatory project



A different kind of school

Imagine reading Greek myths while 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 [1] *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 [4] *multiple choice* questions; they learn through [5] *project* work, experiencing the local history and culture and interacting with the locals.

After the three [6] *obligatory* years, students receive a certificate of completion and can [7] *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.

4 **In pars, discuss if you would like to study at THINK Global School. Give three arguments for and three arguments against studying at this school.** *Students' own answers*

SCHOOL SUBJECTS | PRZEDMIOTY NAUCZANIA

5 Match the subjects from the box to examples 1–14.

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

1 plants, bacteria, DNA *Biology*
2 atom, gas *Chemistry/Physics*
3 gymnastics, athletics *Physical Education (PE)*
4 contrast, colours *Art*
5 German, Spanish, French *foreign languages*
6 continents, oceans, rivers *Geography*
7 rhythm, note, song *Music*
8 966, 1410, Mieszko I *History*
9 click, install *Information and Communication Technology (ICT)*
10 2 + 2 = 4 *Maths*
11 faiths and beliefs *Religious Education (RE)*
12 speed of light, energy *Physics*
13 parliament, state, democracy *Civic*
14 essay, poem *English Language and Literature*

6 In pairs, answer the questions.

1 Which of the subjects in Exercise 5 are included in the humanities? Which are science subjects?
2 What are your three favourite subjects and why? What do you learn in them?
3 Which is your least favourite subject and why?

IN THE SCHOOL BUILDING | SZKOŁA I JEJ POMIESZCZENIA

7 03 01 Listen to six recordings. Where are the speakers? Match the recordings to the places from the box. There are three extra places.

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

1 *corridor* 2 *gym*
3 *library* 4 *canteen*
5 *head teacher's office* 6 *computer room*

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

1 Which of the places in Exercise 7 have you got in your school?
2 Where do you normally hang out with other students when you're at school?



PEOPLE AT THE SCHOOL | OSOBY W SZKOLE

9 Complete the job adverts with the words from the box. There are two extra words.

deputy head examiner form head teacher
lecturer secretary staff teacher

WV IS Western Valley Independent School — Current Jobs

For more information and to apply click 'More info.'

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

[2] *deputy head*
Second in command, but still a very important person in our school. Help manage other teachers, prepare the schedule and apply school policy. More info

Geography [3] *teacher*
We're looking for an enthusiastic and creative person to join our teaching [4] *staff*. We'd also like you to take responsibility for one of our classes as a(n) [5] *form* teacher. More info

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

10 ŚRODKI JĘZYKOWE Choose the correct translations of the words in brackets.

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

SCHOOL SUPPLIES | PRZYBORY SZKOLNE

11 03 02 Listen to five recordings. Choose the word that is missing in each recording.

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

Exercise 6
Suggested answers:
1 **Humanities:** Art, Civics, English Language and Literature, foreign languages, Geography (Human Geography), History, Music, Religious Education (RE)
Science subjects: Biology, Chemistry, Geography (Physical Geography), Maths, Physics
2 Students' own answers
3 Students' own answers

03 SŁOWNICTWO

SCHOOL LIFE | ŻYCIE SZKOŁY

12 Read the definitions and complete the words. The first letter of each word has been given.

1 A list of the times of classes in a school.
t*imetable*

2 The latest date when you have to hand in a paper of a project.
d*eadline*

3 The literature you have to read in each grade.
s*et* b*ooks*

4 Teachers usually check this at the start of a lesson.
a*ttendance*

5 You go on this when you leave your school to visit a museum or see a play in the theatre.
s*chool* t*rip*

6 This is when you're not at school.
a*bsence*

7 When the teachers meet the parents or guardians.
p*arent* –t*eacher* c*onference*

8 A longer period of time between lessons when you can also eat some food.
l*unch* b*reak*

9 This is how we describe subjects that you have to take.
c*ompulsory*

10 The classes you take after school.
e*xtracurricular* a*ctivities*

11 A student who has only recently arrived at a school.
n*ewcomer*

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

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.

LEARNING | UCZENIE SIĘ

14 Complete the table with the words and phrases from the box. Some words and phrases can go with more than one verb.

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

do	make	take
a course, a project, a task, an experiment, homework, well, your best	*a good impression, a presentation, mistakes, notes, progress*	*a course, classes, lessons, notes*

15 Have these words and phrases got the same (S) or a different (D) meaning? Explain the differences in meaning.

1 attend school | go to school ____
2 collaborate | cooperate ____
3 copy homework | hand in homework ____
4 learn something | learn about something ____
5 memorise | learn by heart ____
6 miss lessons | have lessons ____
7 turn up late | be late ____

16 Choose the correct words to complete the text. R

Rules at my school

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

- If you're going to be [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.

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

Exercise 15
1 S
2 S
3 D ('copy homework' means looking at someone else's homework and writing exactly what they wrote; 'hand in' means giving it to the teacher)
4 D ('learn something' means studying it successfully; 'learn about something' means being informed about something)
5 S
6 D ('miss lessons' means not being present at lessons; 'have lessons' means taking lessons)
7 S

EXAMS, TESTS, GRADES | EGZAMINY, TESTY, OCENY

18 **Complete the texts with the words from the boxes. There is one extra word in each box.**

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

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



exams pass results



Joanna, 45

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

cheat entrance retake school-leaving



Greg, 32

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

do get past revise



Wei, 25

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

19 **Match the titles from the box to their Polish equivalents.**

A levels BA BSc MA MSc PhD

1 licencjat (nauki ścisłe) *BSc*
2 licencjat (nauki humanistyczne) *BA*
3 magister (nauki ścisłe) *MSc*
4 magister (nauki humanistyczne) *MA*
5 doktor (nauki humanistyczne i ścisłe) *PhD*
6 matura *A levels*

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

apply campus faculty get halls scholarship take

1 What are the requirements to *get* into university in Poland?
2 Can people in your country 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?

GO FOR IT

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

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

Make a poster advertising your new school. Then present it to the rest of the class. *Students' own answers*

03 SŁUCHANIE Wybór wielokrotny

1 **In pairs, discuss what you understand by the terms 'self-motivation' and 'personal development'. How important are they in a school or work environment?**
Students' own answers

2 03 03 **Listen to some information about a course on personal development for teenagers. Is it a course you would like to do? Why? / Why not?**
Students' own answers

TRENING MATURALNY

3 03 03 **Read the tip below and answer questions 1 and 2. Then listen again and check. Use the audioscript to find alternative phrases that match the underlined phrases in the questions.**

1 <u>One of the objectives</u> of the course is to *our aim is to*
- (a) help students discover what they are good at.
- b ask students why they find things difficult.
- c make students change their behaviour.

2 <u>In between workshops</u>, students *at the end of … before*
- a work on tasks for mental well-being.
- b try to change their behaviour.
- (c) do some coursework at home.

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

4 **In pairs, read the questions in Exercise 5 and discuss what you think the two recordings will be about.**
Students' own answers

6 **SŁOWNICTWO** **Complete the word families with words from the recordings in this lesson.**

Verb	Noun (what?)
1 *develop*	development
2 *improve*	improvement
know	3 *knowledge*
4 *motivate*	motivation
concentrate	5 *concentration*
6 *revise*	revision

7 **Complete the questions with the correct forms of the words from Exercise 6. Check your answers in the audioscript. Make sure you understand and use all the phrases in bold. Then in pairs, ask and answer the questions.**

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

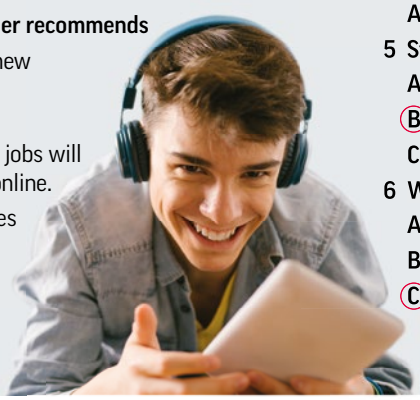
ZADANIE MATURALNE

5 03 04 **Usłyszysz dwukrotnie dwa teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.**

Tekst 1

1 The teacher is talking to students who
- A need more help with IT skills.
- (B) are about to leave school.
- C have already chosen a career.

2 Above all, the teacher recommends
- (A) keeping up with new technological developments.
- B finding out which jobs will involve working online.
- C talking to Mr Jones about updating their CV.



Tekst 2

3 Professor Jaworska thinks that
- (A) certain people can't study at all with music.
- B most people like studying with music in the background.
- C it is impossible to improve study skills through music.

4 Which of these key study skills does the interviewer ask about?
A concentration B memory (C) motivation

5 Students may prefer silence when they are doing
- A an artwork assignment.
- (B) a language assignment.
- C a research assignment.

6 What is the main message of the interview?
- A Music can cheer you up when you are feeling down.
- B Music doesn't improve students' academic abilities.
- (C) Music can help students become more effective learners.

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

Dobieranie zdań do wypowiedzi

1 **In pairs, discuss when and why this photo of 16-year-old UK students was taken. Then read the Culture Bit below and check your ideas.** *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 and luxury transportation to venues that can range from the school gymnasium to a five-star hotel or even a medieval castle.

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

TRENING MATURALNY

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

1 The speaker
- **a** remembers her school prom with great fondness.
- **b** doesn't remember her school prom being very enjoyable.

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

3 She
- **a** is ashamed of the way her hair looked on the night.
- **b** is proud of the way her hair looked on the night.

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

a 'I spent a fortune on a dress that looked as if I'd borrowed my mother's wedding dress and dyed it pink.' *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 Exercises 3 and 4 that illustrate the advice.**
synonyms - remember good times = had good memories / outfit = dress / cost a lot of money = spent a fortune / ashamed of the way = can't believe I
antonyms - borrowed X lent
complicated grammar = looked as if I'd / If I said I had … I'd …

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

ZADANIE MATURALNE

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

6 03 06 **Usłyszysz dwukrotnie cztery wypowiedzi na temat szkolnych balów. 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** 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

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

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*

03 CZYTANIE Dobieranie nagłówków do akapitów

Exercise 1
Suggested answer: She probably attends the Steve Jobs School because she's using a tablet and is working alone.

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

TRENING MATURALNY

2 **What is the paragraph below about? Choose the correct heading.**

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

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

3 **Match reasons 1–3 to the headings in Exercise 2.**

1 This heading is wrong because the text explains that the students at the school were focused. _c_ *(Additionally, this heading focuses on a specific piece of information from the text and doesn't summarise its meaning.)*
2 This heading is wrong because the text is about a school in particular, not education in general. _a_
3 This heading is correct because the text describes a student's first day at school. _b_

Exercise 4
The Ørestad Gymnasium because there are a lot of students all in the same space.

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

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

ZADANIE MATURALNE

5 **Przeczytaj ponownie 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



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.

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

Wybór wielokrotny • Uzupełnianie luk R 03

6 **In pairs, discuss why the other two headings in Exercise 5 are incorrect.**

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

1 Which of the schools in the text is most like yours?
2 If you were a parent, would you send your child to any of these schools? Give reasons for you answer.
3 What other unusual schools have you heard of?

8 **SŁOWNICTWO** **Complete the questions with the words from the box. There is one extra word. Then in pairs, ask and answer the questions.**

active role blended learning classmates group work instructors motivation personalised research

1 After almost a year at secondary school, do you get on well with all your *classmates*?
2 Do you prefer *group work* or working on your own?
3 Do you prefer traditional classrooms, online classes or *blended learning*?
4 Is education *personalised* enough at your school?
5 Do you do any scientific *research* at your school?
6 Should parents take a more *active role* in their children's education?
7 What for you is the greatest *motivation* to learn?

9 **SŁOWNICTWO** **Match the words to make collocations. Then use them to write a paragraph about your school.** *Students' own answers*

1 attend	*b*	**a**	good marks
2 get	*a*	**b**	class
3 have strict	*h*	**c**	extracurricular activities
4 learn new	*g*	**d**	attention
5 pay	*d*	**e**	hard
6 solve	*f*	**f**	problems
7 study	*e*	**g**	skills
8 take part in	*c*	**h**	rules

LIFE SKILLS | Independent learning strategies

10 **Which of these independent learning strategies do you use? In pairs, grade them from 1 to 5 in terms of how useful you think they are. Compare your ideas with the rest of the class.** *Students' own answers*

- Put your phone away so you can concentrate on what you're doing.
- Write down your learning objectives and order them from the most to the least important.
- Set yourself a realistic timetable with regular breaks.
- Go back over your work a few hours or days later and try to judge it objectively.
- Teach what you've learned to someone else.

ZADANIE MATURALNE

1 **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.

ZADANIE MATURALNE

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

Exercise 6
A is incorrect because although research is mentioned in paragraph 1 and words associated with technology (*tablet, apps, computer, online, technology, blended learning, online*) are mentioned in paragraphs 2–4, none of the paragraphs mentions using technology for research into education.
C is incorrect because although it is generally true, it is not relevant to any of the paragraphs in the text.

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

03 R 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 and saw Lisa waiting outside her office.

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

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

B The Toughest Degree in the Country

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



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

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

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

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

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*

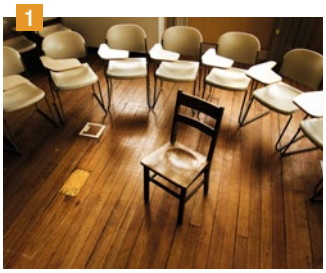
TRENING MATURALNY

2 03 07 **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 07 **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? Rewrite the introduction using the relevant information.** *It is too long because of the descriptions.*
Suggested answer:
The three photos show different ways of arranging the furniture in a classroom. 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 …

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

▶ ZESTAW ZADAŃ STR. 61

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. 328

Presenting the visual input

I can see (three different) …
The three photos show (different ways of) …

Stating which option you think is best

Of these three options, I'd choose … for … because …
I think option (three) would be best for … because …
Option (three) seems to be the best option for … because …

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ZADANIE MATURALNE

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

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

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

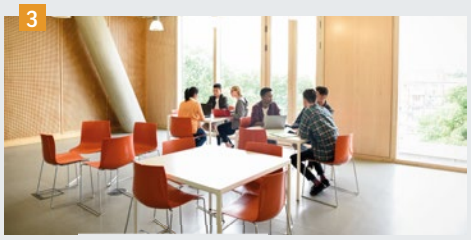
1



2



3



Exercise 3
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) discriminate against left-handers
Reasons against option 2
1) everyone facing the board / boring
2) people at the back have trouble seeing and hearing

03 07

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

03 ŚRODKI JĘZYKOWE Gramatykalizacja

GRAMATYKA

A Read the situations and choose the correct verb forms to complete the sentences.

1 Tegoroczny maturzysta mówiący o swoich planach:
I *will study* / *am going to study* / *am studying* law at Warsaw University.

2 Chłopiec próbujący uniknąć kary:
I promise I *won't do* / *am not going to do* / *am not doing* it again!

3 Nauczyciel podający informacje swoim uczniom:
Next term *is starting* / *is going to start* / *starts* on 12 February.

4 Mężczyzna widzący kobietę, która próbuje wejść z wózkiem dziecięcym do tramwaju:
Wait a second, I *will help* / *am going to help* / *am helping* you.

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

1 Tonight? No problem, I can come – I *'m/am not doing* (not do) anything important.
2 Dave and Robin *are getting married* (get married) on 14 July. Have you been invited?
3 Look at the sky. It *'s/is going to rain* (rain) any minute.
4 I don't think Mark *will ever pass* (ever/pass) his driving test. It is completely beyond him!
5 This time tomorrow we *'ll/will be lying* (lie) on one of the most beautiful beaches in Brazil.
6 New Year's Day *falls* (fall) on a Saturday next year.
7 *Will you be using / Are you going to use / Are you using* (you/use) your car tomorrow? I wonder if I could borrow it for the day.
8 I can see you're cold. I *'ll/will turn up* (turn up) the heating.

C Read the situations and correct the mistakes in the sentences below.

1 Wybierasz się do kina z kolegami. Macie już bilety.
We'll go to the cinema tonight.
_____

2 Oferujesz swoją pomoc w kuchni.
I'm preparing the salad and dressing.
_____

3 Jedziemy przez Łódź, więc możemy wpaść do Oli.
We will travel through Łódź, so we can call in on Ola.
_____

4 Mówisz o swoich planach na przyszłość.
I will become a secondary school teacher.
_____

Exercise C
1 We're going to the cinema tonight.
2 I'll prepare the salad and dressing.
3 We'll be / We're travelling through Łódź, so we can call in on Ola.
4 I'm / I am going to become a secondary school teacher.

▶ WYRAŻANIE PRZYSZŁOŚCI, STR. 280

TRENING MATURALNY

1 Choose the correct option to complete the sentence below. You can use up to five words, change the form of the words in brackets and add more elements if necessary. Then in pairs, answer questions 1–2.

I can't meet you tonight because I ____ (study / exam) in the evening.

a was studying for the exam
b to study for the exam
c am going to study for the exam
d will be studying
e am studying for the exam

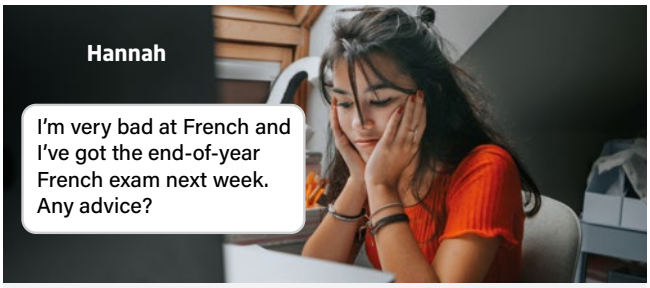
1 Która odpowiedź jest odpowiedzią właściwą, ponieważ po jej wstawieniu zdanie jest logiczne, gramatycznie poprawne oraz spełnia wymaganie użycia nie więcej niż pięciu wyrazów?
2 Która odpowiedź jest odpowiedzią niewłaściwą, ponieważ:
a po jej wstawieniu zdanie nie jest logiczne? *a*
b przekracza maksymalną liczbę wyrazów, określoną w poleceniu? *c*
c nie zostały w niej wykorzystane wszystkie wyrazy podane w nawiasie? *d*
d po jej wstawieniu zdanie jest niepoprawne gramatycznie? *b*

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 wskazanego 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 The teacher *(had) invited us to participate* (*invite / participate*) in the lesson more actively, so we all started asking questions.
2 Most children study in their local comprehensive schools because their parents can't *afford to send them* (*afford / send / they*) to a fee-paying school.
3 I'm sure you *'ll/will enjoy attending* (*enjoy / attend*) a summer course next year.
4 Yesterday one of my classmates *accused me of cheating* (*accuse / I / cheat*) during the written exam, but I didn't do it.
5 The Biology teacher *made us work in groups* (*make / we / work / groups*) and later we had to report our findings to the whole class.
6 One of the students asked *the teacher not to wipe* (*teacher / not / wipe*) the board because he hadn't finished copying from it.

3 **Complete the texts with the correct form of the words in brackets. You can add more words if necessary, but you must not change the order of the words given.**



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

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

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

4 **In pairs, talk about the advice given in the forum. Who do you agree/disagree with? Why? What advice would you give to Hannah?** *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 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 / 'd/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 Tomorrow at 4 p.m. I *will be taking part in / am taking part in* (*take / part*) extra conversation classes at school, so don't call me then.
5 I think it's much ___*better (for us) to have*___ (*good / have*) a break now and then study until we get tired again.

1 **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.

ZADANIE MATURALNE

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 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 after the school choir practice.
2 Do you have any idea when we *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 By the time we get to school, the students *will have finished writing / will finish writing* (*finish / write*) the exam.

▶ ZADANIA DODATKOWE STR. 60

Exercise 3
1 advise you to learn
2 dictionaries are/were / would/will be allowed
3 studying with (your/some) friends / a friend
4 told me to plan
5 prefer working / to work

03 PISANIE Wpis na blogu

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

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

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

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

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


Jamie Oliver

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

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

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

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

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

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

> "Genius is one percent inspiration and ninety-nine percent perspiration."
> (Thomas Edison)

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

TRENING MATURALNY

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

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

4 **In pairs, think of other informal expressions and ways of addressing readers you could use in a blog post.** *Students' own answers*

5 **Read the Useful Phrases. Which phrases appear in the sample answer above?**
You may not know this, but … I'm sure you've heard of …
In those days, … Back then, fortunately sadly

USEFUL PHRASES ▶ STR. 337

Raising interest levels

Guess what! / You'll never guess what ...
I'm sure you've heard of ...
You may not know / have heard this, but ...
It may seem strange/crazy/unlikely, but ...

Using informal time expressions

Past:	Present:
In those days, ...	These days, ...
Years ago, ...	Nowadays, ...
Back then, ...	In this day and age, ...
In the past, ...	In today's world, ...

Beginning sentences with comment and opinion adverbs

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

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

6 **Rewrite the sentences replacing the words in bold with an appropriate adverb. Do you agree with the statements? Write three more of your own statements on education. Begin each one with an adverb.**

1 **I understand why** *Understandably,* society needs a way of testing academic ability.
2 **It's annoying that** *Annoyingly,* a student's academic results are still largely based on a single school-leaving exam.
3 **It's obvious that** *Obviously/Clearly,* a fairer system would include grades from other schoolwork.
4 **It surprises me that** *Surprisingly,* exams are still such a big part of education.
5 **I'm hoping that** *Hopefully,* the education authorities will change assessment methods soon.

7 **In pairs, read your partner's comments or opinions from Exercise 6. Discuss whether you agree or disagree with each other.** *Students' own answers*

8 **Internet connectivity improved and the use of digital resources in schools grew during the early 2000s. In pairs, compare and contrast what you think education was like before the Internet with education today. Discuss the points below and your own ideas. Make notes under the headings given.**
Students' own answers

- classroom equipment and resources
- teaching and learning methods
- special educational needs

Before the Internet	Today
_____	_____

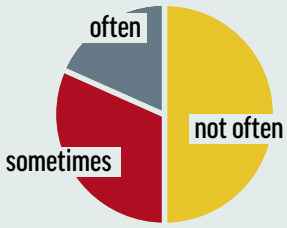
9 **Describe three of the differences you have identified in Exercise 8 as if they were part of a blog post. Use informal time expressions and appropriate style.** *Students' own answers*

LIFE SKILLS Collaboration ▪ Communication ▪ Social Responsibility

10 **In pairs, discuss what you understand by the term *an inclusive classroom*. Then complete tips 1–8 for creating *an inclusive classroom* with the words in the box.**

engage exclusion find out individuality online social group space values

How often do people with a learning disability feel lonely?



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

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

ZADANIE MATURALNE

13 **Do the task.**

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

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

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

MY BLOG
An Inspiration

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

How to be inclusive

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

Top tips

1 Act against ___exclusion___ – it's a form of bullying. Recognise it and don't do it.
2 Support ___individuality___. Each person is unique – let's celebrate that!
3 Focus on ___values___ like kindness, respect and empathy.
4 Widen your ___social group___ – avoid exclusive groups.
5 Be kind ___online___ – don't share mean comments.
6 ___Engage___ with people who you think are different from you.
7 ___Find out___ what people are interested in and what they're good at.
8 Give others ___space___ if they ask for it.

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

03 LISTA SŁOWNICTWA

IN THE SCHOOL BUILDING | SZKOŁA I JEJ POMIESZCZENIA

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

SCHOOL SUBJECTS | PRZEDMIOTY NAUCZANIA

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

LEARNING | UCZENIE SIĘ

● **attend** – uczęszczać
~ a course/classes – uczęszczać na kurs/zajęcia
~ school – chodzić do szkoły
collaborate with sb – współpracować z kimś
● **concentrate** – koncentrować się
● **concentration** – koncentracja
cooperate with sb – współpracować z kimś
copy (answers/homework) from sb – przepisywać (odpowiedzi / pracę domową) od kogoś
discuss set books – omawiać lektury
do a project – robić projekt
do a task – wykonywać zadanie
do an activity/exercise – robić ćwiczenie
do an experiment – przeprowadzić eksperyment
do homework – odrabiać pracę domową
do well – dobrze sobie radzić
do your best – bardzo się starać
expel sb from school – wydalić kogoś ze szkoły
find it impossible to do sth – nie być w stanie czegoś zrobić
focus on sth – skupiać się na czymś
go to school – chodzić do szkoły
hand in homework – oddawać pracę domową
have a break – zrobić sobie przerwę, mieć przerwę
have lessons – mieć lekcje
● **knowledge** – wiedza
learn about sth – dowiadywać się o czymś
learn by heart – uczyć się na pamięć
● **learn new skills** – nabyć nowych umiejętności
learn sth – uczyć się czegoś
make a good impression – zrobić dobre wrażenie
make a presentation – zrobić prezentację
make mistakes – robić błędy
make progress – robić postępy
memorise – uczyć się na pamięć
miss lessons – opuszczać lekcje
● **motivate** – motywować
notes – notatki
make/take ~ – robić notatki
participate in sth – brać w czymś udział
● **pay attention (in class)** – uważać (na lekcji)
read maps – czytać mapy
report findings – przedstawiać wnioski/wyniki
revision – powtórka, powtórzenie
skip classes – opuszczać zajęcia, chodzić na wagary
● **solve a problem** – rozwiązywać problem / zadanie
● **study hard** – uczyć się pilnie
take lessons – chodzić na lekcje
● **take part in sth** – brać w czymś udział
teach (a subject) – nauczać (przedmiotu)
turn up late – spóźniać się
wipe the board – ścierać tablicę
work in groups – pracować w grupach
write an essay – pisać wypracowanie

be off school – być nieobecnym w szkole R
catch up on (schoolwork) – nadrobić (materiał z zajęć)
cause disruption – zakłócać porządek
conduct an experiment – przeprowadzać eksperyment
excel at sth – celować w czymś
expulsion – wydalenie (ze szkoły)
fall behind with schoolwork – mieć zaległości w nauce R
set homework – zadawać pracę domową
show up late – spóźnić się

LIFELONG LEARNING | UCZENIE SIĘ PRZEZ CAŁE ŻYCIE

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

SCHOOL SUPPLIES | PRZYBORY SZKOLNE

blackboard – tablica (czarna)
board – tablica
board eraser – gąbka do tablicy
calculator – kalkulator
chalk – kreda
coloured pencil – kredka
copybook – zeszyt
correction fluid – korektor
coursebook – podręcznik
crayons – kredki świecowe
desk – ławka
dictionary – słownik
exercise book – zeszyt ćwiczeń
file – teczka na dokumenty; plik
folder – teczka tekturowa
highlighter – zakreślacz
interactive whiteboard – tablica interaktywna
locker – szafka
notebook – zeszyt
PE kit – strój gimnastyczny
pen – pióro, długopis
pencil – ołówek
pencil case – piórnik
(pencil) sharpener – temperówka
(ring) binder – segregator
row of desks – rząd ławek
rubber – gumka
ruler – linijka
school bag – tornister, plecak szkolny
textbook – podręcznik
whiteboard – tablica (biała)
whiteboard marker – pisak do tablicy
workbook – zeszyt ćwiczeń

GRADES | OCENY SZKOLNE

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

PHRASES | ZWROTY

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

SCHOOL LIFE | ŻYCIE SZKOŁY

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

PEOPLE AT THE SCHOOL | OSOBY W SZKOLE

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

ADJECTIVES | PRZYMIOTNIKI

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

EXTRACURRICULAR ACTIVITIES | ZAJĘCIA POZALEKCYJNE

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

SCHOOL TYPES | RODZAJE SZKÓŁ

academy – akademia
college – szkoła wyższa, kolegium
co-educational school – szkoła koedukacyjna
comprehensive school – szkoła państwowa dla uczniów powyżej 11. roku życia
elementary school (AmE) – szkoła podstawowa
grade (six) (AmE) – (szósta) klasa
high school (AmE) – szkoła średnia
independent school – szkoła niepubliczna, społeczna
junior high school (AmE) – gimnazjum
kindergarten – przedszkole
middle school (AmE) – gimnazjum
mixed school – szkoła koedukacyjna
nursery school – przedszkole
primary school (BrE) – szkoła podstawowa
private school – szkoła prywatna
public school – w Wielkiej Brytanii: szkoła prywatna; w USA: szkoła publiczna, szkoła państwowa
secondary school (BrE) – szkoła średnia
single-sex school – szkoła tylko dla chłopców lub dziewcząt
state school (BrE) – szkoła publiczna, szkoła państwowa
university/uni – uniwersytet
year (six) (BrE) – (szósta) klasa
boarding school – szkoła z internatem R
cram – wkuwać
curriculum – program nauczania
dormitory – akademik, internat, bursa
enrol on a course – zapisać się na kurs
hall of residence – akademik, internat, bursa
obligatory – obowiązkowy
tuition/school/college/university fees – czesne
vocational school – szkoła zawodowa

GRADUATION | UKOŃCZENIE SZKOŁY

A levels – egzamin po szkole średniej (odpowiednik matury)
BA (Bachelor of Arts) – licencjat (nauki humanistyczne)
BSc (Bachelor of Science) – licencjat (nauki ścisłe)
graduate – absolwent, absolwentka
MA (Master of Arts) – magister (nauki humanistyczne)
MSc (Master of Science) – magister (nauki ścisłe)
PhD (Doctor of Philosophy) – doktor (nauki humanistyczne i ścisłe)
thesis – praca dyplomowa R
undergraduate – student, studentka pierwszych trzech lat (przed uzyskaniem licencjatu)

PHRASES | ZWROTY

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

LISTA 03 PODSTAWOWA

LISTA 03 PODSTAWOWA +ROZSZERZONA

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. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane. Zapisz odpowiedzi w zeszycie.

1 When I was younger, I *didn't / did not mind listening to* (*not mind / listen*) music when I was studying. Now it distracts me.
2 Our English teacher often *advises/advised us to write* (*advise / we / write*) new words on sticky notes.
3 How old were you when *you learnt/learned to read* (*you / learn / read*)?
4 Right before the end of the exam, I realised that I *'d/had made a mistake / mistakes* (*make / mistake*) in my calculations.
5 A lot of students *were absent from school* (*be / absent / school*) yesterday. They had to stay home after heavy snowfall.
6 I can't study with you tomorrow because *I'm taking part in* (take / part) a Maths project at school.
7 Mike manages *to do well at* (do / good) school and go to football practice three times a week.

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 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.
6 Their grades have improved since they *started paying attention in class* (*zaczęli uważać na lekcjach*).
7 Please don't interrupt her right now, she *is studying for an/the exam* (*uczy się do egzaminu*).

DOBIERANIE Z PRZEKSZTAŁCANIEM R

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.

GRAMATYKALIZACJA R

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. 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.

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. 365

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?

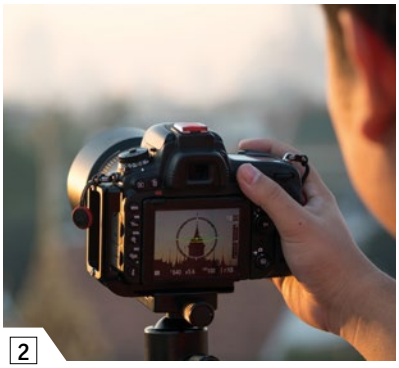
UCZEŃ B

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


1


2

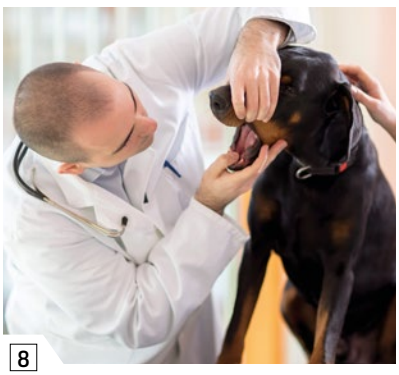

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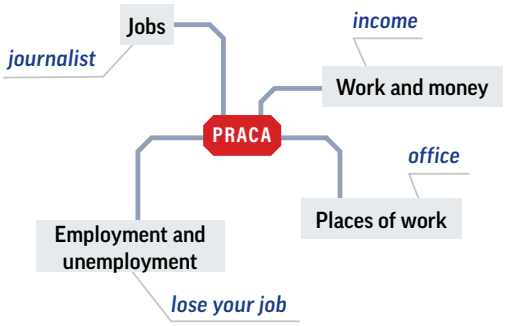

9

Exercise 2
1 electrician
2 photographer
3 politician
4 firefighter
5 hairdresser
6 pharmacist/ chemist
7 chef/cook
8 vet
9 lorry driver

Exercise 3
Suggested answers:
1 writes computer code
2 teaches people to drive a car
3 makes clothes and accessories
4 looks after passengers' comfort and safety on a plane
5 shows tourists around a place
6 works in an office and does administrative tasks
7 sells the products of their company
8 guards a building
9 publishes content online to change people's buying decisions
10 checks if passengers have a valid ticket
11 sells tickets and holiday packages
12 hosts a TV programme

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 **Name the jobs in photos 1–9.**

3 **Complete the jobs with the missing words. The first letter of each word has been given. What do these people do at work?**

1 computer p*rogrammer*
2 driving i*nstructor*
3 fashion d*esigner*
4 flight a*ttendant*
5 tour g*uide*
6 office w*orker*
7 sales r*ep/representative*
8 security g*uard*
9 social media i*nfluencer*
10 ticket i*nspector*
11 travel a*gent*
12 TV p*resenter*

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

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

1 Business *accountant*
2 Arts, Media and Entertainment *journalist, musician, vlogger*
3 Education *lecturer*
4 Health and Medicine *psychologist, surgeon*
5 Services *cleaner, plumber*
6 Travel and Transport *pilot*
7 Technology/IT *app developer*
8 Other *carer*

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

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

6 04 01 **Listen to four speakers. Which jobs are they talking about? Complete the second column with the jobs from the box. There are two extra words.**

builder carpenter fitness instructor
receptionist waiter website designer

Speakers	Jobs	Adjectives
1	*waiter*	*badly-paid* and *permanent*
2	*fitness instructor*	*part-time* and *temporary*
3	*builder*	*manual* and *seasonal*
4	*website designer*	*full-time* and *well-paid*

7 04 01 **Listen to the recording again. Which adjectives from the box match the jobs described by speakers 1–4? Complete the third column of the table in Exercise 6. Match two adjectives to each speaker.**

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

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

farmer interior designer librarian miner
nurse secretary taxi driver

What makes a job ...
1 challenging?
2 stressful?
3 rewarding?
4 dull?

9 **In pairs, answer the questions about all the jobs mentioned in Exercises 2–8.** R
Students' own answers
Which of the jobs ...
1 can be done remotely?
2 require a degree?
3 are purposeful?
4 are white-collar jobs?
5 are monotonous?

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

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

11 04 02 **Listen to a recording about the connection between birth order and career choice. Complete the second column with adjectives describing jobs.** R



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

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

astronaut CEO composer conductor
editor entrepreneur graphic designer
senior executive

13 **In pairs, answer the questions.** *Students' own answers*
1 What's your birth position in the family?
2 Do the results of the survey match your career goals?

Exercise 4
Words from Exercises 2 and 3:
1 office worker, sales representative
2 fashion designer, photographer, social media influencer, TV presenter
3 driving instructor
4 pharmacist, chemist
5 electrician, hairdresser, lorry driver, security guard
6 flight attendant, ticket inspector, tour guide, travel agent, lorry driver
7 computer programmer
8 politician, firefighter

04 SŁOWNICTWO

14 04 03 **In pairs, read notes from an interview with a recruitment consultant. Try to complete the text with one word in each gap. Then listen and check.**

Top Tips for Finding Work



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

- Find adverts online or register with a [1] *job* centre.
- Don't worry about a lack of [2] *experience*.
- Things to include in your CV:
  - personal details
  - education and any additional [3] *qualifications*
  - [4] *training* courses
  - IT and linguistic [5] *skills*
  - [6] *volunteer/voluntary* work
- Ask someone to provide [7] *references*.
- Send an email with a [8] *covering* letter and don't forget to attach your CV.
- Find out as much information about t he company as you can before you attend the [9] *interview*.

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

1 What other advice would you add to the tips in Exercise 14?

2 Have you ever applied for a job? Do you know anyone who has recently applied for a job? What was the process of looking for a job like?

AT WORK | W PRACY

16 **Complete the table with the words and phrases from the box. Some words and phrases can go with more than one verb.**

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

be	do	work
good at sth, in charge pf sth/sb, punctual, self-employed	*your job, overtime, shifts*	*flexitime, freelance, from home, overtime, shifts*

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

boss civil colleague employee freelancer staff team worker

The Perfect Manager

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

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

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*.

19 **ŚRODKI JĘZYKOWE** **Translate the words in brackets into English.**

1 My to-do list is really long and my boss keeps adding more tasks to it – I'm really *overworked* (*przepracowany*).

2 I help to look after three small children. I don't know how the parents do it – it's really *hard work* (*ciężka praca*).

3 When I was younger, I worked in a factory making clothes. The pay was terrible and the overall *working conditions* (*warunki pracy*) were awful!

4 New furniture and computer equipment has brought a positive change in our *workplace* (*miejscu pracy*).

5 The success of this project was mainly due to the staff's great *teamwork* (*pracy zespołowej*).

20 Complete the sentences with *on* or *for*.

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

21 Complete the sentences with *work* or *job*. R

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.

WORKING AND EMPLOYMENT CONDITIONS | WARUNKI PRACY I ZATRUDNIENIA

22 Choose the correct words to complete the sentences. More than one answer might be correct.

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

23 Complete the text with the words from the box.

bank be holiday maternity paternity sick take

Employee Benefits

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

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

1 pension | retirement _D_
2 go bankrupt | close down your company _D_
3 hand in your resignation | quit _S_
4 fire somebody | lose your job _D_
5 retire | give up your job _D_

TEMPORARY JOBS | PRACA DORYWCZA

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

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

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

GO FOR IT

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

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

Students' own answers

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

04 SŁUCHANIE Uzupełnianie luk

Exercise 4
1 Wednesday (Sunday no school)
2 careers advisor (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 (1,000 not realistic)



1 **Think about somebody you know well (e.g. a family member or a friend) who has a job. Tell your partner about this person. Answer the questions.** *Students' own answers*

1 When and where did he/she study?
2 What did he/she do straight after full-time education?
3 What career choices has he/she made?

2 **Read the text below. What is it about?** *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

3 **Read the tip below and decide what type of specific information can complete each gap in Exercise 2. Use the ideas from the box. There are two extra ideas.**

an activity *3* a time a day *1* a job title *2* a name *4*
a place a number *5*

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.

4 04 04 **In pairs, choose the best answers from the box to complete the text in Exercise 2. 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

5 **Look carefully at the gaps in Exercise 6. What type of information will you be listening out for?**
1 some type of job or job area 2 a country
3 a person 4 part of an expression 5 a job

ZADANIE MATURALNE

6 04 05 **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]*team*. He asked about me and I told him that although I really wanted to become [5]*artist*, I would probably end up as a history teacher.

7 **SŁOWNICTWO** **Complete the sentences with the words from the box. There are two extra words.**

business customer dealing living
opportunities people skills team

1 I know what I want to do to **earn a** *living*.
2 I'd like to **start my own** *business* one day.
3 I'm good at *dealing* **with people**.
4 It's important to have good *customer* **service skills**.
5 There are many **job** *opportunities* in my region.
6 I think I **work** well **in a** *team*.

8 **Make the sentences from Exercise 7 true for you. Then compare your sentences with a partner. How clear are you about what you want to do after full-time education?** *Students' own answers*

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 lunchbreak.

TRENING MATURALNY

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

1 The speakers are working
(a) from home.
b in an office.

2 The woman's comments suggest she is
a jealous of the man.
(b) irritated by the man.

3 We can conclude from the man's comments that he
a wouldn't like to work as hard as the woman does.
(b) thinks it's important to maintain a healthy work-life balance.

W niektórych zadaniach wielokrotnego wyboru mogą pojawić się pytania o kontekst nagrania (np. kim są rozmówcy 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.



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

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 a fact, not an opinion?
A Life skills help students to get the jobs they want.
B Life skills are as important as good exam results.
C Life skills make people more effective in the workplace.
(D) Life skills improve physical and mental fitness.

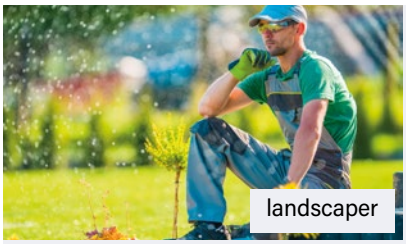
4 You can begin to get organised by making sure you
A get a job which allows you to work from home.
B don't waste time cleaning and tidying your desk.
(C) know where to find everything you need for the job.
D carry a pen, a hammer and any important documents.

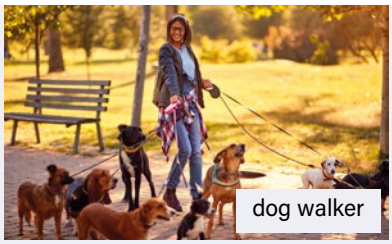
5 We can assume that the speaker
A gets angry with creative people who make a mess.
(B) thinks creative people have no excuse for being messy.
C is impressed by creative people who are organised.
D believes that creative people are more productive.

6 The main message of this podcast is that
(A) being organised makes you more efficient and more employable.
B good time management enables you to achieve your goals.
C it's important to be reliable as well as a good team player.
D if you are clever or creative you don't need to be so organised.

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

04 CZYTANIE Wybór wielokrotny


landscaper


dog walker


house painter

Britain's top ten happiest professions by Suzy Gilmour

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

Apart from architects, none of the 'happy' professions get particularly high wages while several 'unhappy' occupations (e.g. accountants and lawyers) get paid well. So money doesn't necessarily bring happiness, especially if you have to work long hours or under a lot of pressure.

Indoor workers, such as plumbers, electricians and painters, are all 'unhappy' professions, too. Working outside, on the other hand, seems to be rewarding. The tenth happiest workers in the survey are personal trainers (fifty-one percent are very happy at work), ski instructors are eighth (a satisfaction rating of fifty-nine percent) and tennis coaches are seventh (sixty-two percent of them smile at work). Clearly, physical exercise is good for your mental well-being.

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

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

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

So, all that got me thinking about my current job. I began to wonder if I should look for a new job or even if the time had come to change careers completely. Unfortunately, I'm not qualified to be an architect. (I can't draw a straight line!) I can't work as a personal trainer, a ski instructor or a tennis coach because I'm the least sporty person I know. My idea of exercise is running for the bus! I can't take up dog walking or wedding photography, either. I'm allergic to dogs and I always cut off people's heads when I take their photo. And I definitely can't get a job gardening or landscaping. Plants turn brown and die as soon as I look at them.

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

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

Students' own answers

TRENING MATURALNY

2 **Read the paragraph and choose the correct option a–d.**

Mason

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

The job at the Post Office

a paid even less than the writer was expecting.

b convinced the writer to choose a career as a postal worker.

c had some dangerous moments.

d made the writer do some foolish things.

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

1 This answer is wrong because the writer *ruled out* postal worker as a career choice.

2 This answer is wrong because although the writer says the money wasn't *great*, he says it seemed *a lot* to him.

3 This answer is wrong because the writer thought about making *paper aeroplanes* out of the envelopes, but he didn't do it.

4 This answer is right. The writer mentions two dangers: *letterboxes* that could cut your hand and fierce *dogs*.

4 **Match explanations 1–4 in Exercise 3 to options a–d in Exercise 2.**

1 *b* 2 *a* 3 *d* 4 *c*

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

ZADANIE MATURALNE

5 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.

1 The survey into happiness at work showed that
- A unhappy people almost always earn more than happy people.
- B people who enjoy their work earn higher salaries.
- (C) high earners don't always enjoy their work.
- D people who earn a lot work harder than the poorly paid.

2 What according to the survey fails to provide job satisfaction?
- (A) working inside
- B working in the open air
- C working in sports-related activities
- D working in a social environment

3 Which of these statements is <u>true</u> according to the survey?
- A Around one tenth of personal trainers are happy at work.
- (B) Tutors are happier at work than ski instructors.
- C Singers often work as dog walkers in their free time.
- D Gardeners come top in the survey results.

4 Which job is the writer <u>not</u> suitable for because of a health issue?
- A architect
- (B) dog walker
- C landscaper
- D counsellor

5 The author of this article
- A is offering career advise.
- B is analysing the meaning of happiness.
- C is making recommendations for job-changers.
- (D) is summarising the results of a survey in a light-hearted way.

6 In pairs, answer the questions.

1 Which of the jobs in the survey does the writer feel qualified to do? *A tutor or a counsellor*
2 Why does the writer decide not to change careers? *Because she thinks she already has the best job in the world.*
3 Are you surprised by the results of the survey? Give reasons for your answers. *Students' own answers*
4 Which of the jobs in the survey would/wouldn't you like to do? Give reasons for your answers. *Students' own answers*
5 If there was a similar survey in Poland, which do you think would be the three happiest and unhappiest professions? *Students' own answers*

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

career choice current occupation
qualified skills wages

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

8 SŁOWNICTWO Complete the questions with the correct form of the verbs from the box. Then in pairs, ask and answer the questions.

be get (x2) look make work (x3)

1 Is it easy for young people to *get* a job where you live?
2 What time do your parents have to *be* at work in the morning?
3 Would you rather *work* with people or animals? Why?
4 What's the first thing you need to do when you're *looking* for a job?
5 Do you *work* well under pressure?
6 What do you think is the best way to *make* a living?
7 Would you mind *working* long hours?
8 Do you believe that the people who *get* paid the most are the ones who do the most important jobs?

LIFE SKILLS | Career choice

9 In pairs, discuss how you can choose the career that suits you best. *Students' own answers*

1 Assess your skills.
- What are you good at?
- What do you think you can become good at?

2 Decide what is more important to you.
- Job security
- Work satisfaction
- A high salary

10 Suggest three possible jobs for your partner based on their answers to the questions in Exercise 9. Then tell your partner which, if any, of the jobs you would like to do. *Students' own answers*

04 R CZYTANIE Dobieranie pytań do akapitów

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

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

ZADANIE MATURALNE

1 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

2 SŁOWNICTWO Choose the correct words to complete the questions. Then ask and answer them in pairs.

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?



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.

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 08 **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?**

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

4 04 09 **Listen to the same students doing Exercise 2 again. Do Student A's improved responses match any of your ideas in Exercise 3?** *Students' own answers*

▶ ZESTAW ZADAŃ STR. 79

5 04 09 **Listen to the role-play conversation again and write down the Useful Phrases that Student A uses.**

USEFUL PHRASES ▶ STR. 328

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

Elaborating on a topic and adding information

For example, ... / For instance, ...
I think the main/important/key/essential thing is (that) ... ✓
I think that shows that ... ✓
What I mean is ... ✓
It's true that ...

Linking and sequencing points/arguments

For a start, ... ✓ / To begin with, ...
In that case, ... ✓

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.

Exercise 6
Talking about an application to become an apprentice baker.
Suggested answers
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*

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

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. 365

Exercise 3
He could say more about the skills and childcare experience he has. He might also express his opinion about working conditions and refer to his own life experience.

04 08 04 09

04 ŚRODKI JĘZYKOWE Słowotwórstwo

GRAMATYKA

A Complete the sentences with the adjectives from the box in the correct form.

cheap comfortable good hot lazy popular

1 July is *the hottest* month in my country.
2 My T-shirt cost only $10, it was much *cheaper* than yours.
3 Why haven't you tidied up your room yet? You're *the laziest* person I know.
4 Were you born in France? Your French accent is even *better* than our teacher's.
5 Everyone likes Hannah. She is *the most popular* girl in our school.
6 Why don't you sit on the sofa? It's *more comfortable* than the chair.

B Translate the phrases in brackets into English.

a The next morning was even [1] *worse* (*gorszy*). First, she was woken up almost forty-five minutes [2] *later than* (*później niż*) she had requested. Then, at breakfast, her fried egg was cold and the coffee machine was out of order, but the waiter rudely refused to acknowledge the problems. Your staff could certainly be [3] *more polite* (*bardziej uprzejma*).

b First of all, her room was [4] *much more expensive than* (*dużo droższy niż*) the rates you give on your webpage. Besides, the rate was supposed to be [5] *lower* (*niższa*) because she was staying for two nights. And she ended up paying [6] *twice as much* (*dwa razy więcej*) as she'd expected.

▶ PRZYMIOTNIKI, STR. 282

TRENING MATURALNY

1 Read the tip and decide which part of speech you need to complete the gap in each sentence. Then complete the sentences with words formed from the words in brackets.

1 At my job interview yesterday, one of the *interviewers* (INTERVIEW) asked me several difficult questions.
2 Jessica is learning to play the piano, but she doesn't have plans to become a professional _____ (PIANO).
3 I think Paul was a strong candidate for this job, he was just a bit _____ (FORTUNATE) not to get it.
4 To become a _____ (BEAUTY), you need to complete a six-month full-time course and acquire a set of skills.
5 My colleagues are not happy and _____ (APPROVE) of the decision to expand our company.
6 Employing a professional _____ (DECORATE) to paint the walls would cost a lot.

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

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

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

2 Complete the table with nouns which refer to people, formed from the verbs from the box. Make all the necessary spelling changes.

~~act~~ build direct employ invent manage paint train translate

-er	-or
builder, employer, manager, painter, trainer	***actor**, director, inventor, translator*

3 Which two verbs from Exercise 2 can also be used to form nouns ending in *-ee*? What is the meaning of this suffix? *employ > employee, train > trainee*
An employee is employed and works for someone else.
A trainee is being trained for a job.

4 Form nouns for people from words 1–6. Use the suffixes *-ist* or *-ian*. Make all the necessary spelling changes.

1 journalism *journalist*
2 history *historian*
3 psychology *psychologist*
4 politics *politician*
5 music *musician*
6 economy *economist*

5 Which of the jobs from Exercise 4 would you find interesting? Which would you never choose? Why?
Students' own answers

ZADANIE MATURALNE

6 Przeczytaj tekst. Wyrazy podane w nawiasach przekształć tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

We'll help you sail through your job interview!

Do you feel uncomfortable in front of strangers? Does the very thought of a job interview with future [1] *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.

Exercise 1
2 rzeczownik, pianist
3 przymiotnik, unfortunate
4 rzeczownik, beautician
5 czasownik, disapprove
6 rzeczownik, decorator

1 **Use one of the 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

2 **Which three qualities from Exercise 1 would make the worst boss? Why?** *Students' own answers*

3 **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

4 **Complete the sentences with the prefixes from Exercise 3.**

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.

5 **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	-ous	cautious	cautiously
ambition	-ous	ambitious	ambitiously
courage	-ous	courageous	courageously

Verb	Suffix	Adjective	Adverb
appreciate	-ive	appreciative	appreciatively
compete	-ive	competitive	competitively
support	-ive	supportive	supportively

6 **Which of the adjectives from Exercise 5 could describe a perfect work colleague? Why?**
Students' own answers

7 **Complete sentences 1–7 with words formed from the words in brackets.**

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.

8 **In pairs, discuss the statements from Exercise 7.**
Students' own answers

ZADANIE MATURALNE

9 **Przeczytaj tekst. Wyrazy podane w nawiasach przekształć tak, aby otrzymać logiczny i poprawny gramatycznie tekst.**

The costs of a late start on the job market

In the UK, having a part-time Saturday or holiday job while still at school is considered extremely [1] *beneficial* (BENEFIT). However, the number of British teenagers with temporary jobs is going down significantly, mostly because fewer people choose to work and study at the same time. Only twenty-five percent of teenagers aged sixteen to seventeen can currently boast of having a job, compared to twice that number two decades ago. This regrettable trend of delaying work experience is also stretching into higher education. Experts are warning that waiting longer to start work could have [2] *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. It is often the case that people who start some kind of work when at university can refer to their skills more easily during later interviews. The key thing here is that no job, even the most unskilled, is seen as [4] *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.

▶ ZADANIA DODATKOWE STR. 78

04 PISANIE Wpis na forum internetowym

Wyrażanie i uzasadnianie opinii, wyrażanie silnych uczuć i emocji

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Po rozpoczęciu praktyk inżynierskich w firmie budowlanej dowiadujesz się, ku twojemu zaskoczeniu, jak niewiele kobiet stara się o pracę w tym zawodzie. Podziel się swoimi przemyśleniami na ten temat na forum internetowym. W poście:

- wyjaśnij powody wyboru praktyk,
- opisz swoją reakcję na liczbę kobiet na praktykach,
- przedstaw swoją opinię na temat powodów tego zjawiska,
- zachęć czytelników do podzielenia się opinią.

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

I've survived my first day as an apprentice!

I've wanted to be an engineer ever since I was a four-year-old who loved to build cities with building blocks. So, when I got a place as an apprentice engineer, I was over the moon.

All the new apprentices are extremely friendly, but there is something I find shocking. I'm the only woman. Apparently, the number of females applying for engineering courses has doubled recently, but the gender gap is still enormous.

Personally, I find this hard to understand, but if you ask me, I'd say it's got a lot to do with the lack of female role models in engineering. Traditionally, people assume it's a man's job.

Engineering is a fascinating career for creative people who enjoy solving problems. So why don't women want to be engineers? I'd love to hear your opinion.

1 **In many countries, some professions are mainly female, e.g. pre-school teachers and nurses, whereas other professions are mainly male, e.g. engineers and pilots. In pairs, discuss why this might be so. Which professions do you think are equally male/female?** *Students' own answers*

2 **Read the sample task and the model answer above. Are any of the ideas you discussed in Exercise 1 reflected in the model answer?** *Students' own answers*

TRENING MATURALNY

3 **Read the tip below. Find examples in the model answer above for each point.**

Exercise 3
- emotive adjectives – over the moon / shocking / enormous / fascinating
- facts and opinions – only woman / females applying has doubled recently / lack of female role models etc.
- invite people to comment – I'd love to hear your opinion.

Gdy piszesz post na forum internetowym, pamiętaj, żeby:
- wyrazić swoje emocje, np. używając odpowiednich przymiotników,
- podać fakty i opinie ekspertów na poparcie swoich argumentów,
- zachęcić czytelników do skomentowania twojej wypowiedzi.

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

USEFUL PHRASES ▶ STR. 337

Expressing strong feelings and emotions

I am/was delighted / [1] *over* the moon / shocked / disgusted ...

[2] *There* is something I find (shocking).

Personally, I [3] *find* this (difficult/hard to believe/understand).

If you [4] *ask* me, ...

[5] *Why* don't (women want to be engineers)?

5 **Read some facts and write sentences expressing strong feelings about them.** *Students' own answers*

Five Interesting US Work Facts

1. Nearly 80% of workers are dissatisfied with their jobs.
2. Nearly 60% of people admit to checking their work emails over Christmas.
3. The average work desk is home to 400 times more bacteria than the average toilet seat.
4. The average employee spends 50 minutes a day looking for lost items and files.
5. Around 50% of employees find love at work.

6 **In pairs, discuss the problems young people face when looking for their first jobs. Use the ideas from the box to help you.** *Students' own answers*

lack of experience limited choice low pay
short contracts

ZADANIE MATURALNE

7 **Do the task.**

Po wysłuchaniu audycji na temat problemów młodych ludzi szukających pierwszej pracy podziel się swoimi przemyśleniami na forum internetowym. W poście:
- opisz, na czym polega główny problem,
- 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.

FORUM
I've just listened to a podcast about getting your first job.

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

List formalny: list motywacyjny

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

W odpowiedzi na ogłoszenie o pracy wakacyjnej w centrum ogrodniczym napisz list motywacyjny, w którym wyjaśnisz, dlaczego interesuje cię tego rodzaju praca oraz przedstawisz umiejętności i doświadczenie, które sprawiają, że jesteś właściwą osobą na to stanowisko.

Wypowiedź powinna zawierać od 200 do 250 słów.

Dear Sir or Madam,

I saw your advert on social media yesterday and would like to apply for the position of garden centre worker. I am eighteen years old and I am currently in my final year at school.

I am passionate about plants and gardening, and in future I am very keen to pursue a career in this field. With this aim in mind, I am highly motivated to gain hands-on experience of working with plants whenever I can. For the last few months, I have been running a vegetable growing project in my school and can provide excellent references from my teachers.

I believe that I possess the relevant experience and skills for the job. At the weekends, I volunteer at a retirement home near my house, and I am responsible for taking care of indoor and outdoor plants. I work alongside a professional gardener, and she has taught me a great deal about plant care. (1) ~~For example, I now know how I killed a resident's expensive bonsai tree by watering it too much.~~ I am also a reliable and trustworthy person who is capable of taking on the responsibility of working on the tills.

I feel confident that I am a suitable candidate for the position. I would be delighted to attend an interview at your convenience, and I have attached a copy of my CV for your consideration. (2) ~~I don't have any holidays arranged because I've just split up from my girlfriend and we were going to go to Greece together.~~

I look forward to hearing from you.

Yours faithfully,

XYZ

1 **Your local garden centre is looking for summer staff to work on the tills. In pairs, discuss what experience, skills and personal qualities you think they are looking for. Would you be interested in this job? Give reasons for your answers.** *Students' own answers*

2 **Read the sample task and the model answer above. Why do you think the student decided to delete sentences 1 and 2 from the final version of the letter?** *Because they were irrelevant, not supportive of the application, informal and silly.*

TRENING MATURALNY

3 **Read the tip below and find examples in the model answer that illustrate each point.**

Pamiętaj, że oficjalne listy motywacyjne powinny:

- być napisane właściwym formalnym językiem, odpowiednim do sytuacji,
  I am passionate about …, I am highly motivated to …
- kończyć się uprzejmą prośbą o odpowiedź,
  I look forward to hearing from you.
- zawierać właściwe zwroty powitalne i pożegnalne.
  Dear Sir or Madam,
  Yours faithfully,

4 **In each of these pairs, decide which word or phrase is more formal. Then complete the gaps in the Useful Phrases box.**

for you to have a look at / for your consideration
get a job / pursue a career have / possess
provide / give you want / would like

USEFUL PHRASES

▶ STR. 337

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

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).

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).

I have attached a copy of my CV [5] *for your consideration*.

ZADANIE MATURALNE

5 **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.

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

04 LISTA SŁOWNICTWA

JOBS AND PROFESSIONS | ZAWODY

accountant – księgowy, księgowa
actor/actress – aktor/aktorka
app developer – autor, autorka aplikacji
architect – architekt, architektka
beautician – kosmetyczka
builder – budowniczy
bus driver – kierowca autobusu
carer – opiekun, opiekunka
careers adviser – doradca zawodowy, doradczyni zawodowa
carpenter – stolarz
chef – szef, szefowa kuchni
chemist – farmaceuta, farmaceutka
civil servant – urzędnik, urzędniczka
cleaner – sprzątacz, sprzątaczka
computer programmer – programista, programistka
cook – kucharz, kucharka
counsellor – doradca, doradczyni
dentist – dentysta, dentystka
director – dyrektor, dyrektorka
film ~ – reżyser filmowy, reżyserka filmowa
doctor – lekarz, lekarka
electrician – elektryk
engineer – inżynier
farmer – rolnik, rolniczka
fashion designer – projektant, projektantka mody
firefighter – strażak, strażaczka
flight attendant – steward, stewardesa
gardener – ogrodnik, ogrodniczka
hairdresser – fryzjer, fryzjerka
housewife / house husband – osoba zajmująca się domem
instructor – instruktor, instruktorka
driving ~ – instruktor, instruktorka jazdy
fitness ~ – instruktor, instruktorka fitness
ski ~ – instruktor, instruktorka narciarstwa
interior designer – projektant, projektantka wnętrz
inventor – wynalazca, wynalazczyni
IT specialist – informatyk, informatyczka
journalist – dziennikarz, dziennikarka
landscaper – architekt, architektka krajobrazu
lawyer – prawnik, prawniczka
librarian – bibliotekarz, bibliotekarka
lorry driver – kierowca ciężarówki
manager – menedżer, menedżerka, kierownik, kierowniczka
miner – górnik, górniczka
musician – muzyk, muzyczka
nurse – pielęgniarz, pielęgniarka
office worker – pracownik biurowy, pracownica biurowa
painter – malarz, malarka
house ~ – malarz pokojowy, malarka pokojowa
pharmacist – farmaceuta, farmaceutka
photographer – fotograf, fotografka
pianist – pianista, pianistka
pilot – pilot, pilotka
plumber – hydraulik
police officer – policjant, policjantka
politician – polityk, polityczka
postal worker – listonosz, listonoszka
psychologist – psycholog, psycholożka
receptionist – recepcjonista, recepcjonistka
sailor – marynarz
sales representative (sales rep) – przedstawiciel handlowy, przedstawicielka handlowa
scientist – naukowiec, naukowczyni
secretary – sekretarz, sekretarka
security guard – pracownik, pracownica ochrony
shop assistant – sprzedawca, sprzedawczyni
shopkeeper – sklepikarz, sklepikarka
(social media) influencer – influencer, influencerka, opiniotwórca, opiniotwórczyni
surgeon – chirurg, chirurżka
taxi driver – taksówkarz, taksówkarka
ticket inspector – kontroler, kontrolerka biletów
tour guide – przewodnik, przewodniczka
translator – tłumacz, tłumaczka
travel agent – agent, agentka biura podróży
TV presenter – prezenter telewizyjny, prezenterka telewizyjna
vet – weterynarz, weterynarka
vlogger – osoba prowadząca wideoblog
waiter/waitress – kelner/kelnerka
website designer – projektant, projektantka stron internetowych
astronaut – astronauta, astronautka R
chief executive officer (CEO) – dyrektor generalny, dyrektorka generalna
composer – kompozytor, kompozytorka
conductor – dyrygent, dyrygentka
editor – redaktor, redaktorka
entrepreneur – przedsiębiorca, przedsiębiorczyni
graphic designer – grafik, graficzka
senior executive – kierownik, kierowniczka wyższego szczebla

ADJECTIVES TO DESCRIBE JOBS | PRZYMIOTNIKI OPISUJĄCE PRACĘ

badly-paid – źle płatny
challenging – ambitny, pełen wyzwań
creative – twórczy
dull – nudny
freelance – na własny rachunek
full-time – na pełen etat
manual – fizyczny
part-time – w niepełnym wymiarze godzin
permanent – stały
rewarding – satysfakcjonujący
satisfying – satysfakcjonujący
seasonal – sezonowy
stressful – stresujący
temporary – tymczasowy
well-paid – dobrze płatny
demanding – wymagający R
glamorous – o wysokim prestiżu
monotonous – nudny, monotonny
purposeful – sensowny
white-collar – umysłowy, urzędniczy

JOB-RELATED DUTIES AND ACTIVITIES | CZYNNOŚCI I OBOWIĄZKI ZWIĄZANE Z ZAWODAMI

advise – doradzać
● **be at work** – być w pracy
be good at sth – być w czymś dobrym
be in charge of sth/sb – kierować czymś/kimś, być za coś/kogoś odpowiedzialnym
be on duty – być na dyżurze
be part of a team – być częścią zespołu
be punctual – być punktualnym
● **be qualified** – być wykwalifikowanym
be responsible for sb/sth – być odpowiedzialnym za kogoś/coś
be self-employed – prowadzić działalność gospodarczą, pracować na własny rachunek
create – tworzyć
● **deal with sth** – zajmować się czymś
direct – kierować, zarządzać
do your job (well) – wykonywać (dobrze) swoją pracę
do physical work – pracować fizycznie
do a training course – odbyć szkolenie
employ – zatrudniać
flexible working hours – elastyczne godziny pracy
get promoted – awansować
give sb a call – dzwonić do kogoś
give sb a hand – pomagać komuś
go on strike – rozpocząć strajk
manage a team – zarządzać zespołem
organise – organizować
run your own business – prowadzić własną firmę
● **start your own business** – założyć własną firmę
take care of sth – dbać o coś
take orders – odbierać zamówienia
take over duties from sb – przejmować od kogoś obowiązki
train – szkolić
voluntary work – praca charytatywna, w wolontariacie
● **delegate** – rozdzielać obowiązki R
do shift work – wykonywać pracę zmianową
gain hands-on experience – zdobyć praktyczne doświadczenie
● **get on with sth (straight away)** – zająć się czymś (od razu)
● **master a strategy** – opanować strategię R
● **miss deadlines** – nie dotrzymywać terminów
● **supervise** – nadzorować

PHRASES WITH *WORK* | ZWROTY Z *WORK*

work as (an engineer) – pracować jako (inżynier)
work flexitime – mieć elastyczne godziny pracy
work for (a company / sb) – pracować (w firmie / dla kogoś)
work freelance – pracować na własny rachunek
work from home – pracować z domu
● **work in a team** – pracować w zespole
● **work long hours** – pracować wiele godzin dziennie
work on sth – pracować nad czymś
work on your own – pracować samodzielnie
work overtime – pracować w nadgodzinach
work shifts – pracować na zmiany
● **work under pressure** – pracować pod presją
● **work with sb** – pracować z kimś

PLACE OF WORK | MIEJSCE PRACY

clinic – klinika
company – firma, przedsiębiorstwo
multinational ~ – firma międzynarodowa
construction site – plac budowy
dental practice – gabinet stomatologiczny
department – dział
factory – fabryka
headquarters (HQ) – siedziba główna
laboratory – laboratorium
mine – kopalnia
plant – fabryka
surgery – gabinet lekarski
workplace – miejsce pracy
workshop – warsztat

PEOPLE AT WORK | PRACOWNICY

apprentice – praktykant, praktykantka
boss – szef, szefowa
colleague – kolega, koleżanka z pracy
employee – pracownik, pracownica
employer – pracodawca, pracodawczyni
freelancer – osoba pracująca na własny rachunek
management – zarząd
member of staff – pracownik, pracownica
team – zespół
~ member – członek zespołu
teamwork – praca zespołowa
worker – pracownik, pracownica
factory ~ – pracownik, pracownica fabryki
workmate – kolega, koleżanka z pracy

● SŁOWNICTWO – SŁUCHANIE ● SŁOWNICTWO – CZYTANIE

high-flier – człowiek sukcesu R
hiring manager – kierownik, kierowniczka ds. kadr
human capital – kapitał ludzki
line manager – bezpośredni przełożony
shareholder – udziałowiec, udziałowczyni
subcontractor – podwykonawca
subordinate – podwładny, podwładna
superior – przełożony, przełożona
trainee – osoba uczestnicząca w szkoleniu; praktykant, praktykantka
trainer – osoba prowadząca szkolenie
volunteer – wolontariusz, wolontariuszka
workaholic – pracoholik, pracoholiczka

TEMPORARY JOBS | PRACA DORYWCZA

babysitter – opiekun, opiekunka do dziecka
cashier – kasjer, kasjerka
dog walker – osoba wyprowadzająca psy
fruit picker – osoba zbierająca owoce
kitchen help – pomoc kuchenna
pizza delivery driver – dostawca, dostawczyni pizzy
product demonstrator – host, hostessa
summer camp supervisor – kierownik, kierowniczka obozu wakacyjnego
summer job – praca wakacyjna

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

applicant – osoba starająca się o pracę
candidate – kandydat, kandydatka
suitable ~ – odpowiedni kandydat, odpowiednia kandydatka
career – kariera zawodowa
● **~ choice** – wybór kariery zawodowej
CV (curriculum vitae) – CV, życiorys
covering letter – list przewodni
contract of employment – umowa o pracę
experience – doświadczenie
five years' ~ – pięcioletnie doświadczenie
previous ~ – dotychczasowe doświadczenie
work ~ – doświadczenie zawodowe
(job) interview – rozmowa kwalifikacyjna
interviewer – osoba przeprowadzająca rozmowę kwalifikacyjną
job – zawód, praca
● **current ~** – obecna praca
~ centre – biuro pośrednictwa pracy
● **~ opportunity** – okazja zawodowa
lack of (experience) – brak (doświadczenia)
letter of reference/recommendation – list referencyjny/polecający
● **occupation** – zawód
personal details – dane osobowe
profession – zawód (wymagający kwalifikacji)
qualifications – kwalifikacje
additional ~ – dodatkowe kwalifikacje
recruiter – osoba przeprowadzająca rekrutację
recruitment consultant – konsultant ds. rekrutacji
references – referencje
role – stanowisko; zadanie
short contract – umowa krótkoterminowa
skills – umiejętności
communication ~ – umiejętności komunikacyjne
computer/IT ~ – umiejętność obsługi komputera
● **customer service ~** – umiejętności w zakresie obsługi klienta
language/linguistic ~ – znajomość języka
● **organisational ~** – umiejętności organizacyjne
people ~ – zdolności interpersonalne
training – szkolenie
work contract – umowa o pracę

PHRASES | ZWROTY

apply for a job – złożyć podanie o pracę
apply for a position – ubiegać się o stanowisko
attach a CV – załączyć życiorys
fill in a form – wypełnić formularz
interview applicants – przeprowadzać rozmowę kwalifikacyjną z kandydatami
involve (doing) sth – wymagać czegoś, wiązać się z czymś
● **look for a job** – szukać pracy
register with a job centre – zarejestrować się w urzędzie pracy
sign a contract – podpisać umowę

PROFESSIONAL CAREER | KARIERA ZAWODOWA

● **career path** – ścieżka kariery R
career prospects – perspektywy rozwoju zawodowego
● **draw up (a plan)** – przygotować (plan)
industrious – pracowity, pilny
● **lead a team** – stać na czele zespołu
● **perform (job) duties** – wykonywać obowiązki (służbowe) R
pursue a career – rozwijać karierę
resourceful – zaradny, obrotny, przedsiębiorczy
● **set (achievable) goals** – wyznaczać cele (możliwe do osiągnięcia)
work placement – praktyka zawodowa, staż

THE JOB MARKET | RYNEK PRACY

career in sth – kariera zawodowa w jakiejś dziedzinie R
enter the job/labour market – wejść na rynek pracy
job advertisement/advert/ad – ogłoszenie o pracy
job application – wniosek, aplikacja, podanie o pracę
job offer – oferta pracy
● **give a good impression** – zrobić dobre wrażenie
require a degree – wymagać dyplomu
require interpersonal skills – wymagać umiejętności interpersonalnych
requirements – wymagania
vacancy – wakat, wolne stanowisko

WORKING AND EMPLOYMENT CONDITIONS | WARUNKI PRACY I ZATRUDNIENIA

hard work – ciężka praca
holiday – urlop
bank ~ – święto państwowe
job satisfaction – zadowolenie z pracy
leave – urlop, zwolnienie
sick ~ – zwolnienie lekarskie
out of work – bezrobotny
overworked – przepracowany
retirement – emerytura (okres w życiu człowieka)
early ~ – wcześniejsza emerytura
unemployed – bezrobotny
unemployment – bezrobocie
~ benefit – zasiłek dla bezrobotnych
working conditions – warunki pracy
working hours – godziny pracy
workload – obłożenie pracą
job loss – utrata pracy R
pensioner – emeryt

WORK AND MONEY | PRACA I PIENIĄDZE

bonus – premia
earnings – zarobki
income – dochód
minimum wage – płaca minimalna
pay – płaca
decent ~ – przyzwoita płaca
~ cut – cięcie płac
~ freeze – zamrożenie płac
~ rise – podwyżka wynagrodzenia
pension – emerytura (pieniądze)
profit – zysk
salary – pensja (np. miesięczna, roczna)
tax – podatek
tip – napiwek
● **wages** – płaca tygodniowa, dzienna lub godzinowa (za pracę niewykwalifikowaną)

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

be off sick – być na zwolnieniu lekarskim
be on maternity/paternity/sick leave – być na urlopie macierzyńskim/ojcowskim / zwolnieniu lekarskim
close down a company – zamknąć firmę (zakończyć działalność)
do sth for a living – zarabiać na życie
earn – zarabiać
● **~ a living** – zarabiać na życie
~ minimum – zarabiać stawkę minimalną
fire sb – zwolnić kogoś z pracy
● **get paid** – otrzymać wypłatę
give up your job – rzucić pracę
go bankrupt – zbankrutować
hand in your resignation – złożyć wypowiedzenie
leave your job – odejść z pracy
lose your job – stracić pracę
● **make a living** – zarabiać na życie
pay (a salary/tax) – płacić (pensję/podatek)
quit – złożyć wypowiedzenie
resign – złożyć wypowiedzenie
retire – odejść na emeryturę
sack sb – zwolnić kogoś z pracy
take (a week's) leave – wziąć (tydzień) urlopu
take (a day) off – wziąć (dzień) wolny

JOB MOBILITY | MOBILNOŚĆ ZAWODOWA

● **bounce back (from disappointment)** – otrząsnąć się (z rozczarowania) R
do a job remotely – pracować zdalnie
● **set up a company** – założyć firmę
● **stay on top of things** – być na bieżąco
work-life balance – równowaga między życiem prywatnym a zawodowym
work remotely – pracować zdalnie

LISTA 04 PODSTAWOWA
LISTA 04 PODSTAWOWA +ROZSZERZONA

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 pięć wyrazów, wliczając w to wyrazy już podane.

1 Jake is a nurse and he *is responsible for looking after* (*be / responsible / look after*) the patients in a hospital.
2 When you want to *give up your job* (*give / job*), you just need to hand in your resignation.
3 She had to *take a day off* (*take / day*) yesterday because she had an appointment at the tax office.
4 When I *started looking for a job* (*start / look / job*), I updated my CV and sent it to a recruitment consultant.
5 I *will give you a call* (*give / call*) when there is a vacancy at my company, I promise.

SŁOWOTWÓRSTWO

2 Przeczytaj tekst. Przekształć wyrazy podane w nawiasach tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

CAN WE SEE YOUR PORTFOLIO?

A portfolio is a collection of work samples that show what someone has achieved in terms of their professional development. Although mostly used in artistic professions, portfolios are now popular with all kinds of jobs, from journalists and computer [1] *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.

TEKST Z LUKAMI

R

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.

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

R

4 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.

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. 365

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

UZUPEŁNIANIE LUK

1 04 10 **Usłyszysz dwukrotnie rozmowę między kierownikiem sklepu a osobą starającą się o pracę w sklepie. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5. Luki należy uzupełnić w języku angielski.**

Dan's Gift Shop
Application for employment

Name:	Amanda Smith
Position applying for:	1 *shop assistant*
Length of employment:	1st June to 31st August
Working hours	9 a.m. – 1 p.m., Monday to Friday. The candidate is also available to work 2 *in the afternoon / in the afternoons / afternoon shifts / flexible hours* and at the weekend.
Previous experience:	Worked in 3 *customer service / sales* for telecom company. Duties involved signing up clients, bill paying, dealing with 4 *any questions, problems or complaints / problems and complaints* . Can provide 5 *(a) letter of reference / references* from previous employer.

DOBIERANIE ZDAŃ DO WYPOWIEDZI

R

2 04 11 **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

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 student *was accused of cheating* (*accuse / cheat*) when hidden notes were found in his pocket.
2 Our manager *told us not to leave* (*tell / we / not leave*) rubbish in the canteen.
3 I've never been good *at learning by heart* (*learn / heart*) because I find it frustrating.
4 Jack *promised to do his best* (*promise / do / best*) in the exams, and he did.
5 Harry apologised *to the professor for being* (*professor / be*) late and quickly found a seat.

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 Mia is a good student overall, but she *'s/is terrible at solving* (*be / terrible / solve*) Maths problems.
2 Fortunately my parents *couldn't / could not afford to send* (*not afford / send*) me to a boarding school when I was younger, because I didn't want to go!
3 Harry told *us he was allowed to* (*we / he / allow*) use his phone during lessons by his previous teacher.
4 Last year the manager *wanted to reduce our* (*want / reduce / we*) lunch breaks to half an hour, so we went on strike.
5 I *'ve/have just applied for* (*just / apply*) the position of lifeguard at the outdoor swimming pool this summer.

TEKST Z WYBOREM WIELOKROTNYM

R

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.**

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

TEKST Z WYBOREM WIELOKROTNYM

R

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.**

STIFF UPPER LIP

The phrase 'to have a stiff upper lip' means that you don't show emotion or complain when you are understandably upset and 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 1996, the emotional [4]____ on Britain's streets was felt by many to show a new kind of Britain. On 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** consider
	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

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 MEMBERS | CZŁONKOWIE RODZINY

2 **Write the female equivalents of the words below.**

1 brother ___sister___
2 dad ___mum___
3 father-in-law *mother-in-law*
4 grandfather *grandmother*
5 grandson *granddaughter*
6 husband ___wife___
7 nephew ___niece___
8 son ___daughter___
9 twin brother ___twin sister___
10 uncle ___aunt___

3 05 01 **What is the relationship between the people in the photo below? In pairs, compare your ideas. Then listen and check your answers.**
Students' own answers

4 **Complete the sentences about the family in Exercise 3 with the words from the box. There are two extra words.**

brother-in-law cousins daughter-in-law grandchildren grandparents only child parents-in-law sister-in-law son-in-law twins

1 Ron and Lucy are Reiko and Caroline's *parents-in-laws*.
2 Henry is Reiko's *brother-in-law*.
3 Jemima and Conrad are ___*cousins*___.
4 Royce and Jemima are ___*twins*___.
5 Ron and Lucy are Royce, Jemima and Conrad's *grandparents*.
6 Conrad is a(n) ___*only child*___.
7 Caroline is Jacob's ___*sister-in-law*___.
8 Reiko is Ron and Lucy's *daughter-in-law*.

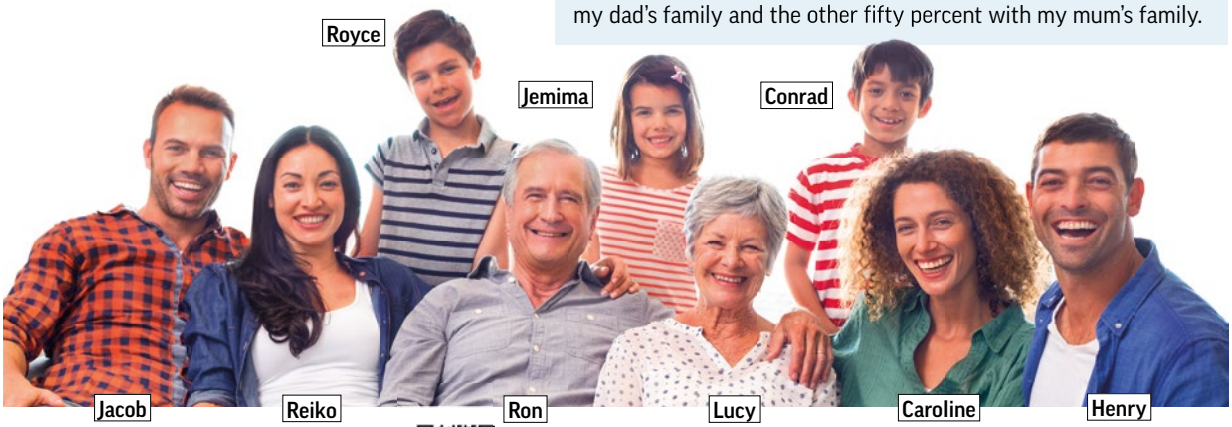
5 **In pairs, talk about your families using as many words from Exercises 2–4 as you can. If possible, show a family photo on your mobile phone.** *Students' own answers*

FAMILY LIFE | ŻYCIE RODZINNE

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



My name's Denzel and this is a photo of my family. Actually, I have two families and this is one of them. My parents met when they were eighteen years old. They quickly [1]*became* / *decided* engaged and then [2]*set* / *got* married six months later. I was born the following year. When I was five, my parents decided to get [3]*separation* / *divorced*. My mum was a [4]*single mother* / *widow* for a short time. She met William when I was six. My dad stayed [5]*single* / *widowed* until five years ago when he met Shelley, the woman in this photo. Dad [6]*asked* / *proposed* marriage soon after they met. They had a beautiful [7]*honeymoon* / *wedding* on the beach. Both my families were invited to the ceremony. Shortly after that, my [8]*half-brother* / *relative* Terence was born. I spend fifty percent of my time with my dad's family and the other fifty percent with my mum's family.



7 **Complete the forum posts with the words from the boxes. There are two extra words in each box. Do you know any families like the ones described in the post?** R

KD062005

Hey, everyone. I'm working on a school project about different types of families. Did you know that there are currently thirty-five types of family set-up in the UK? Could you please share what your family situation is like? And add photos if you can. Thanks.

adoptive custody divorce foster orphan raised relative up

ColtXX



I'll start as my situation is probably a bit different. I never knew my dad, and my mum died when I was seven years old, so I became a(n) [1] *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 (in the background of this photo) [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.

8 05 02 **Listen to people in four everyday situations. Match sentences a–e to recordings 1–4. There is one extra sentence.**

In this dialogue, someone is ...

a expecting a child.
b caring for an elderly person.
c a strict parent.
d giving birth to a child.
e looking after someone else's children.

1 *e* 2 *c* 3 *a* 4 *b*

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

1 Have you ever been babysitting? How did you find the experience?
2 What does it mean to be a strict parent? What do strict parents typically do?

ACQUAINTANCES AND FRIENDS | ZNAJOMI I PRZYJACIELE

10 **Match the words from the box to the definitions. There is one extra word.**

acquaintance boyfriend/girlfriend colleague family friend schoolmate soulmate

This person is someone ...

1 you work with. *colleague*
2 you know, but who isn't a close friend. *acquaintance*
3 you have a romantic relationship with. *boyfriend/girlfriend*
4 you go to school with. *schoolmate*
5 who shares your feelings and beliefs. *soulmate*

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

1 Who is your best friend and why?
2 Who belongs to your circle of friends and why?
3 What qualities should a good friend have?

12 **Complete the texts with the correct prepositions.**

Relationships board

SoulGuy04
Hi, everyone. So, I'm really fond [1] *of* this girl at school, but she doesn't seem to take any notice of me. Should I ask her [2] *out*?

Jenna248
Yes! Why not? It's always difficult to start a relationship [3] *with* someone, but going [4] *out* with somebody doesn't mean that you're going to get married right away!

SpidermanXYZ
Well, if she's not taking any notice, then don't do it. She might already be [5] *in* love with someone else. Or she might just not be ready [6] *for* a serious relationship.

VoiceOfReason
I did that a few months ago and we got [7] *on* really well with each other at first. We had a lot [8] *in* common and shared many interests. But a few weeks later we split [9] *up* because she went away to college. We still stay [10] *in* touch online, but it's not the same.

05 SŁOWNICTWO

EVERYDAY ACTIVITIES | CZYNNOŚCI DNIA CODZIENNEGO

13 **How many collocations can you make using the expressions from the box and the verbs *get*, *have* and *take*? Which of the activities do you do every morning?**

a coffee a meal a nap a shower dinner
dressed it in turns to do something ready
the children to school the dog for a walk up

Exercise 13
get/have a coffee
get/have a meal
have/take a nap
have/take a shower
get/have dinner
get dressed
take it in turns to do something
get ready
get/take the children to school
take the dog for a walk
get up

14 **Find someone who does the following.** *Students' own answers*

Who in your class ...

1 eats out more than three times a week?
2 goes to bed before 9 p.m.?
3 never has breakfast?
4 has baths and not showers?
5 prepares meals for their family?
6 wakes up before 6 a.m.?

FREE-TIME ACTIVITIES | FORMY SPĘDZANIA WOLNEGO CZASU

15 **Complete the questionnaire. In pairs, compare your answers.** *Students' own answers*

Free time questionnaire

1 What do you usually do in your free time?
a play sports b hang out with friends c watch TV

2 What's the best way to spend time with family?
a playing cards b going for a walk c cooking a meal together

3 How do you relax?
a by going to the gym b by listening to music c by reading books

4 What's your ideal first date?
a going bowling b going out for a meal c going to the cinema

5 What don't you like doing in your free time?
a meeting friends b going to a disco c going online

16 **Complete the text with the words from the box.** R

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.

EXPRESSING TIME | OKREŚLANIE CZASU

17 **ŚRODKI JĘZYKOWE** **Choose the correct translations of the words in brackets.**

1 We'll have to buy all the food and supplies for the party ____ (*z wyprzedzeniem*).
a with time
b ahead of time
c by the time

2 We arrived at the family reunion ____ (*w samą porę*) for the family photos.
a just in time
b on time
c in no time

3 My brother proposed to his girlfriend on New Year's Eve, but ____ (*niedługo potem*) they broke the engagement off.
a soon afterwards
b pretty soon
c anytime soon

4 Their resentment for each other grew stronger ____ (*z każdym dniem*), so it wasn't surprising when they separated.
a the other day
b nowadays
c day by day

5 ____ (*Raz na jakiś czas*) we have a big barbecue at a lake near our house for all of our extended family.
a Once upon a time
b Once in a while
c Once in a lifetime

18 **In pairs, form five questions about everyday activities with the time expressions from Exercise 17. Work with another pair and answer their questions.** *Students' own answers*

HOLIDAYS AND CELEBRATIONS | ŚWIĘTA I UROCZYSTOŚCI

19 **Match the holidays from the box to customs and traditions 1–5. There are two extra holidays.**

Christmas Eve Easter Halloween
Independence Day Labour Day
New Year's Eve Valentine's Day

1 set off fireworks, go to parties, wait until midnight, make resolutions *New Year's Eve*
2 break the wafer, twelve courses, first star in the sky, unwrap presents *Christmas Eve*
3 paint eggs, go on an egg hunt, celebrate Wet Monday *Easter*
4 carve pumpkins, go trick-or-treating, dress up *Halloween*
5 buy flowers and chocolates, give a card with hearts on it, have a romantic dinner *Valentine's Day*

20 05 03 **Listen to four recordings. Match the holidays and celebrations from the box to the dialogues 1–4. There are two extra options.**

birthday Father's Day festival funeral wedding ceremony wedding reception

1 *Father's Day* 2 *birthday*
3 *wedding ceremony* 4 *funeral*

21 05 04 **In pairs, do the quiz. Then listen and check.** R

Holidays and celebrations around the world



Take this quiz to see how much you know about different holidaysaround 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

22 In pairs, choose two festivals from the box and say how you celebrate them. *Students' own answers*

Boxing Day Children's Day Easter Sunday Mother's Day New Year's Day Women's Day

LIFESTYLE | STYL ŻYCIA

23 Complete the questions with the words from the box. Then in pairs, ask and answer the questions.

balanced busy habits keep reduce regular stressed stressful

1 What do you do to *reduce* stress?
Is your life *stressful*?
2 Have you got a *busy* schedule?
Is your workload making you *stressed*?
3 Do you do *regular* exercise?
What do you do to *keep* fit?
4 Do you eat a *balanced* diet?
Do you need to change your eating *habits*?

CONFLICTS AND PROBLEMS | KONFLIKTY I PROBLEMY

24 Complete the text with the words from the box. There is one extra word.

arguments gap grounded limits through together

Dealing with conflicts



FREE webinar for teenagers

Do you ever find yourself having many [1] *arguments* with your parents or siblings? Are you often [2] *grounded* and can't get [3] *together* with your friends? Or maybe you just need guidance on how to navigate the generation [4] *gap*?

Join me this Wednesday afternoon for a sixty-minute webinar where we'll talk [5] *through* various conflicts and how you can deal with them.

When: Wednesday 6 p.m. **Price:** Free

25 05 05 **Listen to three people who took part in the webinar from Exercise 24. Answer the questions.**

1 Speaker 1
(a) split up with her boyfriend.
b was jealous of her boyfriend.
c didn't have time for her boyfriend.

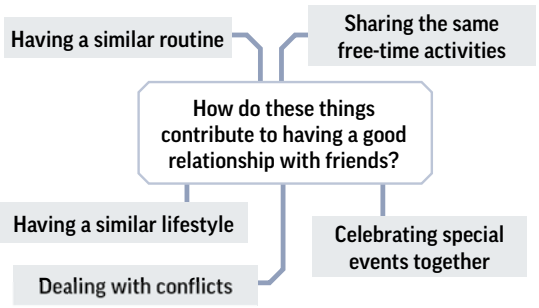
2 Speaker 2
a crosses boundaries.
b is controlling.
(c) needs to set boundaries.

3 Speaker 3
a has just quarrelled with someone.
b ended a relationship with someone.
(c) has a bad relationship with someone.

26 In pairs, discuss if you would like to take part in Wendy's webinar. How could it help you? *Students' own answers*

GO FOR IT

27 In pairs, do the task. Here are some things that contribute to having a good relationship with your friends. Talk to each other about the importance of these factors when building good friendships. Then decide which factor is the most important and which is the least important. Give reasons for your answers. *Students' own answers*



05 03 05 04 05 05

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

05 SŁUCHANIE Dobieranie zdań do wypowiedzi

1 **In pairs, discuss different sorts of activities you do in your free time. Talk about things you already enjoy doing and things you would like to try. Describe your perfect day off.** *Students' own answers*



2 05 06 **Listen to a voice message. What is the reason for the call and what free-time activity is mentioned?**
The caller is explaining why he can't come on a bike ride. cycling.

TRENING MATURALNY

3 05 06 **Listen again and decide which four sentences can be matched to the voice message. Which sentence cannot be matched to the voice message?**

The speaker ...

1 explains why he has to cancel an arrangement.
2 is unhappy with the attitude of a particular shop.
3 shows how disappointed he is about missing a day out.
4 leaves a voice message for a friend with an apology.
5 wants his friend to lend him £50 to buy a bicycle.

4 **Read the tip below and notice how sentences 1–4 in Exercise 3 match the different listening skills a–d described in the tip.**

W tym zadaniu nie musisz koncentrować się na konkretnej informacji, więc nie skupiaj się na poszczególnych słowach lub wyrażeniach. Musisz za to zrozumieć wypowiedź w całości i wybrać spośród podanych te zdania, które wyrażają:

a główną myśl tekstu,
b wnioski, jakie można z niego wyciągnąć,
c intencję autora,
d kontekst wypowiedzi.

5 **Look at the audioscript. Find words or phrases in the voice message which show you that:**

- this is an explanation,
- the boy is unhappy with the bike shop,
- the boy is disappointed,
- this is an apology.

Exercise 3
a) explanation = just calling to say I can't come
b) unhappy = I think it's a bit rude
c) disappointed = was looking forward to
d) I'm really sorry
Sentence 5 cannot be matched

Exercise 4
1 = a) the main idea
2 = b) a conclusion you can draw
3 = c) the speaker's intention
4 = d) the situational context

Exercise 5
Suggested answers:
- *just calling to say*
- *I think it's a bit rude*
- *I was looking forward to …*
- *I'm really sorry*

ZADANIE MATURALNE

6 05 07 **Usłyszysz dwukrotnie pięć wypowiedzi na temat spędzania czasu wolnego. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

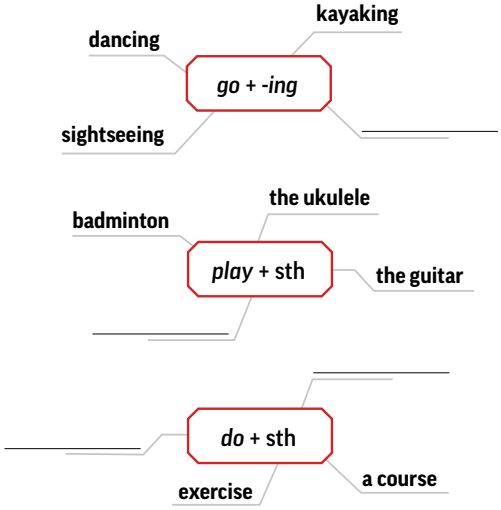
The speaker ...

A wants to encourage people to take part in their course.
B can't wait to spend some time outdoors with a friend.
C always prefers meeting up with people outdoors.
D teaches friends how to relax indoors and outdoors.
E criticises people who can't relax on their day off.
F talks about using your time off to educate yourself.

1	2	3	4	5
C	A	F	B	E

7 **Look at your answers to Exercise 6. Which person is most or least like you? Give reasons for your answers.**
Students' own answers

8 **SŁOWNICTWO** **In the recording, the following free-time activities are mentioned. Complete the diagrams with as many other free-time activities as you can.**
Students' own answers



9 **SŁOWNICTWO** **In pairs, look at the audioscript. Find two free-time activities with the verb *spend*. Then find three other activities that do not usually go with any of the verbs in Exercise 8.**
spend + time, the day on sth
Students' own answers

10 **Look at the activities in Exercises 8 and 9. Then tell the class about:**

- one activity that you have done,
- one activity that you would like to do,
- one activity that you would never do.

Students' own answers

05 06 05 07

Uzupełnianie luk

R 05



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 08 **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 08 **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/twenty-five years ago*.
b Bill and Emma have been married *for 25/twenty-five 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 09 **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 12/twelve* 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 / never a good or bad / no right or wrong / no good or bad* 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.

6 SŁOWNICTWO **Complete the text with the words from the box. Then in pairs, discuss how useful this advice is.**

agreement blow break-up distress relationship split

How to deal with social media after a break-up

Whether it was you who instigated the [1] *break-up* or the other party who drove the [2] *split* or even if you both came to a mutual [3] *agreement*, most breakups 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.

7 **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.

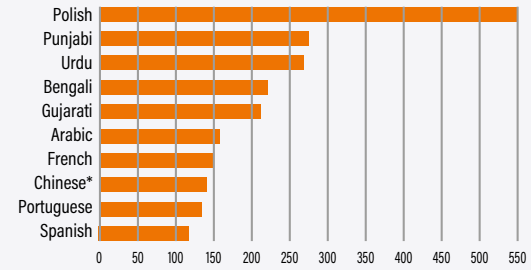
05 CZYTANIE Dobieranie wypowiedzi do zdań • Uzupełnianie luk

A

Multilingual England

A recent university study has shown which foreign languages are the most widely spoken in England and Wales. Do you know which ones they are? Our reporter Anna Jovic talked to people in the streets of London to see if they know what languages their fellow citizens speak. The results were surprising.

Top 10 main languages in England and Wales
Other than English (and Welsh in Wales)



Source: ONS census
* other than Mandarin and Cantonese

B

One or both parents of thirty-four percent of British-born children come from abroad. Almost twenty percent of primary school children speak a language other than English at home. This study examines the experiences of teenagers in bilingual and multilingual homes. It looks at their relationships with friends, schoolmates and relatives, and analyses how they choose which language to use and how language choice can cause social problems.

1 In pairs, answer the questions.

1 Which languages can you and the people in your family speak? *Students' own answers*

2 Apart from Polish, which other languages and dialects are spoken by native speakers in Poland? *Suggested answers: Kashubian, Silesian, Masurian, German, Belarusian, Ukrainian, Romani, etc.*

TRENING MATURALNY

2 Read extracts 1–3 and match them to text types a–d. There is one extra text type.

1 There are numerous opportunities in every unit for interaction with real-life content to allow students to develop their language skills. __c__

2 I felt a bit homesick at first, but now I'm really enjoying it here. We've got a cool textbook and the teachers are all really funny and friendly, too. __b__

3 Although you are not forbidden from speaking your own language, it is recommended that you try to speak in English throughout your two-week stay. __a__

a the guidelines for a summer camp
b a personal email to a friend
c a promotional note on the back of an English textbook
d a review of a novel

C

Tina Jones

I was born in England, but my dad's Spanish and my mum's French. They speak French together. Mum speaks to me in French, but Dad uses Spanish. When I was growing up, he used to read aloud to me every night and he always spoke Spanish when he picked me up from school. For a while, I rebelled and answered in English. I didn't want to seem different from my friends. But I've grown out of that now. My parents never told me off for speaking English. I never felt I was letting them down if I spoke to them in the 'wrong' language. We get on really well and we spend a lot of time together. I always have a good time when I'm with them and I'm so grateful to them for bringing me up with three languages.

D

Tim

Tina, I'm sorry for getting upset with you yesterday. I was fed up because you were speaking French with your cousin and I couldn't understand.

Tina

Why did you get so angry? Eloise was so looking forward to meeting you and then you just walked away. It was rude.

I know. But it really hurt me when I tried to speak French and you both laughed.

I'm sorry. What can I do to make it up to you?

How about giving me some French lessons?

Good idea. The sooner you learn to speak French, the better.

3 Match extracts 1–3 from Exercise 2 to functions a–c.

a This text tells us about the author's emotions and experiences. __2__

b This text summarises the advantages of a product. __1__

c This text contains rules and suggestions. __3__

W zadaniu na dobieranie czasem trzeba zastanowić się nad funkcją danego tekstu. Aby to zrobić, zwróć uwagę:

- czy jest on napisany oficjalnym językiem (np. email prywatny będzie mniej oficjalny niż artykuł naukowy);
- jaka jest intencja (cel) tekstu (np. reklama zachęca do zakupu);
- jakiego słowa użyto (np. w regulaminie można spodziewać się słów typu *forbidden*).

ZADANIE MATURALNE

4 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

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

TRENING MATURALNY

5 Complete the text using the information from Exercise 2. Write up to three words in each gap.

I heard from Tomek yesterday. He's at an English summer camp. For the first few days, he missed [1] *his home*, but he's fine now. He says there's a good atmosphere in the camp. Obviously, the organisers want the students to speak English as much as possible, but they [2] *are allowed* to speak their own languages if they really need to. Tomek says the coursebook is better than the one we had at school last year because it lets the students [3] *take part in / participate in / interact with* real-life situations.

Zanim uzupełnisz lukę w zadaniu, przyjrzyj się słowom kluczowym przed luką i po niej, a następnie znajdź zbliżone informacje w tekstach. Sprawdź, czy uzupełnione zdanie jest poprawne językowo.

ZADANIE MATURALNE

6 Przeczytaj e-mail. Uzupełnij luki zgodnie z treścią tekstów A–D tak, aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim. W każdą lukę można wpisać maksymalnie trzy wyrazy.

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 [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

7 SŁOWNICTWO Complete the questions with one word in each gap. Use texts A–D to help you. Then in pairs, ask and answer the questions.

1 Who used to pick you *up* from school when you were little?
2 What are you looking *forward* to doing next weekend?
3 What's a good way to make it *up* to a friend after an argument?
4 Has someone ever told you *off* for something you didn't do? What?
5 Is it a good idea to bring *up* a child with more than one language? Why?
6 Have you ever let a friend *down* by not doing what you promised to do?
7 Are there any hobbies that you've grown *out* of? Which ones? Why?
8 What do you think is the best place in the world to grow *up*? Why?

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

1 What do you think is the most surprising information in the graph in text A and in text B?
2 How different do you think the situation in Britain is compared to Poland?
3 What are the advantages of being a bilingual or multilingual speaker?

LIFE SKILLS Communicating across cultures

9 Which of these tips do you think are most important to help you communicate successfully with people from different cultures? Can you think of any more useful tips?

Students' own answers

- Don't use slang or speak too loudly.
- Speak slowly and give them time to take part in the conversation.
- Be careful with hand movements and body language – they may not have the same meaning in another culture.
- Be diplomatic if you talk about religion or politics.
- Don't assume they find the same things funny as you do.



Exercise 8
1 Students' own answers
2 Students' own answers
3 Various answers possible, e.g. It makes it easier to study languages at school or university; It increases your chances of getting jobs; It makes foreign travel easier; It has a positive effect on the brain and your ability to learn other subjects.

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

05 R CZYTANIE Dobieranie zdań do luk w tekście

Podczas dobierania zdań do luk w tekście zwróć uwagę na zaimki osobowe oraz przymiotniki i zaimki dzierżawcze, a następnie znajdź w tekście rzeczowniki, do których tamte wyrazy się odnoszą. Pamiętaj, że nie tylko zdania zawierające synonimy słów użytych w tekście mogą poprawnie go uzupełniać. Warto zwrócić uwagę także na wyrazy o znaczeniu przeciwnym.

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

ZADANIE MATURALNE

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

A They should be caring and supportive, ready to listen and to help us sort out our problems.

B It might not be as easy for friendly parents to give their kids the kind of discipline they need as they grow up.

C Children were supposed to look up to their parents. They wouldn't dream of offending, insulting or disrespecting them.

D Parents have power over us. Along with pocket money, they give us orders, lay down ground rules and set boundaries.

E More democratic parenting meant it became more acceptable for parents to share their children's interests and to take up the same hobbies.

2 SŁOWNICTWO Complete the sentences with the words from the box. 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.



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.

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.**



1 How do you think the people are related to one another?
2 Why do you think the children decided to paint the man's face?
3 What do you think the man is going to do when he wakes up?
4 How do you think the children are feeling?

Po opisaniu ilustracji (kto jest na zdjęciu, gdzie się znajduje i co robi), usłyszysz trzy pytania. Pierwsze z nich będzie zachęcało do wyrażenia opinii lub przypuszczenia na temat zdjęcia. By udzielić pełnej odpowiedzi, użyj swojej wyobraźni i wykorzystaj zwroty wyrażające przypuszczenia.

3 05 10 **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. 328

Showing uncertainty
I'm not / I can't be sure, but ...
He/She/It/They look(s) ... / look(s) as if/though ...
It's difficult to say if/what/who/etc. ...

Speculating
I (don't) think ... / I imagine ... / I'd say ...
It's probably ... / Maybe it's ...
He/She/It/They must/may/might/could/can't be ...

1 I don't know, but I think they're six or seven years old. (sure / look as if)
2 I think the children are brother and sister. (say)
3 There's a possibility that the man is pretending to be asleep. (could)
4 I'm not sure if the pen is a permanent marker or not. (difficult)
5 I think they're having a fun time. (imagine)

▶ ZESTAW ZADAŃ STR. 99

5 05 10 **Listen again and check your answers in Exercise 4.**

6 **Read the descriptions and imagine the pictures. Speculate about the people, the places and the activities. Use a different phrase for each sentence. In pairs, compare your ideas.** *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 the people are related to one another?
2 How do you think each person is feeling?

Exercise 4 and 5
1 I can't be sure, but they look as if they're six or seven years old.
2 I'd say the children are brother and sister.
3 The man could be pretending to be asleep.
4 It's difficult to say if the pen is a permanent marker or not.
5 I imagine they're having a fun time.

05 10

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 ŚRODKI JĘZYKOWE Transformacje zdań

GRAMATYKA

A Choose the correct words to complete the sentences.

1 I'm quite happy to do it myself. You *needn't* / *mustn't* / *can't* help me.
2 My father is writing an article. We *needn't* / *mustn't* / *couldn't* disturb him now.
3 *May* / *Could* / *Should* you lend me some money till next week?
4 Marta *shouldn't* / *mustn't* / *doesn't have to* finish this essay today. The deadline is next week.
5 At this swimming pool, you *have to* / *must* / *should* wear a swimming cap. I hate it!

B Translate the phrases in brackets into English using the correct modal verbs.

1 Chris has got two houses, a yacht and a helicopter – he *must be* (*musi być*) extremely wealthy.
2 She *might/may want* (*być może zechce*) to have lunch with us tomorrow.
3 *Patrick can't be* (*To niemożliwe, żeby Patrick był*) fifteen years younger than his sister.
4 I'm afraid I *might/may not have* (*mogę nie mieć*) enough time to answer all the questions on the test.
5 We've just had a big breakfast. You *can't be* (*na pewno nie jesteś*) hungry already.

▶ CZASOWNIKI MODALNE, STR. 284

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*

Gdy rozwiązujesz zadanie zamknięte polegające na parafrazowaniu zdań, 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 uzupełniać inne zdania.

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 four words in each gap, including the word given.

1 It's not necessary for you to blow out all the candles on your birthday cake yourself, we'll be there to help you! NEED
You *don't / do not need to* blow out all the candles on your birthday cake yourself, we'll be there to help you!
2 There is a chance I will not finish preparing my Easter basket until ten. MAY
I *may not finish / have finished* preparing my Easter basket until ten.
3 Shall I pick Olivia up from school today? LIKE
Would you *like me to pick* Olivia up from school today?
4 It was always possible for me to rely on my grandmother when I was a child. COULD
I *could always rely* on my grandmother when I was a child.
5 My grandparents have been married for forty years, I'm sure they are very happy together. BE
My grandparents *must be* very happy together.
6 I'll prepare everything for the picnic so you needn't worry about anything. HAVE
I'll prepare everything so you *don't have to worry* about anything.
7 It is a surprise party, so you can't talk about it with the birthday girl! MUST
You *mustn't talk* about the party with the birthday girl!

ZADANIE MATURALNE

3 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

TRENING MATURALNY

1 Read the tip below. Then complete the second sentence in each pair 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 I told you that it was a mistake that you didn't stick to the rules. HAVE
I told you that you _____ *should have sticked* _____ to the rules.

2 I think it's quite possible that Jessica was grounded by her parents. MAY
I think 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.

Po wpisaniu odpowiedzi w zadaniu otwartym polegającym na parafrazowaniu zdań przeczytaj uzupełnione zdanie jeszcze raz i sprawdź, czy spełnia ono następujące trzy warunki:

- zachowuje sens zdania wyjściowego,
- jest poprawne pod względem ortograficznym i gramatycznym,
- twoja odpowiedź 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 / couldn't 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 have told him* ____ off after all; his parents did it.

5 I'm sure Olivia took Peter's side in the argument, there is no other explanation for this situation. TAKEN
Olivia ___ *must have taken Peter's side* ___ in the argument, there is no other explanation for this situation.

6 Beth tends to say things without thinking, perhaps she didn't mean to offend you. MEANT
Beth tends to say things without thinking, she ___ *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 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 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 7. Are they true about you? *Students' own answers*



ZADANIE MATURALNE

5 Uzupełnij drugie zdanie każdego punktu z wykorzystaniem podanego słowa 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'd / 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.

▶ ZADANIA DODATKOWE STR. 98

05 PISANIE E-mail

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Twoja kuzynka Laura mieszka na stałe w Anglii. Niedawno odwiedziłeś/odwiedziłaś ją z okazji jej przyjęcia zaręczynowego. Napisz po powrocie wiadomość do Laury.
W e-mailu:

- podziękuj kuzynce za przyjęcie i pogratuluj zaręczyn,
- wyraź opinię na temat przyjęcia i ją uzasadnij,
- opisz element przyjęcia, który najbardziej zapadł ci w pamięć,
- opisz swoje uczucia związane z zaproszeniem cię na wesele.

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

Dear Laura,

It was such a pleasure to see you last Saturday.

I just wanted to say thanks for the party and congratulations on your engagement. It was great to be there and celebrate with you.

The party was fabulous. The food was absolutely delicious and the live music was brilliant. I was delighted to see my cousins and get to know John's friends.

I will never forget your speech! It was really entertaining and it was so funny to hear how you and John first met. Thank goodness you weren't injured when he ran into you on his bike. I guess it was love at first sight!

I'm so thrilled that you want me to come to your wedding. Taking part in a traditional English wedding will be a new experience for me. I'm really looking forward to it!

Thanks again and best of luck with everything! I'll be in touch.

Love,
XYZ

1 **In pairs, tell each other about any recent family occasions you have attended. Talk about occasions in the box or your own ideas.** *Students' own answers*

a birthday party an engagement party
a name day a wedding

2 **Read the sample task and the model answer above. Why is the author thrilled?** *Because she is going to attend a traditional English wedding.*

TRENING MATURALNY

3 **Read the tip below. Then find examples in the model text for each bullet in the model task.** *Students' own answers*

Możesz odnieść się do punktów z polecenia i rozwinąć je w takiej kolejności, w jakiej zostały wymienione w zadaniu. Ich kolejność jest logiczna i nie trzeba jej zmieniać. Jeśli zdecydujesz się zmienić kolejność, upewnij się, że żaden z punktów nie został pominięty w twojej wypowiedzi.

4 **The e-mail below is another answer to the sample task above. Read it and put paragraphs a–d in a more logical order.**

Dear Laura,

It was such a pleasure to see you last Saturday.

a *3* The most memorable bit was the music. It was amazing. I particularly enjoyed watching your grandmother dancing – she's really good!

b *4* I'm so excited about coming to your wedding. I've never been to one before! I've already started to think about what I'm going to wear.

c *2* The party was such a success. The people were lovely, the atmosphere was great and the food fantastic. I'm sure you are grateful to your parents who helped you to prepare it all.

d *1* I just wanted to thank you for including me in your celebrations and congratulate you again on your engagement! (By the way, you're such a wonderful couple!)

Thanks again and best of luck with everything! I'll be in touch.

Love,
XYZ

5 **Read the Useful Phrases. Then complete the second sentence in each pair so that its meaning is similar to the first sentence.**

1 Many thanks for the lovely flowers.
I just *wanted to say thank you for the lovely flowers*.
2 Many congratulations on your engagement.
I'd like to *congratulate you on your engagement*.
3 I hope you get on well with organising the wedding.
Good luck *with organising the wedding*.
4 Thank you so much for the invitation.
I'm very *grateful to you for inviting me*.
5 All the best for the big day!
Best of luck *for the big day*!
6 Thanks again for including me.
It was *very nice/kind of you to invite me*.

USEFUL PHRASES

▶ STR. 337

Thanking someone

I just wanted to say thank you for ...
Thanks again / Many thanks for the invitation / inviting me.
I'm very grateful (to you) for ...
It was very nice/kind/good of you to invite me.

Congratulating, wishing someone well

(Many) Congratulations on ...
Well done on your grades / getting your grades.
I'd like to congratulate you on ...
Best of luck / Good luck with your new job!
All the best / Warmest wishes

Describing an event

The food was really/extremely/absolutely delicious.
The music was really/extremely/absolutely brilliant.
The speeches were really/extremely/absolutely entertaining.

6 **Rewrite sentences 1–6 in a more positive, enthusiastic way.** *Students' own answers*

1 The flowers were nice. _____
2 The bride looked nice. _____
3 The food was nice. _____
4 The speeches were nice. _____
5 The music was nice. _____
6 It was a nice day. _____



7 **Complete the sentences with *so* or *such*.**

1 Everybody is *so* happy for them.
2 We had *such* a good time.
3 They are *such* a lovely couple.
4 I'm *so* jealous!
5 He's *such* a laugh.
6 It's *such* a shame.

8 **Think of ways you could use the phrases in Exercise 7 to talk about your family or someone you know.** *Students' own answers*

9 **Write suitable sentences congratulating or thanking your friend for something. Use the situations below or your own ideas, and say how you feel about it.** *Students' own answers*

Your friend has ...



given you a present.



helped you with your homework.



looked after your dog.



passed all his/her exams.

ZADANIE MATURALNE

10 **Do the task.**

Z okazji Twoich urodzin, wujek Pete zaprosił cię do restauracji, wraz z rodziną i przyjaciółmi.
W e-mailu do wujka:

- podziękuj za zaproszenie i opisz, jak się bawiłeś/bawiłaś,
- wspomnij jakieś zabawne wydarzenie z imprezy,
- opisz wrażenia twoich przyjaciół,
- pogratuluj wujkowi narodzin wnuczki.

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

To: Uncle Pete
Subject: My birthday!

Dear Uncle Pete,
I hope you're doing well.

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

05 LISTA SŁOWNICTWA

FAMILY | RODZINA

FAMILY MEMBERS | CZŁONKOWIE RODZINY

aunt/auntie – ciocia
brother – brat
brother-in-law – szwagier
cousin – kuzyn, kuzynka
dad/daddy – tata, tatuś
daughter – córka
daughter-in-law – synowa
ex-husband/ex-wife – były mąż / była żona
father – ojciec
father-in-law – teść
grandchildren – wnuki
granddaughter – wnuczka
grandfather/grandad – dziadek
grandmother/grandma – babcia
grandpa – dziadek
grandparents – dziadkowie
grandson – wnuk
granny – babcia
great-grandchildren – prawnuki
great-granddaughter – prawnuczka
great-grandfather – pradziadek
great-grandmother – prababcia
great-grandparents – pradziadkowie
great-grandson – prawnuk
half-brother – brat przyrodni
half-sister – siostra przyrodnia
husband – mąż
mother – matka
mother-in-law – teściowa
mum/mummy – mama, mamusia
nephew – siostrzeniec, bratanek
niece – siostrzenica, bratanica
only child – jedynak, jedynaczka
parents – rodzice
parents-in-law – teściowie
relative – krewny
sister – siostra
sister-in-law – szwagierka, bratowa
single father/mother – ojciec/matka samotnie wychowujący/wychowująca dziecko
single parent – rodzic samotnie wychowujący dziecko
son – syn
son-in-law – zięć
twin brother/sister – brat bliźniak / siostra bliźniaczka
twins – bliźniaki
uncle – wujek, stryjek
wife – żona
adoptive parents – rodzice adopcyjni R
ex – były, była, eks
extended family – rodzina wielopokoleniowa
generation – pokolenie
immediate family – najbliższa rodzina
in-laws – teściowie
orphan – sierota
● **parenting skills** – umiejętności rodzicielskie

MARRIAGE | MAŁŻEŃSTWO

be widowed – być wdową, wdowcem
divorce – rozwieść się; rozwód
engaged – zaręczony, zaręczona
become/get ~ – zaręczyć się
engagement – zaręczyny
get a divorce / divorced – rozwieść się
get married to sb – poślubić kogoś
honeymoon – miesiąc miodowy
marriage – małżeństwo (związek)
married couple – małżeństwo (para małżeńska)
marry sb – poślubić kogoś
propose marriage – oświadczyć się
propose to sb – oświadczyć się komuś
stay single – pozostać w stanie wolnym
wedding – ślub, wesele

FAMILY LIFE – PHRASES | ŻYCIE RODZINNE – ZWROTY

be a strict parent – być surowym rodzicem
be expecting a child – spodziewać się dziecka
be pregnant – być w ciąży
get pregnant – zajść w ciążę
give birth to a child – urodzić dziecko
● **grow out of sth** – wyrosnąć z czegoś
● **grow up** – dorastać
have a baby – urodzić dziecko
look after sb – opiekować się kimś
look alike – wyglądać podobnie
take care of sb – opiekować się kimś
● **be a lenient parent** – być łagodnym rodzicem R
be in foster care – podlegać opiece zastępczej
● **bring up** – wychowywać (dziecko)
custody of a child – prawo do opieki nad dzieckiem
raise children – wychowywać dzieci
● **show obedience** – okazywać posłuszeństwo
● **spoil sb** – rozpieszczać kogoś

ACQUAINTANCES AND FRIENDS | ZNAJOMI I PRZYJACIELE

acquaintance – znajomy, znajoma; znajomość
boyfriend – chłopak (sympatia)
circle of friends – grono przyjaciół
colleague – kolega, koleżanka z pracy
date – randka
friend – przyjaciel, przyjaciółka
best ~ – najlepszy przyjaciel, najlepsza przyjaciółka
close ~ – bliski przyjaciel, bliska przyjaciółka
family ~ – przyjaciel, przyjaciółka rodziny
girlfriend – dziewczyna (sympatia)
love at first sight – miłość od pierwszego wejrzenia
mate – kumpel, kumpelka
schoolmate – kolega, koleżanka ze szkoły
soulmate – bratnia dusza
● **affection** – sympatia (uczucie) R

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

ask sb out – zaprosić kogoś na randkę
be fond of sb – czuć do kogoś sympatię
be in love (with sb) – być (w kimś) zakochanym
get along (well) with sb – być z kimś w dobrych stosunkach
get on well with sb – mieć z kimś dobre relacje
go out with sb – chodzić z kimś, umawiać się z kimś na randki
get together with sb – spotykać się z kimś
have sth / a lot in common with sb – mieć z kimś coś/wiele wspólnego
look up to sb – podziwiać kogoś
love sb – kochać kogoś
make new friends – zawierać nowe przyjaźnie
rely on sb – polegać na kimś
share interests – mieć podobne zainteresowania
split up – rozstać się, rozejść się
start a relationship with sb – wejść z kimś w związek
stay in touch with sb – utrzymywać z kimś kontakt
● **be supportive** – wspierać R
date sb – chodzić z kimś, umawiać się z kimś na randki

EVERYDAY ACTIVITIES | CZYNNOŚCI DNIA CODZIENNEGO

babysit – opiekować się dzieckiem (kogoś innego)
cook a meal – ugotować posiłek
daily routine – ustalony porządek dnia
eat out – jeść poza domem
get dressed – ubierać się
get ready (for bed/school) – szykować się (do snu/szkoły)
get the children to school – zaprowadzić/zawieźć dzieci do szkoły
get up – wstawać
go to bed (early/late) – kłaść się spać (wcześnie/późno)
go to school – iść do szkoły
go to work – iść do pracy
have a coffee – wypić kawę
have a meal – zjeść posiłek
have breakfast – jeść śniadanie
have dinner – jeść obiad
have lunch – jeść lunch
have supper – jeść kolację
have tea – jeść podwieczorek; pić herbatę
have/take a bath – brać kąpiel
have/take a nap – zdrzemnąć się
have/take a rest – odpoczywać
have/take a shower – brać prysznic
lie down – położyć się
● **pick up the children from school** – odebrać dzieci ze szkoły
prepare a meal – przygotowywać posiłek
take it in turns to do sth – wykonywać coś na zmianę
take the children to school – zaprowadzić/zawieźć dzieci do szkoły
take the dog for a walk – wyprowadzić psa na spacer
undress – rozbierać się
wake up – budzić się

EXPRESSING TIME | OKREŚLANIE CZASU

ahead of time – z wyprzedzeniem, przed czasem
anytime soon – w najbliższym czasie
as soon as – jak tylko, kiedy tylko
at once – natychmiast
at present – obecnie
bad/right time – zły/odpowiedni moment
better late than never – lepiej późno niż wcale
by the time – do czasu gdy, zanim
currently – obecnie
day by day – z każdym dniem, stopniowo, powoli
day/time off – dzień/czas wolny
every time – za każdym razem
for a while/minute – przez chwilę
in a while/minute – za chwilę
in no time – błyskawicznie, w mgnieniu oka
(just) in time – w samą porę
never ever – nigdy w życiu, przenigdy
nowadays – w dzisiejszych czasach
on time – punktualnie
once – kiedyś, dawniej; raz, jednokrotnie
~ in a while – raz na jakiś czas
~ upon a time – dawno, dawno temu
once-in-a-lifetime opportunity – jedyna w życiu okazja
pretty soon – całkiem niedługo, wkrótce
soon afterwards – niedługo potem
sooner or later – prędzej czy później
the other day – niedawno, kilka dni temu
the sooner the better – im wcześniej, tym lepiej
to the minute – co do minuty
with time – z czasem, po czasie

FREE-TIME ACTIVITIES | FORMY SPĘDZANIA CZASU WOLNEGO

entertainment – rozrywka
free time – czas wolny

leisure activities – zajęcia w czasie wolnym
party – impreza
dance ~ – potańcówka
fancy-dress ~ – bal kostiumowy
house ~ – impreza w domu, domówka
weekend plans – plany na weekend

PHRASES | ZWROTY

● **do a (Spanish conversation) course** – uczęszczać na kurs (konwersacyjny języka hiszpańskiego)
do creative writing – uczyć się kreatywnego pisania
enjoy yourself – dobrze się bawić
go bowling – iść na kręgle
go cycling – jeździć na rowerze
● **go dancing** – iść potańczyć
go for a walk – iść na spacer
go jogging – iść pobiegać
● **go kayaking** – pływać kajakiem
go online – spędzać czas w internecie
go out – wychodzić z domu (np. do kina, restauracji)
~ for a meal – iść do restauracji
● **go sightseeing** – zwiedzać
go to a concert – iść na koncert
go to a disco – iść na dyskotekę
go to a party – iść na przyjęcie
go to the cinema – iść do kina
go to the gym – iść na siłownię
hang out with friends – spędzać czas z przyjaciółmi
have a good time – dobrze się bawić
have fun – dobrze się bawić
listen to music – słuchać muzyki
listen to the radio – słuchać radia
● **look forward to sth** – czekać na coś z niecierpliwością
meet friends – spotykać się z przyjaciółmi
● **play badminton** – grać w badmintona
play cards – grać w karty
play chess – grać w szachy
play video games – grać w gry komputerowe
play sports – uprawiać sport
● **play the guitar/ukulele** – grać na gitarze/ukulele
● **spend time outdoors** – spędzać czas na świeżym powietrzu
spend time together – spędzać czas razem
spend time with friends and family – spędzać czas z rodziną i przyjaciółmi
stay at home – zostawać w domu
watch a film – oglądać film
watch TV – oglądać telewizję
binge-watch – oglądać kolejne odcinki serialu/programu jeden po drugim R
go clubbing – iść do klubu
hit the town – wyskoczyć na miasto
lie in – wylegiwać się R
play board games – grać w gry planszowe
practise sport – uprawiać sport
scan social media sites – przeglądać media społecznościowe
socialise – prowadzić życie towarzyskie

HOLIDAYS AND CELEBRATIONS | ŚWIĘTA I UROCZYSTOŚCI

CHRISTMAS | BOŻE NARODZENIE

Boxing Day – drugi dzień świąt Bożego Narodzenia
Christmas – Boże Narodzenie
~ carol – kolęda, pastorałka
~ Day – pierwszy dzień świąt Bożego Narodzenia
~ decorations – ozdoby świąteczne
~ Eve – Wigilia
~ fair – targ, jarmark bożonarodzeniowy
~ tree – choinka
break the wafer – łamać się opłatkiem
decorate the Christmas tree – ubierać choinkę
first star in the sky – pierwsza gwiazda na niebie
Santa (Claus) – Święty Mikołaj
wrap/unwrap a present/gift – zapakować/odpakować prezent

NEW YEAR'S EVE | SYLWESTER

make (New Year's) resolutions – robić postanowienia (noworoczne)
New Year's Day – Nowy Rok
New Year's Eve – sylwester
set off fireworks – odpalać fajerwerki
wait till midnight – wyczekiwać północy

EASTER | WIELKANOC

Easter – Wielkanoc
~ basket – święconka
~ bunny – zajączek wielkanocny
~ egg – pisanka
~ Sunday/Monday – niedziela wielkanocna / poniedziałek wielkanocny
go on an egg hunt – szukać prezentów od „zajączka"
paint eggs – malować jajka
Wet Monday – lany poniedziałek

OTHER HOLIDAYS | INNE ŚWIĘTA

bank holiday – dzień ustawowo wolny od pracy
Children's Day – Dzień Dziecka
Father's Day – Dzień Ojca
Halloween – Halloween
Independence Day – Święto Niepodległości
Labour Day – Święto Pracy
Mother's Day – Dzień Matki
public holiday – dzień ustawowo wolny od pracy
Valentine's Day – walentynki
Women's Day – Dzień Kobiet
Ash Wednesday – Środa Popielcowa R
Fat Thursday – tłusty czwartek
Holy Week – Wielki Tydzień
Lent – Wielki Post
Mardi Gras – ostatki, ostatni dzień karnawału
Palm Sunday – Niedziela Palmowa
Passover – Pascha, Pesach
Ramadan – Ramadan
religious holiday – święto religijne
secular holiday – święto świeckie
Shrove Tuesday – ostatki

CELEBRATIONS | UROCZYSTOŚCI

anniversary – rocznica
birthday – urodziny
~ cake – tort urodzinowy
~ present – prezent urodzinowy
~ party – przyjęcie urodzinowe
celebration – uroczystość, obchody
ceremony – ceremonia, uroczystość
festival – festiwal, festyn
funeral – pogrzeb
wedding – ślub; wesele
~ ceremony – ceremonia zaślubin
~ reception – przyjęcie weselne
hen party – wieczór panieński R
stag party – wieczór kawalerski

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

blow out candles – zdmuchiwać świeczki
carve pumpkins – wydrążać dynie (na Halloween)
celebrate (sb's birthday) – obchodzić, świętować (czyjeś urodziny)
dress up as sb/sth – przebrać się za kogoś/coś
give a card – podarować kartkę okolicznościową
go trick-or-treating – chodzić z cukierkiem lub psikusem (na Halloween)
have a celebration – świętować
fast – pościć R
feast – świętować
throw a party – urządzać imprezę

LIFESTYLE | STYL ŻYCIA

active – aktywny
avoid stress – unikać stresu
balanced diet – zbilansowana dieta
busy – aktywny; pracowity
~ schedule – wypełniony harmonogram
● **do regular exercise** – ćwiczyć regularnie
habit – nawyk
eating ~s – nawyki żywieniowe
keep fit – utrzymywać formę
lifestyle change – zmiana stylu życia
out of shape – nie w formie
reduce stress – ograniczyć stres
stressful – stresujący
stressed – zestresowany
tiring – męczący

CONFLICTS AND PROBLEMS | KONFLIKTY I PROBLEMY

argue – kłócić się
argument – kłótnia
break sb's heart – złamać komuś serce
break up with sb – zerwać z kimś
controlling – kontrolujący
cross (personal) boundaries – przekraczać granice (osobiste)
disagree – nie zgadzać się
disagreement – różnica zdań
divorce rate – wskaźnik liczby rozwodów
end a relationship with sb – zakończyć z kimś związek
fall out with sb – pokłócić się z kimś
family values – wartości rodzinne
generation gap – konflikt pokoleń
have a bad relationship with sb – być z kimś w złych stosunkach
have a row – pokłócić się
have an argument – pokłócić się
hurt sb – zranić kogoś
jealous – zazdrosny
● **let sb down** – zawieść kogoś
● **make it up to sb (after an argument)** – zrekompensować komuś (kłótnię)
push the limits – przesuwać granice
quarrel with sb – pokłócić się z kimś
rebel – buntować się
rebellion – bunt
run away from home – uciekać z domu
set boundaries – ustalać granice
split-up – rozstanie
talk sth through – omówić coś
● **tell sb off** – ganić kogoś
be grounded – mieć szlaban na wyjścia R
● **cause emotional distress** – wywołać traumę emocjonalną
● **come to a mutual agreement** – dojść do obopólnej zgody
● **crash out of a relationship** – zakończyć związek
● **drive the split** – doprowadzić do rozstania
● **instigate a break-up** – zainicjować rozstanie
● **soften the blow** – złagodzić cios
take sb's side – wziąć czyjąś stronę

LISTA 05 PODSTAWOWA

LISTA 05 PODSTAWOWA +ROZSZERZONA

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 When I was younger, we all *took it in turns to / took turns to* (*wykonywaliśmy na zmianę*) do the household chores and prepare meals.
2 I am a bit jealous of people who have *a big circle of friends* (*duże grono przyjaciół*).
3 A lot of teenagers now are *too busy to hang out / spend time* (*zbyt zajęci, aby spędzać czas*) with their mates.
4 My friend says that taking a nap every day *helps him (to) reduce stress* (*pomaga mu ograniczać stres*).
5 Anne *has been going out with* (*chodzi z*) Jim since last summer, they seem to be a perfect couple.
6 Let's stop arguing. We'll do as you say, but you will have to *make it up to me* (*zrekompensować mi to*) later.

TRANSFORMACJE ZDAŃ

2 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.
6 Mike is thinking of organising a house-warming party at the weekend and we're all invited! WOULD
Mike *would like to organise* a house-warming party at the weekend and we're all invited!

TEKST Z WYBOREM WIELOKROTNYM

R

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.

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, 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. With my own children, 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

R

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.

1 It's a pity we didn't talk through those difficulties. If we had, we might have avoided the argument. OUGHT
We *ought to have talked* through those difficulties. We might have avoided the argument then.
2 I'm pretty sure that Sally didn't answer your call because she was binge-watching another series. MUST
Sally *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 It's possible his parents spoiled him as a child. MAY
He *may have been spoiled/spoilt by* his parents as a child.

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. 366

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.

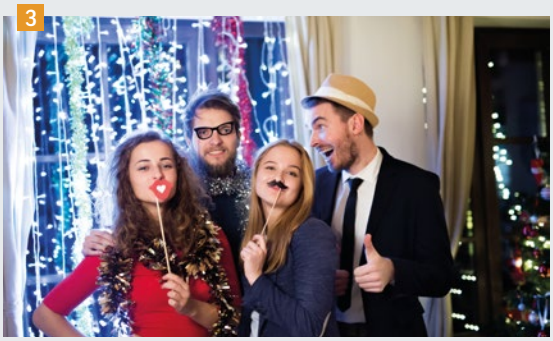
1



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


1

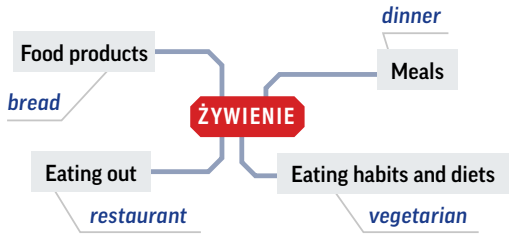

2


3


4

LOOK BACK

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



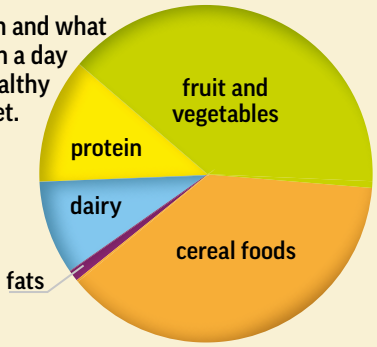
FOOD PRODUCTS | ARTYKUŁY SPOŻYWCZE

2 **Match the words from the box to the correct categories on the plate. Some words may be matched to more than one category. What other words can you add to each category? Then in pairs, compare your lists.** *Students' own answers*

beef bread roll cheese cod cornflakes cream cucumber eggs green peas margarine milk noodles olive oil pasta peach plum pork salmon sunflower oil tofu

Your healthy plate guide

Here's how much and what you should eat in a day to maintain a healthy and balanced diet.



3 06 01 **Listen to six recordings. What are they about? Match the words from the box to the recordings. There are two extra words.**

bread chocolate eggs oranges peppers salad water yoghurt

1 *water* 2 *chocolate* 3 *peppers*
4 *bread* 5 *yoghurt* 6 *eggs*

4 **In pairs, take it in turns to choose photos 1–4 above and describe the food you can see.**

5 **In pairs, answer the questions about the food in Exercise 4.** *Students' own answers*

1 Which of the dishes do people eat for breakfast?
2 Which could be snacks?
3 Which ones would you eat for dinner?
4 Which of the dishes would you like to eat? Which one would you never eat? Why?

6 **Name products 1–7 using the words from the box. There is one extra word. More than one answer might be correct. What other products can you talk about using the words from the box?**

bag bottle box bunch carton jar loaf packet tin


1 *a tin of tuna*



2 *a box/carton/packet of biscuits/cookies*


3 *a bottle of cola*


4 *a bunch of grapes*


5 *a bag/packet of crisps*


6 *a jar of honey*


7 *a carton of (orange) juice*

Exercise 2
Fruit and vegetables: cucumber, green peas, peach, plum
Cereal foods: bread roll, cornflakes, noodles, pasta
Fats: cheese, cream, margarine, olive oil, sunflower oil
Dairy: cheese, cream, milk
Protein: beef, cod, eggs, pork, salmon, tofu

Exercise 4
Suggested answers:
Photo 1: chicken fillet, (brown) rice, avocado, pepper/carrots, tomato, broccoli, red cabbage, chickpeas, lettuce, (pine) nuts, walnuts, lime (slices)
Photo 2: fried chicken drumsticks / roast chicken legs, chicken wings, (potato) chips / (French) fries, ketchup
Photo 3: fried eggs, baked beans, fried mushrooms, bacon, sausages, toast, tomatoes
Photo 4: curry, shrimp/prawns, (white) rice, coriander

Exercise 6
Suggested answers:
a bag of popcorn
a bottle of milk/juice/oil
a box of chocolates/cereal
a bunch of bananas
a carton of milk
a jar of jam/olives
a loaf of bread
a packet of cereal
a tin of sardines/beans/biscuits

ADJECTIVES TO DESCRIBE FOOD | PRZYMIOTNIKI OPISUJĄCE JEDZENIE

7 06 02 **Listen to four recordings. Which words are correct? More than one answer might be correct.**

1 The steak is *perfect* / *tough* / *well-done*.
2 The chicken is *underdone* / *dry* / *overcooked*.
3 The curry is *spicy* / *mild* / *hot*.
4 The mackerel is *fatty* / *fresh* / *juicy*.

8 **Choose the correct words to complete the text.** R

Wagyu Beef



One of the most expensive food items in the world is Wagyu beef, which comes from Japanese cows. If you just look at a Wagyu steak, you might think that it's very [1]*crusty* / *chewy* / *lean* because of the white marble-effect. But once cooked, the meat becomes [2]*tough* / *stale* / *tender* with a buttery texture that just melts in your mouth. A kilogram of Wagyu beef costs around 3,500 PLN.

Moose cheese



Moose cheese, which is produced by three moose on a Swedish farm, comes with the hefty price of around 3,900 PLN per kilo. The family who own the farm milk the moose between May and September and make the [3]*organic* / *free-range* / *off-putting* cheese themselves. As moose milk has a higher fat content than cow milk, the cheese is extremely [4]*skimmed* / *creamy* / *savoury*.

9 **What do these words describe?** R

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___

MEALS AND THEIR PREPARATION | POSIŁKI I ICH PRZYGOTOWYWANIE

10 06 03 **Listen to part of a training session for new restaurant employees. Complete the notes with up to two words in each gap.**



Restaurant training part II

Setting a table

- put a white [1] ___tablecloth___ on the table
- place a [2] ___dinner___ plate in the centre and set everything around it
- put a [3] ___soup bowl___ on the plate
- place cutlery on both sides of the plate; a [4] ___dessert___ spoon and fork should go at the top of the plate
- a bread plate is always on the left side with a [5] ___bread knife___ placed on it
- the [6] ___water glass___ goes in the upper right corner
- a [7] ___napkin___ should be placed on the left of the plate and cutlery

11 **Complete the expressions with the words from the box. More than one answer might be correct. Then in pairs, add another noun to each verb.**

butter egg whites garlic ham potatoes soup

1 beat ___egg whites___
2 melt ___butter___
3 slice ___ham/garlic/potatoes___
4 peel ___potatoes___
5 pour ___soup___
6 chop ___garlic/ham/potatoes___

Exercise 11
Suggested answers:
1 cream
2 cheese
3 bread/cake/cheese
4 carrots
5 water/oil
6 carrots/onions

06 SŁOWNICTWO

12 **Complete the recipe with the words from the box.**

bake burn leftover mix pot serve thick topping

Mac & cheese



Ingredients:

- 600 g of macaroni pasta (boiled)
- 60 g (4 tablespoons) of butter
- 35 g of flour
- 500 ml of whole milk
- 200 ml of cream
- 500 g of grated cheese (various varieties that you like)
- 110 g of breadcrumbs
- salt and pepper to taste

Method:

Put the butter in a [1] *pot* and heat it at low temperature until it starts melting. Then add the flour and [2] *mix* energetically until the butter and flour start forming a ball. Be careful because butter can [3] *burn* very quickly and it will ruin your dish. When all the flour and butter is combined, start slowly pouring in the milk. As you do it, mix it in thoroughly. Then add the cream and keep mixing. The mixture will start to become [4] *thick*. Now start adding the cheese and mix as you do it. Make sure you leave a cup of cheese for the [5] *topping*. When the cheese is all melted, take the sauce off the heat. Add the macaroni pasta and mix everything really well. Put the pasta in an oven-proof dish. Combine the [6] *leftover* cheese with the breadcrumbs and sprinkle on top of the pasta. [7] *Bake* in the oven for fifteen minutes or until golden brown. [8] *Serve* hot with a green salad.

13 **In small groups, write a recipe for a popular Polish dish. Use as many words from Exercises 11 and 12 as you can.**
Students' own answers

EATING HABITS AND DIETS | NAWYKI ŻYWIENIOWE I DIETY

14 **Complete the forum posts with the words from the box. In pairs, give advice to the authors of the posts. Do you have similar eating habits?**

appetite bite course diet fussy healthy in junk low prepares skip starve

Teen healthy eating board

Moderator
Hi, everyone! Let's talk about eating today. What do your eating habits look like? Have you got any questions?

CorySkater
I've never liked meat or fish, so I've recently decided to adopt a vegetarian [1] *diet*. My parents aren't happy about it as they're worried that I'm going to lack certain vitamins and be [2] *low* in iron. My mum usually [3] *prepares* all our meals and now she's saying that she has to cook two dinners: a(n) [4] *course* for me and one for her and Dad. Has anyone been in this situation?

EllyGirl
My parents say that when I was a kid I used to be a really [5] *fussy* eater, but now I have a great [6] *appetite* and I'll eat anything. I try to eat a(n) [7] *healthy* diet and I usually avoid eating [8] *junk* food. Sometimes when I'm late for school, I have to [9] *skip* breakfast and then end up grabbing a(n) [10] *bite* to eat in the school café which is usually high [11] *in* fat and sugar. If I don't do that, then I [12] *starve* all day. How can I avoid this?

CAFÉS AND RESTAURANTS | LOKALE GASTRONOMICZNE

15 06 04 **Listen to six recordings. Match the words from the box to the speakers. Then listen again and note down the words and phrases which helped you choose the correct answers.**

café canteen Chinese takeaway fast food restaurant food truck pub

1 *Chinese takeaway*
2 *canteen*
3 *pub*
4 *food truck*
5 *café*
6 *fast food restaurant*

Exercise 15
Suggested answers:
1 *collect my order; order over the phone or online; Would you like a bag for that?*
2 *I had to go to the library today; I can't be late for my next lesson*
3 *Are you showing the Liverpool–Chelsea game today?*
4 *read they're only here at the weekend. We can sit on these benches*
5 *We do teas, coffees, hot chocolate, cakes and sandwiches. Here's your coffee and I'll bring the food to your table.*
6 *They have great burgers and chips. I'll also have a milkshake; I'll get our food*

16 **Complete the expressions with the words from the box. Which activities are done by the customer? And which by the restaurant staff?**

ask book leave look order pay show

1 *leave* a tip
2 *look* through the menu
3 *book/serve* a table
4 *ask* for the bill
5 *pay* the bill
6 *show* guests to their table
7 *order* food

Customers: a, b, c, d, e, g Restaurant staff: c, f

17 06 05 **Listen to four recordings. Choose the correct words to complete the sentences. Then in pairs, make sentences with the words in italics.** R

1 The speakers agree that the food is (*overpriced*) / *reasonably priced*.
2 The speaker won't (*leave a gratuity*) / *order any food here*.
3 The speaker orders *a main course* / (*a rare delicacy*).
4 The restaurant *has* (*a set menu*) / *has no vegetarian dishes*.

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

1 How often does your family eat out? How often do your friends eat out?
2 Why do you eat out?
3 What's the difference between eating out and eating in?
4 Have you ever had your order mixed up? What happened?
5 Was there ever a time when you didn't enjoy your meal?






IDIOMS | IDIOMY

19 **ŚRODKI JĘZYKOWE Choose the correct translations of the words in brackets.** R

1 Yesterday I made pizza for the first time. It wasn't even difficult – it was actually ____ (*bułka z masłem*).
a a slice of bread **b** a piece of cake
c bread and butter

2 While we were on holiday in Thailand, we didn't spend much on food as everything was ____ (*tanie jak barszcz*).
a as cheap as soup **b** cheap like a chip
c as cheap as chips

3 We're always out of food as my little brother ____ (*je za dwóch*).
a eats like a horse **b** eats like a cow
c eats like a bull

4 My mum has been quite forgetful recently – I think she just has ____ (*za dużo na głowie*).
a too much on her plate
b too much on her table
c too much in her cup

5 Someone from the cinema called me saying that I had won a free ticket. When I got there, it turned out that I had to pay for two tickets to get one for free. ____ (*Nie ma nic za darmo.*)
a There's no such thing as a free breakfast.
b There's no such thing as a free lunch.
c There's no such thing as a free dinner.

6 My sister invited me to a cooking lesson, but ____ (*nie przepadam za tym*).
a it's not my glass of water
b it's not my mug of coffee
c it's not my cup of tea

GO FOR IT

20 **In pairs, do the task. You are organising a New Year's Eve party for your friends. Look at the photos and decide which food you are going to serve at the party. Discuss:**

- how the food tastes,
- whether it's healthy or not,
- what cooking methods need to be used,
- if it's suitable for people following different diets.

Agree on the top three things you are going to serve.
Students' own answers




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

06 SŁUCHANIE Wybór wielokrotny

1 **In pairs, write a list of as many fruit and vegetables as you can think of under the headings. You have two minutes. Compare your answers as a class.** *Students' own answers*

White	Red	Green	Orange	Yellow
_____	_____	_____	_____	*bananas*

TRENING MATURALNY

2 06 06 **Read the tip below. Listen to someone talking about colourful fruit and vegetables. Is the speaker a student, a parent or a teacher? How do you know?**

W zadaniu wielokrotnego wyboru może pojawić się pytanie o kontekst nagrania, np. kim są wypowiadające się osoby, z kim rozmawiają, gdzie się znajdują lub co robią. W odpowiedzi na takie pytanie mogą pomóc ci m.in. słownictwo, rejestr, funkcje językowe, a także intonacja czy ton głosu mówiącego.

Exercise 2
The speaker is a teacher.
They give classroom instructions, e.g. *Good morning, everyone. OK, sit down, please.*
They ask questions and check understanding, e.g. *Why is vitamin C so important?*
They give information about the nutritional value of different fruits and vegetables.

3 06 06 **Listen again. Complete the table with the sentences from the recording.**

Giving information	Asking questions	Giving instructions	Checking understanding
_____	_____	*Sit down, please.*	_____

4 **Read phrases a–f and think about the contexts in which you might hear them. Then match the phrases to text types 1–3.**

a I think we should take a vote.
b Recipe of the day is ...
c When I first left home, ...
d We didn't use to eat ...
e Next on the agenda is ...
f So, you're going to need the following ingredients ...

1 A personal story: __c__, __d__
2 A meeting: __a__, __e__
3 A radio cookery programme: __b__, __f__

Exercise 3
Giving information
These help to boost your immune system.
Orange and yellow food is good for your bones.
Asking questions
So where do these vitamins and minerals come from?
Can anybody tell me why vitamin C is so important?
Checking understanding
Are you with me so far?



ZADANIE MATURALNE

5 06 07 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania: A, B albo C.**

Tekst 1

1 The meeting is between
A parents and teachers.
B staff at a secondary school.
C teachers who offer cookery classes.

2 One speaker thinks it is important for children to
A learn how to make desserts such as apple pie.
B understand more about the food they eat.
C eat fewer snacks like popcorn or chocolate.

Tekst 2

3 Which of these food types are <u>not</u> used in the recipe?
A dairy
B fruit and vegetables
C meat and fish

4 How long does the ratatouille need to be cooked in the oven?
A One hour.
B Forty-five minutes.
C Thirty minutes.

Tekst 3

5 The speaker thinks that ready meals
A are wrong.
B are essential.
C are overused.

6 From what the speaker says, he considered cooking to be
A a hobby.
B a career.
C a life skill.

6 **SŁOWNICTWO** **In pairs, note down in your notebook as many food products as you remember mentioned in Exercise 5 and write the Polish translation.** *Students' own answers*

- Talk about the food products mentioned that you particularly like or dislike.
- Discuss how colourful your own diet is. Think about what you usually have for breakfast or what you ate last Sunday.

06 06 06 07

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

Dobieranie zdań do wypowiedzi

R 06



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*

2 06 08 **Listen to information about a new podcast. Would you be interested in listening to it? Why? / Why not?** *Students' own answers*

TRENING MATURALNY

3 06 08 **Read the tip below and then listen again. Find two synonyms in the recording for words and phrases 1–5.**

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*

W zadaniu na dobieranie zazwyczaj w poprawnych odpowiedziach zawarto inne słowa lub zwroty niż w nagraniu. Przykładowo: usłyszysz *famous person* lub *celebrity*, podczas gdy w odpowiedzi przeczytasz bliskoznaczne *well-known personality*. Dlatego podczas nauki nowych słów lub zwrotów warto notować wyrazy o podobnym lub przeciwnym znaczeniu.

4 **Choose the sentence that best summarises the recording in Exercise 3. Compare with your partner and explain why you rejected the other two sentences.**

In this new podcast,

a 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.

ZADANIE MATURALNE

5 06 09 **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> *communicate* positive emotions, I make ...
2 The meal that takes me back to my <u>roots</u> *heritage* is ...
3 When I want to <u>set off</u> *trigger* a burst of energy, my favourite sugary snack is ...
4 The meal I'm least likely to <u>leave out</u> *skip* is ...
5 I have no <u>self-control</u> *willpower* when it comes to ...
6 My favourite way to <u>drink enough fluid</u> *stay hydrated* is to drink ...

CULTURE BIT | UK's favourite comfort food



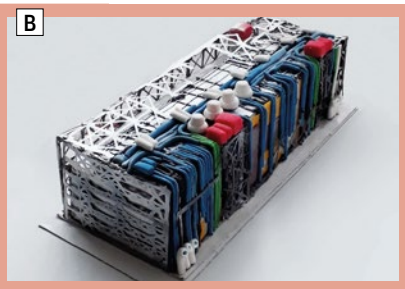
According to a recent survey, UK's favourite comfort foods are curry and cottage pie*. Other favourites include sausages and mashed potatoes (bangers and mash), lasagne and spaghetti bolognaise. The poll also suggests that the average person tucks into feel-good food seven times a month!

*A dish made of minced meat with mashed potato on top.

Exercise 4
a and c use the exact words used in the text.
a: famous person, grandmother, as a little boy
c: celebrities, reveal, link, present
b uses synonyms: well-known personalities, open up about, emotions

06 CZYTANIE Dobieranie nagłówków do akapitów







FOOD ART Where food becomes art and art looks like food

1 B
Russian baker Maria Troitskaia creates mouth-watering cakes that look like the works of famous architects, e.g. the Pompidou Centre in Paris. It takes three days to make the dessert, using architectural drawings as a model. Inside, the cake has four layers of chocolate sponge cake, representing the floors of the building, spread with white vanilla cream. It sounds delicious, but it tastes even better.

2 D
Every Sunday Florence's Uffizi Gallery shows a short online cooking show linking art with food. A well-known chef offers a recipe based on the fruits, vegetables, meats and fish in a work of art. They use the colours and flavours in the paintings to attract food lovers to the gallery.

3 F
British designer Kyle Bean makes dishes like noodles, burgers, sushi, corn tortillas and lasagne with everyday things. Sweetcorn comes from yellow pins, finely chopped cabbage from pencil shavings, grated cheese from string and eggs from table tennis balls. They look yummy, but you won't put on weight with them. They're not for eating.

4 C
If you like animals and you like food, then you'll love Helga Stentzel's food animals. This Russian-born, London-based artist makes a fantastic-looking zoo out of everyday food, the kind you can find in your kitchen. There's a spaghetti bird, a banana elephant and my own favourite: a perfect little cabbage dog.

1 **Look at photos A–C. In pairs, answer the questions.** *Students' own answers*

1 Which one do you think is the most beautiful?
2 Do you think it's important for food to look attractive? Why? / Why not?

2 **Read the text quickly. Match photos A–C to paragraphs 1–4. There is one extra paragraph.**

A 2 B 1 C 4

TRENING MATURALNY

3 **Read the tip below and the paragraph. Which heading gives the main idea of the paragraph?**

a Using fruit to make colourful paints
b Five-hundred-year-old art from Italy
c Painting people with fresh products



In the sixteenth century, Italian artist Giuseppe Arcimboldo painted portraits of human heads made up of fruits and vegetables, as well as flowers, plants and roots. In his portrait of Rudolf II, for example, you can see pears, grapes, cherries, carrots and lots more.

Przeczytaj szybko każdy akapit i zastanów się, czego on dotyczy. Spróbuj samodzielnie sformułować zdanie wyrażające jego myśl główną. Następnie przeczytaj go jeszcze raz, powoli, aby sprawdzić swój pomysł.
Uwaga: Czasem niepoprawne nagłówki zawierają informację zgodną z treścią tekstu, ale niestanowiącą jego podsumowania.

ZADANIE MATURALNE

4 **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 An artist with a sweet tooth
B Constructing delicious food from plans
C Cute creatures from common ingredients
D From paintings of the past to kitchens of the present
E Coffee and cakes in the gallery cafeteria
F Non-fattening 'meals' with zero calories

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

5 **SŁOWNICTWO** **Complete the text with the words from the box. Then in pairs, describe your favourite café or restaurant. What makes it special for you?**

baker cafeteria calories delicious flavour yummiest

I love my local [1] *cafeteria*. The coffee is great and the [2] *baker* who makes their cakes, rolls and bread is a genius. Yesterday, I ate the [3] *yummiest* cake I've ever tasted. It had a really unusual [4] *flavour* – a mixture of lemons, mint and dark chocolate, but it worked. It was a work of art! It was so [5] *delicious* that I ate every last bit. I don't want to think about how many [6] *calories* it has but, to be honest, I don't care. I'm going to go back today and have another slice.

6 **SŁOWNICTWO** **Match beginnings 1–8 to endings a–h to make questions. Then in pairs, ask and answer the questions.**

1 Do you prefer to grab a quick snack *e*
2 What should you do *c*
3 Have you ever grated cheese *d*
4 Do you like finely chopped *b*
5 Do you have a sweet tooth *a*
6 Do you ever try to perfect your technique *g*
7 Do you consider yourself to be *h*
8 Can you think of something which is both *f*

a or do you prefer savoury foods?
b onions in salad?
c if you don't want to put on weight?
d on bread and grilled it in the oven?
e or to make a delicious meal?
f mouth-watering and non-fattening?
g by watching cooking shows on TV?
h a food lover?

CULTURE BIT | Taking tea with style

Throughout Britain there are some wonderful tearooms and cafeterias where you can sip a hot drink and bite into a delicious cake. Many of the most elegant ones are in art galleries and museums. In London, you should definitely visit the Victoria and Albert Museum, where the world's first museum café opened in 1856. Twelve years later, it was replaced by three new stunning dining rooms. As well as those historic rooms, in the museum today there is the Garden Café and the more recent Courtyard Café. To sum up, the V&A is the perfect place in London to take a morning coffee, an afternoon tea, a quick snack or even a full meal.

7 **In pairs, discuss what place in Poland you would recommend to a tourist who wants to eat or drink in style. Give reasons for your answers.**
Students' own answers

ZADANIE MATURALNE

1 **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.

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.'

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

'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 homemade 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

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

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.

B



CAREERS GUIDANCE HOTELS AND CATERING

Working as a Chef

Step 1: start at the bottom of the ladder as a commis chef

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.

MÓWIENIE Wypowiedź na podstawie materiału stymulującego

06

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 10 **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 10 **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. 117

4 06 10 **Listen to the model answer again. Which expressions from the Useful Phrases box can you hear?**

USEFUL PHRASES ▶ STR. 328

Making and justifying a choice

Of these three options, I like (number 3) best because (it has a bigger impact than) ...
I think I'd choose (option 1) because ...
(The first photo) seems to be the best option because ...
The first/main reason I say this is that ... Secondly, ...

Rejecting other options and giving reasons

In my view, (poster 2) is less (effective) because ...
The obvious disadvantage of (picture 2) is ... In addition to this, ...
I (definitely) wouldn't choose (picture 1) because ... Furthermore, ...

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

Exercise 4
Of these three options, I like (number 3) best because … (it has a bigger impact than …)
The first/main reason I say this is that … Secondly, …
In my view, (poster 2) is less (effective) because …

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 option 3: It's impactful, shows a person throwing perfectly good doughnuts away, agood reminder of the point of the protest, it also shows the image of a kitchen that everyone can relate to.
Reasons against option 2: The message isn't clear, doesn't show food waste clearly, it's difficult to relate to.
Reasons against option 1: The image shows more containers than food so it illustrates plastic waste rather than food waste.

06 10

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

06 ŚRODKI JĘZYKOWE Tekst z lukami

GRAMATYKA

A Read the situations and choose the correct answers.

1 Twoja siostra prosi cię o drobną pożyczkę.
- a How many do you need?
- (b) How much do you need?

2 Koleżanka zadaje ci pytanie, ile dodajesz mleka do kawy.
- a Only a few.
- (b) Just a little.

3 Próbujesz przekonać mamę, żeby kupiła ci dwa swetry, które właśnie przymierzyłeś.
- a All of them are really fashionable.
- (b) Both of them are really fashionable.

4 Koleżanka pyta, które z twoich rodziców mówi po angielsku.
- (a) Neither of them.
- b None of them.

5 Ktoś zadaje ci pytanie, jak dużo jesz czekolady.
- a Definitely too many.
- (b) Definitely too much.

6 Opowiadasz o niezbyt udanym pikniku, który urządziliście z kilkorgiem przyjaciół.
- (a) To be honest, none of us had a good time.
- b To be honest, neither of us had a good time.

B Look at the picture and choose the correct words to complete the description.



There are six people in [1] *a / – / (the)* picture. It seems that they are all watching [2] *(a) / – / the* film at the cinema. Two of them are sitting in [3] *a / – / (the)* first row. [4] *A / – / (The)* place doesn't look very crowded because there are quite a few empty seats in [5] *a / – / (the)* background of the picture. [6] *A / – / (The)* young couple sitting at [7] *a / – / (the)* front are eating [8] *a / (–) / the* popcorn from [9] *(a) / – / the* big bucket and laughing. They must be watching [10] *(a) / – / the* comedy as [11] *a / – / (the)* people sitting behind them are laughing out loud, too. They are all definitely having [12] *(a) / – / the* good time. It seems that for them [13] *a / (–) / the* cinemas are great places for entertainment and relaxation.

▶ PRZEDIMKI, STR. 289
▶ RZECZOWNIKI, STR. 291

TRENING MATURALNY

1 Read the tip below. Complete the sentences with one word in each gap.

1 You shouldn't eat so ___much___ chocolate.
2 I am very similar to my sister. ___Both___ of us hate school and like sport.
3 I must admit I find ___the___ recipe for sweet and sour chicken you've sent me quite complicated.
4 I'm afraid they haven't got ___any___ tickets left.
5 As I have a sweet tooth, it's really hard for me to go on ___a___ diet and stick to it.
6 I had to pretend that everything tasted great in ___order___ not to offend the host.

Przed uzupełnieniem luk zastanów się, jakiego elementu brakuje w zdaniu (np. podmiotu, czasownika posiłkowego, przyimka, przedimka, zaimka). Po wpisaniu odpowiedzi przeczytaj tekst jeszcze raz i sprawdź, czy stanowi on całość logiczną i poprawną językowo.

2 Complete the sentences with one word in each gap.

1 We can get there by bus or underground – ___either___ way it will take us about thirty minutes.
2 I had no idea that so ___many___ people from my class wanted to study medicine.
3 The worst teachers I've ever had are Mr Browning and Miss Smithson. ___Neither___ of them can explain things properly.
4 I can speak English and ___some___ French.

3 Complete the sentences with one word in each gap.

1 I had no idea that ___an___ onion will taste differently depending on the way it's cut.
2 ___The___ tip you left was much too big. Ten percent would have been enough. It wasn't a spectacular meal.
3 The job of ___a___ chef is physically demanding and can be very stressful.
4 We were very happy with ___the___ food, which was nicely presented and great value for money.

4 Complete the text with one word in each gap.

HOW MUCH DO YOU KNOW ABOUT FRUIT AND VEGETABLES?

There are quite a [1] *few* things about fruit and vegetables some people find surprising. Did you know that, according to many studies, frozen fruit and vegetables are as good for you as fresh ones? Interesting, isn't it? Vegetable names can also be very confusing. One example here is the sweet potato. Although they share the same name, the sweet potato is [2] *a* root vegetable and only loosely related to the potato.

There are also many interesting and sometimes [3] *little* known facts about fruit. Eating [4] *an* apple in the morning will give you lots of energy, as apples have high carbohydrate, vitamin and mineral content. Bananas, on the other hand, are high in potassium, but they aren't the best source of it. Avocados, potatoes and beans have more potassium than bananas per serving. Another interesting fact is that orange peels contain about four times more fibre than [5] *the* fruit itself.

5 In pairs, talk about the facts from Exercise 4. Which of them surprised you the most and why? *Students' own answers*

ZADANIE MATURALNE

6 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst.



WHY ARE FOOD TRUCKS SO POPULAR?

Imagine it's the middle of the summer and you fancy a freshly made meal or a snack, but you don't feel like cooking at all. The good news is that going to [1] *a* restaurant is not your only option anymore. You could try one of the many food trucks that sell a huge variety of different dishes. The popularity of food trucks [2] *has* grown a lot over the past few years. This is due to a number of factors. The most important is that they are very conveniently located – they first appeared only at big events like music festivals, but now you can find them in [3] *any / every* city centre. Another reason why people like buying food from these places is that it's usually freshly-made and not too expensive. You [4] *can/may* also watch your meal or snack being prepared and then served to you straightaway. They offer food that is [5] *both* tasty and inexpensive, so if you haven't tried them yet, why don't you give them a go?

▶ ZADANIA DODATKOWE STR. 116

1 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.
8 Although we *both* like all kinds of fruit, we have distinctly different taste when it comes to vegetables.
9 Our local restaurant closed down due to financial problems – very *few* people ate there.
10 Neither Jane *nor* her mother liked the beetroot soup I made – it was a disaster.

ZADANIE MATURALNE

2 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. While archaeologists have excavated as [3] *many* as 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 [5] *some* of the meat that would have been on offer, such as a pair of ducks.

06 PISANIE E-mail

Składanie propozycji

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

1 **In pairs, answer the questions.**
Students' own answers
1 Who bakes the best cakes in your family?
2 What type of cakes do they bake?
3 What is your favourite cake?

2 **Read the sample task and the model answer above. Where does the writer suggest they bake the cakes and why? Do you think it is a good idea? Why? / Why not?** *In the friend's house because they had a fire in his/her own house. Students' own answers*

3 **Complete the Useful Phrases box with the words from the model answer.**

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

USEFUL PHRASES ▶ STR. 337

Making suggestions

[1] *Maybe* I/we could (bring some cake tins).
Perhaps we [2] *could* (go back to your house)?
What/[3] *How* about (making some dairy-free cakes)?
[4] *Why* don't we (go to the supermarket)?
[5] *Let's* (make a list).
[6] *Shall* we (do it at your house)?

4 **Rewrite the suggestions for dinner replacing the underlined phrases with an alternative from the Useful Phrases box. Change the punctuation if necessary. Which suggestion do you prefer for this evening?** *Possible answers:*

1 Why don't we have a barbecue?
How about having a barbeque?
2 Perhaps we could eat out in a restaurant?
Why don't we eat out in a restaurant?
3 Shall I heat up the leftovers from last night?
Perhaps I could heat up the leftovers from last night?
4 Let's get a takeaway pizza.
Shall we get a takeaway pizza?
5 How about skipping dinner this evening?
Let's skip dinner this evening.

5 **In pairs, discuss possible solutions to the problems below. Make two suggestions for each of the situations.**
Students' own answers
1 I want to make my friend a birthday cake, but I've never baked one before.
2 I want to go on a diet, but I have a sweet tooth.
3 I'm bored with pasta, but I don't know how to cook anything else.
4 I often have leftover food, but I don't want to waste it.
5 I want to start growing vegetables, but I live in an apartment.

6 **In pairs, read the task in Exercise 7 and brainstorm ideas on how to develop the four points.** *Students' own answers*

ZADANIE MATURALNE

7 **Do the task.**

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 na menu,
- 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

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.** *Reasons why people go vegan: to protect animals and to reduce the impact of livestock farming on the environment; for health reasons: a plant-based diet is said to lower the risk of heart disease. Experiences they have giving up animal products: feeling tired and lacking in energy, difficulties digesting, becoming more creative in their cooking.*

TRENING MATURALNY

4 **Read the tip below and identify which of the four suggestions is used to end the model answer.** *Tip 3*

Artykuł powinien zawierać zakończenie zgodne z treścią artykułu, podsumowujące najważniejsze informacje w nim zawarte. Dobrze również dać czytelnikowi materiał do przemyśleń. Możesz:

1 zadać pytanie,
2 zaapelować do czytelnika,
3 zasugerować coś lub udzielić rady,
4 odnieść się do przyszłości.

5 **Match the other three suggestions in the tip above to alternative endings a–c.**

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__

Why are so many people going vegan?

Veganism is on the rise, and it would appear that the trend is driven by young people. Apparently, almost half of all vegans are aged 18–35. So why are so many people giving up meat and dairy, and how are they finding the transition to a totally plant-based diet? I interviewed members of the online vegan community to find out.

There is no doubt that the main factors for going vegan are to protect animals and to reduce the impact of livestock farming on the environment. People also mention health reasons: for instance, a plant-based diet – although it requires vitamin B12 supplementation – is said to lower the risk of heart disease.

Several people I spoke to about their experience of going vegan reported feeling tired and lacking in energy. They had to eat a lot of vegetables to feel full, and this resulted in difficulties digesting. One person I spoke to replaced sugar with honey in her tea, and then realised that honey is an animal-based product. They said that one surprising result of going vegan was that they became more creative in their cooking.

Based on my research, it seems clear that veganism is driven by health and environmental concerns. However, there is little long-term evidence of the health benefits of a vegan diet and so it is important that people plan their transition carefully and supplement where necessary.

6 **Complete the Useful Phrases box with the words from the model answer.**

USEFUL PHRASES ▶ STR. 337

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 **In pairs, read the task below and brainstorm ideas to cover the points required in the task.** *Students' own answers*

ZADANIE MATURALNE

8 **Do the task.**

Ograniczenie spożycia cukru może mieć zbawienny wpływ na zdrowie. Napisz artykuł na szkolną stronę, w którym wyjaśnisz, jak można ograniczyć cukier w diecie i przedstawisz swój pomysł na szkolną kampanię na ten temat.

Wypowiedź powinna zawierać od 200 do 250 słów.

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

bread – chleb
~ roll – bułka
breakfast cereal – płatki śniadaniowe
cereal foods – produkty zbożowe
cornflakes – płatki kukurydziane
flour – mąka
noodles – kluski, makaron
pasta – makaron
rice – ryż
toast – tost, grzanka
French bread – bagietka R
rye bread – chleb żytni

DAIRY PRODUCTS | NABIAŁ

butter – masło
cheese – ser
cream – śmietana
milk – mleko
yoghurt – jogurt
drinkable ~ – jogurt pitny
fruit ~ – jogurt owocowy
natural ~ – jogurt naturalny
blue cheese – ser pleśniowy (niebieski) R
cottage cheese – twarożek
cream cheese – serek śmietankowy
hard cheese – ser żółty (np. gouda, cheddar)

MEAT AND OTHER PROTEIN | MIĘSO I INNE ŹRÓDŁA BIAŁKA

bacon – bekon
beef – wołowina
chicken – kurczak
egg – jajko
~ white – białko jajka
ham – szynka
pork – wieprzowina
sausage – kiełbasa
tofu – tofu
turkey – indyk
pork ribs – żeberka wieprzowe R

FISH AND SEAFOOD | RYBY I OWOCE MORZA

cod – dorsz
mackerel – makrela
prawn – krewetka
salmon – łosoś
sardine – sardynka
seafood – owoce morza
tuna – tuńczyk

FRUIT | OWOCE

cherry – czereśnia
sour ~ – wiśnia
grapes – winogrona
kiwi fruit – kiwi
lemon – cytryna
lime – limonka
orange – pomarańcza
peach – brzoskwinia
pear – gruszka
pineapple – ananas
plum – śliwka
strawberry – truskawka
watermelon – arbuz

VEGETABLES | WARZYWA

aubergine – bakłażan
beans – fasola
broccoli – brokuł
cabbage – kapusta
carrot – marchewka
cauliflower – kalafior
chilli – papryczka chilli
courgette – cukinia
cucumber – ogórek
green peas – groszek
lettuce – sałata
mushroom – grzyb, pieczarka
olive – oliwka
onion – cebula
pepper – papryka
green/red ~ – zielona/czerwona papryka
potato – ziemniak
sweet ~ – batat
spinach – szpinak
sweetcorn – słodka kukurydza
tomato – pomidor

DESSERTS, SWEETS AND SAVOURIES | DESERY, SŁODYCZE I SŁONE PRZEKĄSKI

apple pie – szarlotka, jabłecznik
banana bread – chlebek bananowy
biscuit – herbatnik, ciasteczko
bun – bułka słodka, drożdżówka
cake – ciasto; ciastko; tort
sponge ~ – biszkopt
cheesecake – sernik
chocolate – czekolada; czekoladka
~ bar – baton czekoladowy
dark/milk ~ – gorzka/mleczna czekolada
crisps – chipsy
doughnut – pączek
honey – miód
ice cream – lody
jam – dżem
marmalade – marmolada (zazwyczaj z owoców cytrusowych)
sweet – cukierek
sweets – słodycze
vanilla cream – krem waniliowy
custard tart – babeczka z kremem R
dough – ciasto (masa)
pastry – ciasto (masa); ciastko
waffles – gofry
whipped cream – bita śmietana

SEASONING, SPICES AND SIDE DISHES | PRZYPRAWY I DODATKI

breadcrumbs – bułka tarta
coriander – kolendra
fat – tłuszcz
● **flavour** – smak
garlic – czosnek
ginger – imbir
herbs – zioła
ketchup – keczup
margarine – margaryna
mayonnaise – majonez
mint – mięta
mustard – musztarda
olive oil – oliwa
parsley – pietruszka
pepper – pieprz
salad dressing – sos do sałatek
salt – sól
a pinch of ~ – szczypta soli
sauce – sos
barbecue ~ – sos barbecue
sweet and sour ~ – sos słodko-kwaśny
spice – przyprawa
sugar – cukier
icing ~ – cukier puder
sunflower oil – olej słonecznikowy
tomato paste – koncentrat pomidorowy
vinegar – ocet
avocado oil – olej z awokado R
coconut oil – olej kokosowy
nuts – orzechy
seeds – ziarna, nasiona, pestki
sesame oil – olej sezamowy

DRINKS | NAPOJE

cocoa – kakao
coffee – kawa
cola – cola
juice – sok
milkshake – koktajl mleczny
tea – herbata
herbal ~ – herbata ziołowa
water – woda
sparkling ~ – woda gazowana
still ~ – woda niegazowana
tap ~ – woda z kranu
caffeine – kofeina R
filter coffee – kawa z ekspresu (przelewowego)

DISHES | POTRAWY

baked beans – fasolka w sosie pomidorowym
chicken wings – skrzydełka z kurczaka
curry – curry (potrawa)
fish and chips – ryba z frytkami
fried eggs – jajka sadzone
meatballs – klopsiki
omelette – omlet
pancake – naleśnik
ratatouille – ratatouille, ratatuja (danie kuchni francuskiej z duszonych warzyw)
ready meal – danie gotowe do spożycia
salad – sałatka
green ~ – surówka z zielonych warzyw
scrambled eggs – jajecznica
soup – zupa
chicken/clear ~ – rosół
steak – stek
sweet and sour chicken – kurczak w sosie słodko-kwaśnym
casserole – zapiekanka, potrawa duszona R
dumplings – pierogi; knedle; kluski
mashed potatoes – tłuczone ziemniaki
spring rolls – sajgonki R
stew – gulasz, potrawka

CONTAINERS AND QUANTITY | OPAKOWANIA I ILOŚCI

bag – torebka
bar – tabliczka
bottle – butelka
box – pudełko
bunch (of bananas, grapes) – kiść (bananów, winogron)
can – puszka (zwłaszcza napoju, zupy)
carton – karton
container – pojemnik
jar – słoik
loaf – bochenek
packet – paczka
portion – porcja
tin – puszka

ADJECTIVES TO DESCRIBE FOOD | PRZYMIOTNIKI OPISUJĄCE JEDZENIE

chopped – posiekany
● **finely ~** – drobno posiekany
crunchy – chrupki, chrupiący
dairy-free – bez nabiału
● **delicious** – pyszny
disgusting – ohydny
dry – suchy
fatty – tłusty
fresh – świeży
gluten-free – bezglutenowy
● **grated** – starty
hot – ostry, pikantny; gorący
juicy – soczysty
mild – łagodny
● **mouth-watering** – apetyczny, aż ślinka cieknie
overcooked – zbyt długo gotowany
rare – niedosmażony, krwisty (o steku)
raw – surowy
● **savoury** – wytrawny, słony
sliced – krojony (o chlebie), w plasterkach
smoked – wędzony
sour – kwaśny
spicy – pikantny, ostry
sugar-free – bezcukrowy
sweet – słodki
tasty – smaczny
thick – gęsty
tough – twardy
underdone – niedosmażony, niedogotowany
well-done – dobrze wysmażony
● **yummy** – pyszny, „pycha”
beaten – roztrzepany (o jajku) R
chewy – gumowaty, trudny do pogryzienia
condensed – skondensowany (o mleku)
creamy – kremowy
crusty – chrupiący
free-range – z wolnego chowu (o jajkach, drobiu)
freshly-ground – świeżo zmielony
hard-boiled – na twardo (o jajku)
instant – rozpuszczalny

lean – chudy (o mięsie) R
minced – mielony (o mięsie)
off-putting – odpychający
oily – tłusty (o rybie)
organic – ekologiczny
pasteurised – pasteryzowany
scrumptious – przepyszny
skimmed – odtłuszczony (o mleku, jogurcie)
soft-boiled – na miękko (o jajku)
stale – czerstwy (o pieczywie, cieście)
tender – miękki, kruchy
wholemeal – pełnoziarnisty, razowy

IDIOMS | IDIOMY

a piece of cake – pestka, bułka z masłem R
as cheap as chips – tanie jak barszcz
eat like a horse – jeść za dwóch, zjeść konia z kopytami
have too much on your plate – mieć za dużo na głowie
it's not my cup of tea – nie przepadam za tym
there's no such thing as a free lunch – nie ma nic za darmo

MEALS AND THEIR PREPARATION | POSIŁKI I ICH PRZYGOTOWYWANIE

MEALS | POSIŁKI

afternoon tea – podwieczorek
barbecue – grill
breakfast – śniadanie
course – danie (część posiłku)
dinner – obiad, kolacja
dish – danie, potrawa
lunch – lunch
packed ~ – drugie śniadanie; suchy prowiant
picnic – piknik
snack – przekąska
supper – kolacja
takeaway – posiłek na wynos

TABLEWARE | ZASTAWA STOŁOWA

dessert spoon – łyżeczka deserowa
eggcup – kieliszek do jajek
glass – szklanka, kieliszek
water ~ – szklanka do wody
knife – nóż
butter ~ – nóż do masła
napkin – serwetka
plate – talerz
dinner ~ – talerz obiadowy, płytki
saucer – spodek
side plate – talerzyk
soup bowl – talerz do zupy, głęboki
spoon – łyżka
tablecloth – obrus
teaspoon – łyżeczka

COOKING | GOTOWANIE

baking dish – naczynie żaroodporne, brytfanka
frying pan – patelnia
ingredient – składnik
leftover – pozostały, resztkowy
leftovers – resztki
opener – otwieracz
bottle ~ – otwieracz do butelek
can/tin ~ – otwieracz do puszek
oven – piekarnik
oven-proof dish – naczynie żaroodporne
pot – garnek
recipe – przepis
saucepan – rondel
slice – plasterek
tablespoonful – łyżka stołowa (ilość)
teaspoonful – łyżeczka (ilość)
topping – posypka

FOOD PREPARATION – VERBS | PRZYGOTOWYWANIE POSIŁKÓW – CZASOWNIKI

add – dodawać
bake – piec (chleb, ciasto)
barbecue – grillować, piec coś na grillu (na dworze)
beat – ubijać (np. jajka)
boil – zagotować do wrzenia, wrzeć
burn – przypalić
chop – siekać
cut – kroić
freeze – zamrażać
fry – smażyć
grate – trzeć (na tarce)
● **grill** – grillować, piec coś na grillu
heat – podgrzewać
melt – rozpuszczać, topić
mix – mieszać (łączyć różne składniki)
overcook – rozgotować, gotować zbyt długo
peel – obierać
pour – nalewać
rise – rosnąć (o cieście)
roast – piec (mięso lub warzywa)
serve – podawać
slice – kroić na plasterki
~ finely – cienko pokroić
sprinkle – posypać, pokropić
taste – próbować; smakować
add salt to ~ – posolić do smaku
undercook – nie dogotować
warm up – podgrzewać

PHRASES | ZWROTY

be thirsty – być spragnionym
grab a coffee – wypić szybko kawę
● **grab a (quick) bite/snack to eat** – przekąsić coś (szybko)
have a meal – jeść posiłek
lay the table – nakryć do stołu
● **perfect your (cooking) technique** – udoskonalić technikę gotowania
prepare a meal – przygotowywać posiłek
set the table – nakryć do stołu
top sth with sth – posypać coś czymś
● **communicate positive emotions (through food)** – wyrażać pozytywne emocje (poprzez jedzenie) R
● **take sb back to their heritage** – przypominać o czyichś korzeniach

EATING HABITS AND DIETS | NAWYKI ŻYWIENIOWE I DIETY

● **calorie** – kaloria
eat slowly/quickly – jeść powoli/szybko
● **fattening/non-fattening** – tuczący/nietuczący
healthy – zdrowy
mineral – minerał
vegan diet – dieta wegańska
vegetarian diet – dieta wegetariańska
vitamin – witamina
plant-based diet – dieta roślinna R
● **willpower** – siła woli

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

● **be a food lover** – być smakoszem, smakoszką
be a vegan – być weganinem, weganką
be a vegetarian – być wegetarianinem, wegetarianką
be fussy – grymasić
eat junk food – jeść niezdrowe jedzenie
go on a diet – rozpocząć dietę
● **have a sweet tooth** – mieć słabość do słodyczy
have an appetite – mieć apetyt
high in sth – o wysokiej zawartości czegoś
low in sth – o niskiej zawartości czegoś
● **put on weight** – przybierać na wadze
skip (breakfast) – nie jeść (śniadania)
starve – głodować, umierać z głodu
● **leave out (a meal)** – pomijać (posiłek) R
● **stay hydrated** – pić wystarczająco dużo płynów
● **trigger a burst of energy** – wywoływać przypływ energii

CAFÉS AND RESTAURANTS | LOKALE GASTRONOMICZNE

café – kawiarnia
● **cafeteria** – bar samoobsługowy, bufet, stołówka
canteen – stołówka, kantyna
fast food restaurant – bar szybkiej obsługi
food truck – furgonetka sprzedająca szybkie dania
pub – pub
self-service restaurant – restauracja samoobsługowa
takeaway – restauracja sprzedająca jedzenie na wynos

EATING OUT | JEDZENIE POZA DOMEM

● **baker** – piekarz
bill – rachunek
buffet breakfast – śniadanie w formie szwedzkiego stołu
menu – karta dań
order – zamówienie
server – kelner
service included – obsługa wliczona w cenę
speciality – specjalność
starter – przystawka
tip – napiwek
gratuity – napiwek R
main course – danie główne
overpriced – zbyt drogi
pastry chef – cukiernik
rare delicacy – rzadki przysmak
reasonably priced – w rozsądnej cenie
set menu – gotowy zestaw dań

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

ask for the bill – poprosić o rachunek
book a table – zarezerwować stolik
collect your order – odebrać zamówienie
eat in – jeść posiłek w domu
Enjoy your meal! – Smacznego!
leave a tip – zostawić napiwek
look through the menu – przeglądać kartę dań
mix up orders – pomylić zamówienia
order – zamawiać
serve – obsługiwać, podawać
show sb to their table – zaprowadzić kogoś do stolika

LISTA 06 PODSTAWOWA

LISTA 06 PODSTAWOWA +ROZSZERZONA

TŁUMACZENIE FRAGMENTÓW ZDAŃ

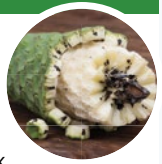
1 Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 It turned out that *none of us likes* (*żadna z nas nie lubi*) seafood, so we decided to order pizza and salads.
2 I used to *have a sweet tooth* (*miałem słabość do słodyczy*) when I was younger but now I don't eat sugar at all.
3 Mark *has been a vegetarian since* (*jest wegetarianinem od kiedy*) he graduated from high-school.
4 This place is horrible, please just *ask for the bill* (*poproś o rachunek*) and let's get out of here.
5 I never know if I *should leave a tip* (*powinienem zostawić napiwek*) when I'm in a foreign country.
6 Unfortunately, *we know very little* (*bardzo mało wiemy*) about culinary traditions of ancient nations.

TEKST Z LUKAMI

2 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!

DOBIERANIE Z PRZEKSZTAŁCANIEM

R

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.

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

R

4 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?

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.

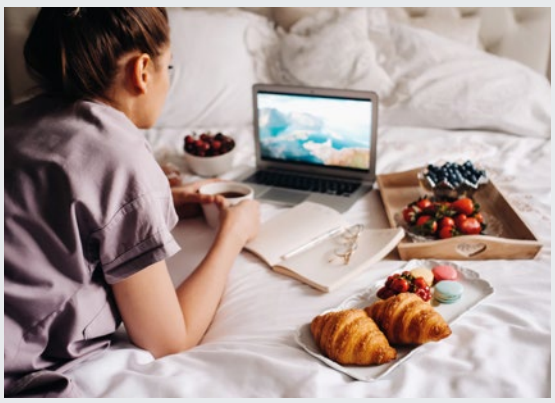
- Potrzebne składniki
- Sposób przygotowania potrawy
- Twoje inspiracje kulinarne
- Propozycje kulinarne na kolejny wieczór

Rozmowę rozpoczyna uczeń B.

▶ UCZEŃ B STR. 366

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

WYBÓR WIELOKROTNY

1 06 11 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A–C.**

Tekst 1

1 What is the speaker describing?
- **A** a show about popular food
- **B** a cooking competition
- **C** a series about cooking lessons

Tekst 2

2 Why does the speaker mention the long queue outside the dessert bar?
- **A** to suggest the food was good enough for people to wait
- **B** to show that people were curious about the new dessert bar
- **C** to emphasise that people should book before they go there

3 What did the speaker not try at the dessert bar?
- **A** hot jam doughnuts
- **B** apple pie
- **C** Italian coffee

Tekst 3

4 What is true in what the speaker says about Belgium?
- **A** Whenever fish wasn't available, people had chips.
- **B** Fish was first served with chips in Belgium.
- **C** Some families couldn't buy certain kinds of fish.

5 The deep-fried fish used in fish and chips
- **A** was a traditional Jewish recipe.
- **B** was originally an Eastern dish.
- **C** was the idea of Joseph Malin.

6 These days, fish and chips in England are
- **A** only served with vinegar.
- **B** eaten mostly on Friday evenings.
- **C** no longer sold in newspaper.

UZUPEŁNIANIE LUK

R

2 06 12 **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 _____ as the years go by.

2 In traditional extended families, older children are _____ their younger brothers and sisters.

3 The extended family has been _____ people in our immediate surroundings.

4 New family structures have emerged in which people work together and _____, such as playgrounds or kitchens.

ŚRODKI JĘZYKOWE

TRANSFORMACJE ZDAŃ

3 W zdaniach 1–6 spośród podanych opcji A–C wybierz tę, która najlepiej oddaje sens wyróżnionego zdania.

1 It isn't necessary for him to stay.
- **A** We don't want him to stay.
- **B** He doesn't have to stay.
- **C** It would be better if he didn't stay.

2 Those twins don't resemble each other.
- **A** Although they're twins, they don't look alike.
- **B** As they're twins, they should look similar.
- **C** They look so different that they can't be twins.

3 It won't be too long before she arrives.
- **A** She'll be just in time.
- **B** The sooner she arrives, the better.
- **C** She'll be here in no time.

4 Why don't we make a salad?
- **A** Let's make a salad.
- **B** Why don't you want to make a salad?
- **C** How do we make a salad?

5 Let's phone mum in case she is worried about us.
- **A** We should phone mum when she gets worried.
- **B** Mum might be worried, so we should phone her now.
- **C** We always phone mum because she worries.

6 My cousin and I have a lot in common.
- **A** My cousin and I get on well together.
- **B** My cousin and I have similar interests.
- **C** My cousin and I know each other well.

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 Anna is having difficulty making a decision about her future. MAKE
Anna is finding it _____*difficult to make*_____ a decision about her future.

2 Don't worry about setting the table, Sally has already done it. SET
You _____*needn't set the table*_____, Sally has already done it.

3 I'm sure Jack's tired, he's been working in the café all day. MUST
Jack _____*must be tired*_____, he's been working in the café all day.

Exercise 2
1 begins to shrink/diminish/get smaller / is shrinking / diminishing / getting smaller / shrinks/ diminishes/gets smaller
2 made to look after / supposed to look after / expected to look after / responsible for looking after
3 replaced by / reduced to
4 share common areas / share (various) facilities / use (various) facilities together

4 The waiter was so nice that we left him a big tip. SUCH

He ____was such a nice waiter____ that we left him a big tip.

5 I can introduce you to my cousin if you want. LIKE

____Would you like me____ to introduce you to my cousin?

6 My sister has just had a baby girl, so I'm an aunt now! GIVEN

My sister ____has just given birth to____ a baby girl, so I'm an aunt now.

SŁOWOTWÓRSTWO R

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.

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.



TEKST Z WYBOREM WIELOKROTNYM R

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** Most	**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



1 *newsagent's*



2 *butcher's*



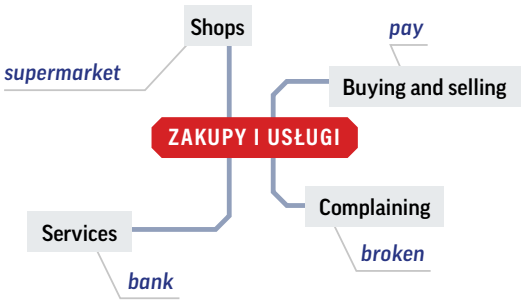
3 *bakery*



4 *florist's*

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 **Name the shops in photos 1–5 above, using the words from the box. There are two extra words. What can you buy in these shops? How often do you shop in these places?**

bakery butcher's florist's health food shop newsagent's souvenir shop toy shop

3 07 01 **Listen to five recordings. Where are the speakers? Complete the second column ('Shops') with the words from the box. There are three extra words.**

chemist's clothes shop department store gift shop grocer's jeweller's second-hand shop supermarket

Recording	Shops	Goods
1	*second-hand shop*	*clothing*
2	*supermarket*	*pet food*
3	*department store*	*electrical goods*
4	*chemist's*	*toiletries*
5	*gift shop*	*jewellery*



5 *toy shop*

4 07 01 **Listen to the recordings again. What are the speakers buying? Complete the third column ('Goods') in Exercise 3 with the words from the box. There are four extra words.** *Students' own answers*

clothing electrical goods groceries jewellery make-up medicine menswear pet food toiletries

5 **Look at the words in the box. In pairs, answer the questions.** *Students' own answers*

antique shop boutique market perfume shop pet shop shopping centre

1 Which of the places do you visit most often?
2 Which do you not visit at all?
3 Which are in your neighbourhood?

DESCRIBING GOODS | CECHY TOWARÓW

6 **In pairs, write the antonyms of these words. More than one answer might be correct. Then describe the things that you have recently bought using these words.**
Suggested answers:

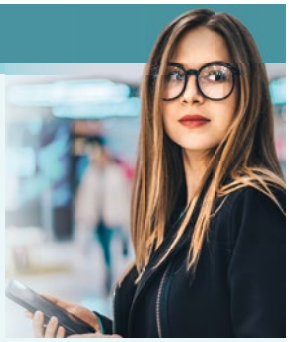
1 brand-new ≠ *second-hand, used, worn, pre-owned*
2 useful ≠ *useless, impractical, no good*
3 top-quality ≠ *low-quality, bad*
4 valuable ≠ *worthless*

SELLING AND BUYING | SPRZEDAWANIE I KUPOWANIE

7 **Complete the text with the words from the box. There is one extra word. In pairs, discuss what annoys you the most when you shop in supermarkets.**

aisles assistant code customers online products receipts till trolley walkways

A shopper like no other



Just like any other shopper, Steph Roberts is annoyed when she arrives at the supermarket entrance and there isn't a(n) [1] ___trolley___ in sight. But unlike other shoppers, she makes a note of it on her phone. She then goes to pick up a basket only to find old [2] ___receipts___ and pieces of food on the bottom. Again, she makes a note.

Steph isn't a real shopper, she's a mystery shopper. With more and more people shopping [3] ___online___, it's important that regular stores offer the best service possible to attract [4] ___customers___. And this is where mystery shoppers come in. They act like other shoppers by walking up and down the [5] ___aisles___, and picking [6] ___products___ off shelves. But their main job is to report on things that the shop could do better.

Today, Steph is working in a large supermarket. She's timing how long it takes to stand in the queue at the [7] ___till___. When it's her turn, the bar [8] ___code___ on a box of eggs doesn't want to scan and the checkout [9] ___assistant___ is getting irritated, and asks her to get another box. Steph, of course, makes another note that will be sent to the shop owners ...

8 **Choose the correct words to complete the text. Have you noticed the trend described in the text?** R

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 in 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 [3] *out / up / at* and that shops would [4] *lift / raise / put* up their prices. People were stocking [5] *off / up / in* on everything, from toilet paper, disinfectant spray and wipes, to pasta and tinned food. They were buying [6] *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.



SHOPPING FOR CLOTHES | KUPOWANIE UBRAŃ

9 **Complete the dialogues with the words from the boxes.**

coupon label tag

Customer: Excuse me, what's this sweater made from?

Assistant: Let me have a look at the [1] ___label___. OK, it says it's 100% acrylic.

Customer: Great, I'll take it. I have this £10 off [2] ___coupon___.

Assistant: Sure, let me just scan it.

Customer: And could you please cut off the price [3] ___tag___? I'm going to wear it now.

fit match suit

James: What do you think of this shirt? Does it [4] ___suit___ me?

Helen: Yes, of course! And I love it.

James: Will it [5] ___match___ those grey trousers that I have?

Helen: Sure, it'll be perfect. But does it actually [6] ___fit___? It looks a bit tight.

fashion outfit size

Gemma: I really like this [7] ___outfit___. What do you think?

Anne: I'm not sure. It looks a bit old-fashioned.

Gemma: Really!? I thought it was in [8] ___fashion___.

Anne: Maybe, I don't know. But have they got your [9] ___size___?

10 **Complete the questions with the correct prepositions. Then in pairs, ask and answer the questions.**

1 Do you enjoy going ___around/round/to___ the shops? Why? / Why not?
2 How often do you shop ___for___ clothes?
3 Do you always try clothes ___on___ before you buy them?
4 What do you do when something is out ___of___ stock?

07 SŁOWNICTWO

PRICES AND BARGAINS | CENY I OKAZJE

11 **Match descriptions a–e to posters 1–4. There is one extra description.**



1 d



2 a



3 b



4 e

a They are 50% off.
b If you buy two of these, you will get the third one free of charge.
c You won't find more competitive prices anywhere.
d Reduced by a quarter.
e We will get it to you for no additional cost.

12 **Complete the table 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.** R

budget cheap and cheerful
cost a small fortune cost an arm and a leg
costly dirt cheap low-cost rip-off
unaffordable

Low prices	High prices
budget	cost a small fortune
cheap and cheerful	cost an arm and a leg
dirt cheap, low-cost	costly, rip-off, unaffordable

PAYMENTS | ŚRODKI PŁATNICZE

13 07 02 **Listen to the recordings. Choose the correct words to complete the sentences.**

1 They need *a coin* / *a five-pound note* / *a penny*.
2 The girl is putting the money in her *purse* / *moneybox* / *wallet*.
3 The speaker needs to pay *by cheque* / *in cash* / *by bank transfer*.

FINANCE AND BANKING | FINANSE I BANKOWOŚĆ

14 **Complete the text with the words from the box. There are three extra words. How do you usually pay for items in a shop?** R

card cashless contactless currency debit
enter insert installments 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 transfer or in [7] *installments*.

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?

PROMOTION AND ADVERTISING | PROMOCJA I REKLAMA

16 **Match the words from the box to the definitions. There are two extra words. Then in pairs, discuss which form of advertising is most efficient.**

brand name commercial hoarding jingle
leaflet logo slogan

1 a melody that is easily remembered and especially one used in advertising *jingle*
2 an advertisement on TV or the radio *commercial*
3 a large advertisement in an outdoor area *hoarding*
4 a phrase that a company uses to make their products more memorable *slogan*
5 a short booklet that gives information about a product or service *leaflet*

17 **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?** R

boost brand endorse prospect public sell



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 in this way 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.

SERVICES | KORZYSTANIE Z USŁUG

18 **Read the comments. What kind of service should the speakers use? Match the words from the box to the comments. There are four extra services. In pairs, discuss how often you use these services.**

bank branch car wash driving school dry cleaner's estate agency garage hairdresser's insurance agency undertaker

1 I really need a cut and colour. My roots are so long and I have split ends. *hairdresser's*

2 We're ready to finally buy our own home, but we have no idea where to start. *estate agency*

3 I need to sign some documents so that I can take out a mortgage. *bank branch*

4 I can't start my car. I thought the battery was dead, but it's not that. *garage*

5 This dress isn't machine-washable, but there's a stain on it, so I really need it cleaned. *dry cleaner's*

COMPLAINTS | REKLAMACJE

19 07 03 **Listen to the recording. Complete the form with one word in each gap.**

Customer Complaint Form

Date:	*January 11th*
Customer's name:	*Diana Nicholls*
Telephone number:	*675 876 3456*
Product:	*tablet*
Complaint details:	damaged [1] *box*, [2] *cracked* screen, [3] *missing* case, [4] *scratched* keyboard
Proposed action:	a refund or a(n) [5] *replacement* for all the items
Action taken:	customer chose to [6] *return* the items and get a refund

20 **Complete the questions with the words from the box. There is one extra word. Then in pairs, ask and answer the questions.**

back complaint faulty past return

1 Have you ever bought something that was *faulty*? What did you do with it? What did you ask the store to do?

2 Do you ever eat food that is *past* its sell-by-date?

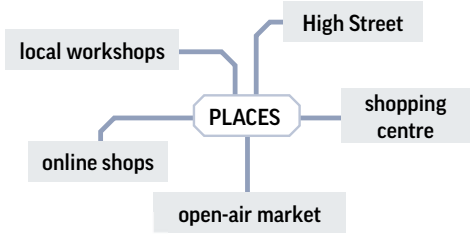
3 When was the last time you brought something *back* to the shop? Why did you do it?

4 Have you ever made a written *complaint* about a product or service? What was it?

GO FOR IT

21 **In pairs, do the task. Your English friend wants to buy souvenirs from Poland for his/her family.**
Students' own answers

- Look at the words below and choose the place which, in your opinion, will be the best place to buy the souvenirs.
- Think about the choice of products, prices, methods of payments, the possibility to return the goods, etc.
- Give your reasons for rejecting the other places



07 03

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

07 SŁUCHANIE Odpowiedzi na pytania

1 **In pairs, discuss the following questions and compile three lists. Then discuss your lists with other students in the class. Do you agree?** *Students' own answers*

- the top 3 most recognisable Polish brands
- the top 3 most recognisable international brands
- the top 3 most memorable TV or social media adverts

TRENING MATURALNY

2 **Read the tip below and questions 1–3. What do you expect the recording to be about?** *Students' own answers*

1 What are the two main characteristics of a successful TV advert?
2 Why is it insufficient to simply have a cute baby or dog in an advert?
3 What was wrong with a popular Christmas advert featuring a young girl dancer?

W zadaniu musisz odpowiedzieć na pytania otwarte na podstawie informacji zawartych w nagraniu. Przeczytaj uważnie polecenie i pytania, następnie zastanów się, na jakich informacjach musisz się skupić podczas słuchania. Pamiętaj, że poprawna odpowiedź będzie najprawdopodobniej wyrażona w nagraniu za pomocą innych słów niż w pytaniach.

3 07 04 **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.**

just little not enough really great
the problem was the secret to

5 07 04 **Listen again and answer the questions in Exercise 2.**

6 **In pairs, read the questions in Exercise 7 and discuss what you think the recording will be about.** *Students' own answers*

ZADANIE MATURALNE

7 07 05 **Usłyszysz dwukrotnie rozmowę dwojga pracowników agencji reklamowej. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5.**

1 What type of products are successfully advertised using celebrities?
2 What had a negative influence on sales of a shampoo promoted by one celebrity?
3 What two things are important when choosing a celebrity?
4 What is the main problem when making an advert for a shampoo?
5 Is it better to have a female or male celebrity to promote shampoo?

8 **SŁOWNICTWO** **Complete the word families with words from the recordings in this lesson. Use the audioscript to help you.**

Noun	Verb	Adjective
advertising ad/advert/advertisement	1 *advertise*	
attraction	2 *attract*	attractive
3 *competition*	compete	competitive
4 *product* producer	produce	productive
5 *sales*	sell	

9 **SŁOWNICTWO** **Complete the questions with words from Exercise 8 in the correct form. Then in pairs, ask and answer the questions.**

1 Which hair *product(s)* – including shampoo – do you normally use?
2 Which website has the most *competitive/attractive* prices for fashion brands?
3 What is your favourite TV or online *ad/advert/advertisement* at the moment?
4 Which famous Poles have been used in *advertising* campaigns?
5 How much do you think commercials with celebrities really affect the *sales* of famous brands?



Exercise 7
1 hair and beauty products
2 the celebrity had personal and professional problems
3 who are the customers (to attract); what sort of person would they identify with
4 There are so many shampoo brands that it's hard to be different.
5 It doesn't matter (as long as it's the right person).

Exercise 4
1 main characteristics = the secret to; successful = really great
2 insufficient = not enough; simply = just
3 was wrong = the problem was; young = little

Exercise 5
1 making it memorable (by getting an emotional reaction) / a clear message
2 People will remember the baby or dog but not the product.
3 Nobody knew what they were selling.

Wybór wielokrotny

TRENING MATURALNY

1 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 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.

Gdy czytasz treść zadania, spróbuj określić temat nagrania, które usłyszysz, oraz miejsce lub osoby, jakich 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.

2 07 06 Listen to the recording and answer the questions in Exercise 1. Why do you think the customer wants to talk to the manager? *1 b, 2 c*

3 07 06 Listen again. What information do you hear that matches words and phrases in the incorrect options? Look at the audioscript and check.

ZADANIE MATURALNE

4 07 07 Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania: A–C lub A–D.

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.

5 07 08 SŁOWNICTWO Complete this staff announcement with one word in each gap. 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 shop around anywhere else. If there were more [5]**s***ervice* providers like you, shopping centres would soon be buzzing again!

Exercise 3
1 option a: 'one item in stock' and 'There should be one out'
option c: 'none in stock' and 'we don't do that style in a large'
2 option a: 'complain about an advert on the website' and 'Are you sure … looked on your website … very clearly advertised'
option b: 'try on several different sizes' and 'I'd like to try this on but in a large'

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

07 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.

1 **What ways of shopping can you see in the photos? Which do you prefer? Why?** *Students' own answers*

2 **Read the text quickly and say how Alison prefers to shop.** *She prefers shopping online.*

TRENING MATURALNY

3 **Read the paragraph below and choose the correct answer.**

Want to get some new looks for the summer? Searching for bargains?

Well, you don't need to look any further than Pretty Poppy. We only opened nine months ago, but already we've been described as the only place to go when you want to look good.

And starting from next Saturday, it's our crazy summer sale. Fantastic reductions and great quality. Now the lowest prices in town are lower than ever.

Pretty Poppy clothes shop – the coolest fashions in the High Street for the hottest summer in your life.

What is the main purpose of this text?

a To explain why shoppers like bargains.
b To inform about the history of a shop.
c To attract customers to a shop.
d To describe the latest summer fashion trends.

4 **Read the tip below. Then match explanations 1–3 to the wrong options in Exercise 3.**

1 This answer refers to a common belief about the world, which is not explained in the text. *a*
2 This answer mentions 'the coolest fashions' and 'the hottest summer', but it doesn't say what the trends are. *d*
3 This answer is wrong because the text only mentions one minor detail (when the shop opened), but it doesn't give the history of the shop. *b*

W zadaniu wielokrotnego wyboru często pojawiają się pytania o intencję autora. Niepoprawne odpowiedzi mogą:

- dotyczyć jednego z tematów poruszanych w tekście, ale niewyrażającego intencji autora,
- opisywać intencję autora wyrażoną tylko w niewielkich fragmentach tekstu,
- zawierać fałszywe uogólnienia,
- wspominać o ogólnie znanym fakcie.

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

ZADANIE MATURALNE

5 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania: A, B, C albo D.

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 why shopping for clothes online is popular.

6 SŁOWNICTWO Complete the sentences with the words from the box. Then in pairs, ask and answer the questions.

bargains exchange fortune inexpensive sales

1 Do you like shopping during the ___*sales*___?
2 Are you good at finding ___*bargains*___ when you go shopping?
3 Are ___*inexpensive*___ clothes always worse quality than expensive ones?
4 If you won the lottery, would you spend a(n) ___*fortune*___ on clothes?
5 If you buy something that doesn't fit you, do you prefer the shop to ___*exchange*___ it for a different size or to give you a refund?

7 SŁOWNICTWO Match the words to make collocations. More than one answer might be correct. *Suggested answers:*

1 changing	*b, d*	**a** clothes
2 designer	*a*	**b** fashions
3 fifty percent	*c*	**c** reduction
4 high street	*b, e*	**d** room
5 the latest	*a, b, f*	**e** shop
6 a wide range of	*a, b*	**f** model

8 Write questions using the collocations from Exercise 7. Then ask your class. *Students' own answers*

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

1 Do you agree with Alison's complaints about high street shopping and online shopping? Why? / Why not?
2 What kind of things do you prefer to buy in high street shops and which online? Give reasons for your answer.
3 Do you think online shopping will become more and more popular? Why? If so, what do you think will happen to traditional shops?

LIFE SKILLS | Making a complaint

10 Read the advice. Then in pairs, role-play situations 1 and 2 below so that you get what you want. *Students' own answers*

When you want to complain about an unsatisfactory product or service, ...
- make sure you have the receipt for the thing you bought / paid for,
- explain clearly what the problem is,
- don't shout or get emotional,
- ask to see the manager if the shop assistant is not helpful.

Situation 1

STUDENT A: You bought a pair of jeans. When you got them home, you noticed there was a small stain on one knee. You take them back to the shop and ask for a refund.

STUDENT B: You work in a clothes shop. Your boss wants you to keep the customers happy, but he prefers you to exchange unsatisfactory items rather than to give a refund.

Situation 2

STUDENT A: You paid to have your bike repaired because it was making an annoying noise. It seemed all right at first, but after cycling a few hundred metres, you realise it's still making the same noise. You take it back to the shop.

STUDENT B: You work in a bicycle repair shop. A customer complains that the bike you fixed still has the same problem. You're really busy today. There are two other customers waiting for their bikes to be fixed.

Colleen's Eco Farm
Shop & Garden Centre

St Ives, Cornwall



Great news!

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!

Be Green
our weekly online newsletter

Gdy rozwiązujesz zadania polegające na dobieraniu zdań do luk w tekście, pamiętaj o następujących punktach.

1 Po pytaniu zazwyczaj następuje odpowiedź.
2 Po jednym pytaniu może nastąpić kolejne.
3 Czasem zdania mogą wiązać się ze sobą poprzez wyrazy i zwroty wprowadzające informacje dodatkowe lub przeciwstawne.
4 Niektóre zdania rozwijają myśl wyrażoną w poprzednim stwierdzeniu.

ZADANIE MATURALNE

1 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?

2 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?

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

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 09 **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 09 **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 z odgrywaniem roli 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. 328

Asking for advice
Where do you [1] *think* I should (go)?
Should I (book a table)?

Giving advice and making suggestions
[2] *Why* don't you (call Emma)?
If I [3] *were* you, I'd (try Jones).
Why don't we (take her out)?
(Perhaps) we could (get the bus)?
How [4] *about* (having lunch)?

Accepting and rejecting advice or suggestions
OK, why not?
That [5] *sounds* great / like a good plan.
Good idea.
I'm not [6] *sure* ...
I don't know ...
I don't think that's a very good idea ...

▶ ZESTAW ZADAŃ STR. 137

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, do the task in Exercise 2 again. Invent different reasons for the trip, a different location, different shops and different lunch suggestions. Take it in turns to be Student A and B.** *Students' own answers*

7 **Read the Culture Bit. In pairs, 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: Student A says it might cheer the friend up.
- Doubt about where to shop: Student A agrees with Student B's alternative suggestion.
- Doubt about where to eat: Student 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.**

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. 366

07 09

07 ŚRODKI JĘZYKOWE Sety leksykalne

GRAMATYKA

A Choose the correct prepositions to complete the sentences.

1 Unfortunately, the gadget that Mark wanted to buy was not *for* /(*in*)/ *out* stock.
2 We had to stand *for* / *on* /(*in*) a very long queue to buy the tickets for the concert.
3 She wore her hair in a style similar *like* / *from* /(*to*) her mother's.
4 Jared was lucky to buy the car (*at*)/ *for* / *on* a huge discount – he paid half the regular price.
5 I think children should always listen *at* / *in* /(*to*) their parents.
6 She wanted to pay in cash but the shopping assistant asked her to pay *in* /(*by*)/ *for* a bank transfer.
7 I have always been interested *for* /(*in*)/ *at* biology.

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

1 Fiona stopped ___eating___ (eat) sweets last year.
2 I learnt ___to drive___ (drive) when I was eighteen.
3 You should ___take___ (take) a break now.
4 The shop assistant asked me ___not to use___ (not use) the self-service checkout.
5 Peter enjoys ___watching___ (watch) football on TV.
6 She seems ___to be___ (be) much happier now.
7 Remember ___not to buy___ (not buy) clothes without trying them on.
8 My parents want ___to move___ (move) to a bigger city soon.
9 I don't mind ___working___ (work) overtime today.

▶ PRZYIMKI, STR. 293
▶ SKŁADNIA CZASOWNIKÓW, STR. 294

TRENING MATURALNY

1 Choose the correct option to complete both sentences. Read the tip below and answer questions 1–3.

If you don't like this dress, you can always ____ it back.
I'm afraid they don't ____ credit cards at this new 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*

Sprawdź, czy wybrany przez ciebie wyraz tworzy poprawne wyrażenie z wyrazami znajdującymi się bezpośrednio wokół luk. Wybrana odpowiedź musi poprawnie uzupełniać oba zdania.

2 Match the words from the box to the pairs of expressions. The same word should complete both expressions correctly.

around clothes get off out shopping

1 go ___shopping___, ___shopping___ list
2 ___get___ a refund, buy one, ___get___ one free
3 go ___around___ the shops, look ___around___
4 ___out___ of order, ___out___ of stock
5 designer ___clothes___, trendy ___clothes___
6 50% ___off___, pick a product ___off___ the shelf

3 Complete each pair of sentences with one preposition.

1 I went to the new branch ___of___ our bank.
The first lesson in our school is free ___of___ charge.
2 I spend a lot of money ___on___ clothes.
Can I pay by card? I don't have enough cash ___on___ me.
3 I got these earrings for you ___at___ a gift shop in Rome.
The brand-new sofa was quite expensive, but I managed to buy it ___at___ a discount.
4 All our prices have been reduced ___by___ a quarter.
I passed ___by___ a new sports shop on my way to school.

4 Complete each pair of sentences with one word.

1 To me, a low ___price___ is more important than high quality.
I once tore a new piece of clothing while removing the ___price___ tag.
2 I would never ___stand___ in a queue to purchase a popular new video game.
I can't ___stand___ shopping in big crowded places with hundreds of people fighting over everything.
3 I've never bought anything on an online auction site, but I'd like to ___try___ one day.
Shopping for clothes online is not for me – I want to ___try___ things on before buying them.

ZADANIE MATURALNE

5 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 Why were these products available yesterday but are not ____ sale today?
I'm looking ____ a black 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

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 ___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 typu set leksykalny 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 zdania.

2 Complete each set of expressions with one word. Use the word list on pages 134–135 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 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 device that I have never used.
My parents like stocking up ___on___ essential food items.

ZADANIE MATURALNE

4 W zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 ___short___
Some of the most popular 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 ___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 ... .

3 ___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.

4 ___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?

▶ ZADANIA DODATKOWE STR. 136

07 PISANIE Wpis na blogu

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Bardzo lubisz książki i często odwiedzasz księgarnie. Napisz o tym post na blogu. W poście:

- napisz, co sądzisz o kupowaniu książek w stacjonarnych księgarniach,
- wyjaśnij, dlaczego pracownicy twojej ulubionej księgarni są atutem tego miejsca,
- opisz inne wyjątkowe cechy twojej ulubionej księgarni,
- doradź czytelnikom, jak najlepiej wykorzystać pobyt w księgarni.

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

1 **In pairs, tell your partner about the last time you bought a book to read. Discuss whether it is better to buy books second-hand or new, online or in a bookshop. Give reasons for your answers.** *Students' own answers*

2 **Read the sample task above. In pairs, discuss the sort of things you could write to develop each of the four points. Then read the model answer and compare your ideas.** *Students' own answers*



I want to tell you why bookshops are my happy place!

Most people buy their books online. Don't get me wrong – there's nothing bad about that. I just think it's a shame not to experience the pleasure of spending time in a bookshop and the deep satisfaction of knowing that you're supporting a local business.

My favourite bookshop is a truly magical place. I just love it! You can't imagine how passionate the staff are! They write personal reviews of new titles and stick them on the bookshelves for customers to read.

There's also a café where you can look through books while enjoying a cappuccino. Then, every month, they hold a special event when they invite an author to read from their books and sign copies.

For the best bookshop experience, give yourself plenty of time to browse the bookshelves. I'd highly recommend exploring new titles by authors you know and love, as well as being open to new discoveries.

You can never spend too much time in your local bookshop!

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

USEFUL PHRASES ▶ STR. 337

Sounding positive and enthusiastic

Don't [1] *get* me wrong ...
You can't [2] *imagine* / wouldn't believe how ...
I can't tell you how ...
You don't want to miss out on ...

Using emotive adjectives

the [3] *deep* satisfaction
how [4] *passionate* the staff are (about) ...
the best bookshop experience

Using strong intensifiers

a [5] *truly* magical place
I'd [6] *highly* recommend ...
It's a really good idea to (give yourself plenty of time).

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

4 **Rewrite the sentences replacing the underlined words with an alternative Useful Phrase with a similar meaning. Change the grammar if necessary.**

1 I want to tell you about my favourite shop – I can't tell you how much I love it. *you can't imagine*
2 Don't get the wrong idea – I'm not a shopaholic. *Don't get me wrong*
3 But I enjoy the excellent feeling of finding something that fits me and looks good. *deep satisfaction*
4 I really think you should go there if you need something for a special occasion. *I'd highly recommend that you go*
5 You wouldn't believe how much the staff want to help you to find the right thing. *how passionate the staff are about helping*
6 They've created an exciting shopping experience – it's an absolutely amazing place. *a truly magical*

5 **In pairs, tell your partner about your own favourite shops. What makes them so good?** *Students' own answers*

TRENING MATURALNY

6 **Read the tip below. Copy the sentences into your notebook and add *just*. What is the meaning of *just* in each sentence and in what sort of shopping situation might you hear each one?**

1 It's what I've always wanted.
2 It's OK, I'm looking.
3 I knew you'd want one, too!
4 This place is perfect!
5 I need to try it on first.
6 I'm amazed by the huge range.

Just jest jednym z najczęściej używanych angielskich słów i ma ono kilka znaczeń. Jeśli nauczysz się poprawnie używać potocznych zwrotów i wyrażeń z *just*, twoje wypowiedzi będą brzmiały naturalniej. Oto trzy z najbardziej przydatnych znaczeń *just*, stosowane do wyrażania preferencji:

1 podkreślenie (= *really*, *so*), np. *I just love it!*
2 zmniejszenie nacisku/wagi (= *simply*, *only*), np. *I just think that ...*
3 precyzowanie (= *exactly*), np. *That's just what I need.*

7 **Rewrite this neutral text so it is more positive and enthusiastic. Use at least three each of emotive adjectives, strong intensifiers and *just*.** *Students' own answers*

I didn't use to like shopping for clothes. I am very tall and it was difficult to find anything in my size. The other day, I was happy to discover an online store for tall people. It's a good website and easy to use. They have a wide range of good quality, fashionable clothes in my size. The prices are reasonable and they deliver everything the next day. It was good to find a shop I can buy clothes from. If you are tall, you should visit this online store.

CULTURE BIT | Bookshops in the UK



- The oldest bookshop in the UK is Hatchards in London, founded in 1797 by the publisher John Hatchard. You can find it in the centre of London, near Piccadilly Circus. There are five floors full of books arranged by subject (e.g. History, Cookery or Art).
- The area of London famous for books is less than a kilometre away – Charing Cross Road (and nearby Cecil Court), where you can still find many specialist and second-hand bookstores. The location inspired the book (and later a film starring Anthony Hopkins) *84 Charing Cross Road* about a long-lasting correspondence between a writer and a bookshop manager.

8 **In pairs, think about the last time you went to a shopping centre and brainstorm what you could write about in the four points in the task in Exercise 9.** *Students' own answers*

ZADANIE MATURALNE

9 **Do the task.**

W twoim mieście niedawno otwarto nowe centrum handlowe. Opisz swoje wrażenia z tego miejsca we wpisie na blogu. W poście:

- poinformuj, kiedy byłeś/byłaś w nowym centrum handlowym i co sądzisz o tym miejscu,
- napisz, jakiego rodzaju sklepy się tam znajdują i jak zorganizowana jest przestrzeń,
- opisz swój ulubiony sklep,
- wyjaśnij, jak można tam spędzić czas poza robieniem zakupów.

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 usually do all my shopping online, but this might be about to change ...

Exercise 6
1 It's just what I've always wanted. (exactly)
2 It's OK, I'm just looking. (only)
3 I just knew you'd want one, too! (so)
4 This place is just perfect! (exactly)
5 I just need to try it on first. (only)
6 I'm just amazed by the huge range. (so)

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

07 LISTA SŁOWNICTWA

SHOPS | RODZAJE SKLEPÓW

antique shop – sklep z antykami
baker's/bakery – piekarnia
bookshop – księgarnia
boutique – butik
butcher's – sklep mięsny
chain store – sklep należący do sieci
chemist's – apteka
clothes shop – sklep odzieżowy
convenience store – niewielki sklep osiedlowy
department store – dom towarowy/handlowy
discount shop/store – dyskont
DIY shop/store – sklep/market budowlany, sklep dla majsterkowiczów
florist's / flower shop – kwiaciarnia
furniture shop – sklep meblowy
gift shop – sklep z upominkami
grocer's / grocery shop – sklep spożywczy
health food shop – sklep ze zdrową żywnością
jeweller's – jubiler
market – rynek, targ
farmers' ~ – targ, na którym handlują okoliczni rolnicy
music shop – sklep muzyczny
newsagent's – kiosk z gazetami
perfume shop – perfumeria
pet shop – sklep z artykułami dla zwierząt, sklep zoologiczny
pharmacy – apteka
second-hand shop – sklep z używanymi rzeczami
shoe shop – sklep obuwniczy
shopping centre – centrum handlowe, galeria handlowa
souvenir shop – sklep z pamiątkami
sports shop – sklep sportowy
supermarket – supermarket
sweet shop – sklep ze słodyczami
● **the high street** – główna ulica handlowa
toy shop – sklep z zabawkami
charity shop – sklep charytatywny R
fishmonger's – sklep rybny
greengrocer's – warzywniak
vending machine – automat (z napojami, słodyczami)

GOODS | TOWARY

beauty products – kosmetyki
clothing – odzież
electrical goods – urządzenia elektryczne
frozen foods – mrożonki
groceries – artykuły spożywcze
jewellery – biżuteria
make-up – produkty do makijażu
medicine – lekarstwa
menswear – moda męska
pet food – karma dla zwierząt
toiletries – artykuły toaletowe
womenswear – moda damska
convenience food – gotowe potrawy R
daily necessities – artykuły pierwszej potrzeby
disinfectant spray – środek dezynfekujący w sprayu
line – linia, gama (produktów)
stationery – artykuły papiernicze
wipes – chusteczki

DESCRIBING GOODS | CECHY TOWARÓW

brand-new – zupełnie nowy, fabrycznie nowy
impractical – niepraktyczny
low-quality – niskiej jakości
pre-owned – używany, z drugiej ręki
second-hand – używany, z drugiej ręki
top-quality – najwyższej jakości
useful – przydatny, użyteczny
useless – nieprzydatny, bezużyteczny
valuable – wartościowy, cenny
worthless – bezwartościowy
end-of-line – z końcówki serii R
fragile – kruchy, delikatny

SELLING AND BUYING | SPRZEDAWANIE I KUPOWANIE

IN THE SHOP | W SKLEPIE

aisle – alejka sklepowa
bar code – kod kreskowy
basket – koszyk
cashier – kasjer, kasjerka
checkout – kasa w sklepie
~ assistant – kasjer, kasjerka
self-service ~ – kasa samoobsługowa
counter – lada, kontuar
coupon – kupon, bon
customer – klient, klientka
department – dział
entrance – wejście
escalator – schody ruchome
level – poziom
lift – winda
price tag – metka z ceną
queue – kolejka
receipt – paragon
shelf – półka
shop assistant – sprzedawca, sprzedawczyni
shopper – osoba robiąca zakupy
shopping bag – torba na zakupy
shopping list – lista zakupów
till – kasa (urządzenie)
trolley – wózek na zakupy
underground car park – parking podziemny
walkway – pasaż, przejście
● **wide range (of products)** – szeroka gama (produktów)
consumerism – konsumpcjonizm R
impulse buying – kupowanie pod wpływem impulsu
in short/low supply – deficytowy
panic buying – masowe wykupywanie towarów
regular customer – stały klient, stała klientka
shortage – brak, deficyt
trade – handel
window shopping – oglądanie wystaw sklepowych

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

be in stock – być na stanie, być dostępnym w sprzedaży
be out of stock – być wyprzedanym / niedostępnym w sprzedaży
pass by – przechodzić obok, mijać
pick a product off a shelf – wybrać produkt z półki sklepowej
purchase – zakupić, nabyć
queue (up) – stać w kolejce
shop online – kupować przez internet
stand in a queue – stać w kolejce
● **browse** – rozglądać się R
buy in bulk – kupować hurtowo
buy on impulse – kupować pod wpływem impulsu
buy up – wykupywać
exhibit erratic behaviour – przejawiać nieobliczalne zachowanie
hoard – robić zapasy
put sth up for auction/sale – wystawić coś na aukcję/sprzedaż
put up the price – podwyższyć cenę
sell out – wyprzedawać się
stock up on sth – robić zapasy czegoś
● **swap things** – wymieniać się rzeczami

SHOPPING FOR CLOTHES | KUPOWANIE UBRAŃ

accessories – dodatki
● **changing room** – przymierzalnia
● **designer clothes** – markowe ubrania
fashion – moda
be in ~ – być modnym, być w modzie
● **the latest ~** – najnowsza moda
fashionable – modny
fitting room – przymierzalnia
label – metka
last year's model – model z ubiegłego roku
outfit – strój
size – rozmiar
the right ~ – odpowiedni rozmiar
too loose – za luźny
too tight – za ciasny

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

be size (38) – nosić rozmiar (38)
fit – pasować (pod względem rozmiaru)
gift-wrap – zapakować na prezent
go round/around the shops – chodzić po sklepach
go shopping – iść na zakupy
look for sth – szukać czegoś
look round – rozglądać się
match – pasować (pod względem koloru, wzoru)
shop for clothes – kupować ubrania
suit – pasować (do osoby, jej stylu)
try sth on – przymierzać coś

PRICES AND BARGAINS | CENY I OKAZJE

● **bargain** – okazja, produkt w niskiej cenie; targować się
cheap – tani
● **competitive prices** – konkurencyjne ceny
delivery – dostawa
expensive – drogi
● **(fifty) percent discount/off** – (pięćdziesiąt) procent zniżki
great reductions – znaczne obniżki cen
● **inexpensive** – niedrogi
price – cena
fair ~ – uczciwa cena
half ~ – za pół ceny
low ~ – niska cena
● **sale(s)** – wyprzedaż
special offer – oferta specjalna, promocja
● **bargain hunting** – pogoń za okazjami R
budget – tani, na każdą kieszeń
costly – kosztowny
low-cost – tani
price comparison website – porównywarka cenowa
retail price – cena detaliczna
rip-off – zdzierstwo
rock-bottom prices – ceny najniższe z możliwych
wholesale price – cena hurtowa
unaffordable – nieprzystępny cenowo, zbyt drogi

PHRASES | WYRAŻENIA I ZWROTY

be reduced by a quarter – być przecenionym o 1/4
be reduced from 100 pounds to 50 pounds – być przecenionym ze 100 funtów na 50 funtów
buy sth at a discount – kupić coś ze zniżką
buy two, get one free – jeśli kupisz dwa, jeden dostaniesz gratis

cost a fortune – kosztować fortunę
for no additional cost – za darmo
for sale – na sprzedaż
free of charge – za darmo
in the sale(s) – na wyprzedaży
on sale – w sprzedaży; na wyprzedaży
save money – oszczędzać pieniądze
● **spend a fortune** – wydać fortunę
spend money on sth – wydać pieniądze na coś
cheap and cheerful – tani, ale dość dobrej jakości R
cost an arm and a leg – bardzo dużo kosztować
cost a packet – kosztować fortunę
cost a small fortune – kosztować fortunę
dirt cheap – tani jak barszcz
● **fork out on/for sth** – wybulić na/za coś
get a good deal – trafić na okazję
● **pay through the nose** – przepłacić
● **reasonably priced** – w przyzwoitej cenie

PAYMENTS | ŚRODKI PŁATNICZE

(bank)note – banknot
bank transfer – przelew bankowy
pay by ~ – płacić przelewem bankowym
be broke – być spłukanym
cash – gotówka
pay in ~ – płacić gotówką
cent – cent
change – reszta, drobne
cheque – czek
pay by ~ – płacić czekiem
coin – moneta
credit card – karta kredytowa
accept/take ~s – honorować karty kredytowe
currency – waluta
foreign ~ – waluta obca
dollar – dolar
euro – euro
moneybox – skarbonka
not have enough cash on oneself – nie mieć przy sobie wystarczającej ilości gotówki
penny – pens
pence – pensy
piggy bank – skarbonka
pocket money – kieszonkowe
pound – funt
purse – portmonetka
take out money – wypłacać pieniądze
wallet – portfel
zloty – złoty

FINANCE AND BANKING | FINANSE I BANKOWOŚĆ

ATM (automated teller machine) – bankomat R
bank statement – wyciąg z konta
cashless – bezgotówkowy
cash machine – bankomat
contactless payment – płatność bezdotykowa
debit card – karta debetowa
overdraft – debet
payday loan – pożyczka krótkoterminowa, „chwilówka"
standing order – stałe zlecenie

PHRASES | ZWROTY

be in the red – być na minusie R
change money – rozmieniać, wymieniać pieniądze
deposit money – wpłacać pieniądze
enter your PIN – wprowadzić numer PIN
● **give donations** – wpłacać datki, darowizny
insert a card – włożyć kartę
invest money – inwestować pieniądze
open a savings account – otworzyć konto oszczędnościowe
owe sb money – być komuś winnym pieniądze
pay in advance / up front – płacić z góry
pay in/by instalments – płacić w ratach
put (money) aside – odkładać (pieniądze)
take out a loan – zaciągnąć kredyt
withdraw money – wypłacać pieniądze

PROMOTION AND ADVERTISING | PROMOCJA I REKLAMA

● **ad/advert/advertisement** – reklama
place an ~ – zamieścić ogłoszenie
● **advertise** – reklamować
● **advertising campaign** – kampania reklamowa
● **affect the sales of sth** – wpłynąć na sprzedaż czegoś
● **attract the crowds** – przyciągać tłumy
brand name – nazwa handlowa
brochure – broszura reklamowa
commercial – reklama telewizyjna/radiowa
commercial break – przerwa na reklamę
hoarding – billboard
jingle – melodyjka reklamowa, dżingiel
leaflet – ulotka reklamowa
logo – logo
on display – na wystawie
poster – plakat
product placement – lokowanie produktu
slogan – hasło reklamowe
banner ad – baner reklamowy w internecie R
beauty brand – marka kosmetyczna
bombarded with ads – bombardowany reklamami
boost sales – zwiększyć sprzedaż
classified ad – ogłoszenie drobne
cold calling – akwizycja przez telefon
direct mail – reklama wysyłana pocztą do domów, gazetki reklamowe
endorse a product – wystąpić w reklamie produktu (o znanej osobie)
free sample – darmowa próbka
junk mail – spam (w skrzynce na listy)
prospective customer – potencjalny klient, potencjalna klientka
publicity – reklama, rozgłos
small ad – ogłoszenie drobne
subliminal – działający na podświadomość
target audience – docelowi odbiorcy

SERVICES | KORZYSTANIE Z USŁUG

bank – bank
~ branch – oddział banku
beauty salon – salon piękności
car wash – myjnia samochodowa
currency exchange – kantor wymiany walut
day care centre – punkt opieki nad dziećmi, miniprzedszkole
driving school – szkoła jazdy
dry cleaner's – pralnia chemiczna
electrician – elektryk
estate agency – biuro nieruchomości
garage – warsztat samochodowy
hairdresser's – salon fryzjerski
insurance agency – agencja ubezpieczeniowa
language school – szkoła językowa
laundry – pralnia
multi-screen cinema – multikino
petrol station – stacja benzynowa
post office – poczta
service – usługa
travel agency – biuro podróży
undertaker – przedsiębiorca pogrzebowy
collection point – punkt odbioru przesyłek R
● **create a personal bond** – stworzyć osobistą więź
● **increase retail profits** – przyczynić się do wzrostu zysku detalicznego
● **miss out on sth** – przegapić coś
● **personal shopper** – osobisty stylista, osobista stylistka
pick-up point – punkt odbioru przesyłek
● **service provider** – dostawca usług
strongest point – przewaga konkurencyjna

COMPLAINTS | REKLAMACJE

broken – zepsuty
complaint – reklamacja
cracked – pęknięty
damaged – uszkodzony
dissatisfied – niezadowolony
faulty – wadliwy, mający usterki
missing – brakujący
out of order – zepsuty
past the sell-by date – po dacie przydatności, przeterminowany
replacement – wymiana; towar na wymianę
return – zwrot
scratched – porysowany
stain – plama
torn – rozdarty
chipped – wyszczerbiony R
faded – wyblakły
under guarantee/warranty – objęty gwarancją

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

bring/take sth back – oddać/zwrócić coś
complain about (a product) – zgłosić reklamację
● **exchange** – wymienić
get a refund / your money back – otrzymać zwrot pieniędzy
give a refund – zwrócić pieniądze
keep crashing – ciągle się zawieszać, przestawać działać
make a (written) complaint – złożyć reklamację (na piśmie)
offer a solution – zaproponować rozwiązanie
replace – wymienić
return – zwrócić
work – działać (o urządzeniu)
meet expectations – spełniać oczekiwania R
shrink – skurczyć się

LISTA 07 PODSTAWOWA

LISTA 07 PODSTAWOWA +ROZSZERZONA

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 pięć wyrazów.

1 I couldn't afford the latest generation of smartphones so I *bought a last year's model* (*kupiłem model z poprzedniego roku*).

2 Marge wasn't happy with the service she had received and she *made a written complaint* (*złożyła reklamację na piśmie*).

3 Such vintage accessories *have been in fashion since / have been fashionable since* (*są modne od*) they were introduced on the market in 1960s.

4 It's a small local shop but it *offers a wide range of* (*oferuje szeroką gamę*) toiletries and womanswear.

5 They *regret buing a brand new* (*żałują, że kupili fabrycznie nowy*) car because it lost its value very quickly.

SETY LEKSYKALNE

2 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 ____ electronic devices online lately.
A on **B** for **C** with

3 The shop assistant made a ____ of my number and said she'd 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

4 There was a 'buy two, ____ one free' promotion in the sweet shop so I bought eight donuts.
It took me almost two months to ____ a refund from the online shop for the faulty device I had bought from them.
A give **B** get **C** take

5 The self-service checkout was ____ of order so I had to stand in a long queue.
I managed to take ____ enough money from the cash machine and I could pay in cash for our dinner.
A out **B** off **C** on

SŁOWOTWÓRSTWO

R

3 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 and 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.
- 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

R

4 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 town centre where dogs can run ...?
The delivery of every order over €50 is ... of charge.

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 podano cztery kwestie, które musicie 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. 366

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.

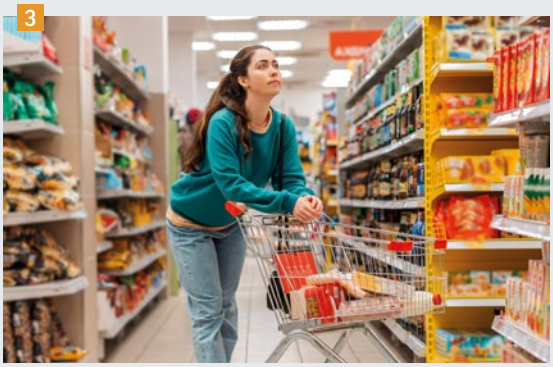
1



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

LOOK BACK

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



MEANS OF TRANSPORT | ŚRODKI TRANSPORTU

2 **Complete the table with the names of the means of transport in photos 1–4.**

Road transport	*bus, camper van, coach, motorbike, scooter*
Water transport	*cruise ship, sailing boat, yacht*
Air transport	*helicopter*
Rail transport	*train, underground*


1 *(aero)plane*


2 *trolleybus*


3 *tram*


4 *ferry*

3 **Complete the table from Exercise 2 with the words from the box. In pairs, discuss the means of transport you have used over the last month. What other means of transport do you know?**
Students' own answers

bus camper van coach cruise ship
helicopter motorbike sailing boat scooter
train underground yacht

TRAVELLING | PODRÓŻOWANIE

4 **Match the expressions from the box to the means of transport from Exercises 2 and 3. Some may match more than one means of transport. In pairs, add other means of transport to each expression.**

cancel a flight get stuck in a traffic jam luggage trolley
meet somebody at the airport monthly ticket
on board urban transport

5 **Complete the sentences with *arrive, board, book, get* or *go*. Some words can be used more than once.**

1 We didn't *board* the ship on time, so we had to wait an hour at the dock for the next one.
2 All passengers must *book* a seat in advance. There will be no seat assignments while on board the train.
3 Call me when you *arrive* in Warsaw so that we can make some plans for the evening.
4 Mind the steps when you *get* off the train, especially while carrying that heavy suitcase.
5 We were planning to take a taxi, but in the end, we decided to *go* by car to save some money.
6 Families with children have priority to *board* the plane.

6 **ŚRODKI JĘZYKOWE** **Complete the text with words formed from the words in brackets. In pairs, describe your last journey by public transport.**

When I got to the station, all the platforms were packed with morning [1] *commuters* (COMMUTE).
I slowly moved down the stairs and joined the crowd. Someone said that there had been several train [2] *cancellations* (CANCEL) due to a technical issue.
I had made a seat [3] *reservation* (RESERVE) for the 7.57 to London Paddington, but I knew that with no [4] *arrivals* (ARRIVE) happening, there wouldn't be any [5] *departures* (DEPART) either.

7 **Complete the sentences with the words from the box.**

excursion expedition journey tour travel voyage

1 Predictions say that the future of *travel* is likely to include the Moon as a holiday destination.
2 My *journey* to work took me over two hours today due to all the roadworks.
3 During our three-week *tour* of Europe, we visited eight different cities.
4 Our class is going on a(n) *excursion* to the botanical gardens next Friday.
5 A team of biologists is starting a(n) *expedition* to Antarctica to observe the penguins.
6 Because I was seasick most of the time, I didn't really enjoy the *voyage* from England to India.

Exercise 4
Suggested answers:
cancel a flight: plane, helicopter
get stuck in a traffic jam: trolleybus, bus, camper van, double-decker bus
luggage trolley: plane, train
meet somebody at the airport: plane, helicopter
monthly ticket: trolleybus, tram, bus, double-decker bus, train, underground
on board: plane, trolleybus, tram, bus, double-decker bus, cruise ship, sailing boat, yacht, helicopter, train
urban transport: trolleybus, tram, bus, double-decker bus, motorbike, scooter, train, underground

LAND TRAVEL | PODRÓŻ LĄDOWA

8 **Complete the text with the missing words. The first letter of each word has been given.**

L

A really hard day

I've had a really hard day today. I'm preparing for my [1]**d***riving* test and I had my last lesson today. I'd been feeling really confident until we drove into the city and there was heavy traffic as it was [2]**r***ush* hour. I started to panic as I'd never driven in those conditions before. We stopped at the traffic [3]**l***ights* and my instructor told me to turn right. So, I did, but it turned out that I had to give [4]**w***ay* to oncoming traffic. I hadn't even noticed the road [5]**s***ign*. We then got on the motorway and he told me to accelerate. I listened to him again, but I hadn't realised that there was an 80 km/h speed limit! I was lucky that I didn't get a [6]**t***icket*. I'm so upset – I don't think I'll ever get my driving [7]**l***icence*.

R

9 08 01 **Listen to the recording. What form of travel is it about?** *rail*

10 08 01 **Complete the collocations from the recording with the missing words. Then listen again and check.**

1 transcontinental *service*
2 sleeping/dining *car*
3 economy *class*
4 compartment *number*
5 luggage *racks*

SEA TRAVEL | PODRÓŻ MORSKA

11 **Complete the text with the correct forms of the words from the box. There is one extra word.**

board cabin crossing ferry harbour lifeboat lighthouse

Visit Alcatraz Island

Things to know before you go

- We currently offer tours on four different [1] *ferries*. There are no [2] *cabins*, but each boat has either two or three decks. There are also snack bars, restaurants, toilets and indoor and outdoor seating on [3] *board* each boat.
- At the moment, we offer five [4] *crossings* per day. We recommend you spend around 2.5–3 hours touring the island.
- It takes around 15 minutes to get to the island from the [5] *harbour* in San Francisco, where you can admire some of the most awesome yachts in the world.
- Walking tours offered by park rangers always start at the [6] *lighthouse*. You can't miss it as it's the tallest building on the island.

AIR TRAVEL | PODRÓŻ LOTNICZA

12 08 02 **Listen to four recordings. Where are the speakers? Use the words from the box. There is one extra place.**

at the check-in desk at the gate at security in the aeroplane in the duty-free zone

1 *at the gate*
2 *in the duty-free zone*
3 *at the check-in desk*
4 *in the aeroplane*

SENSE OF DIRECTION | ORIENTACJA W TERENIE

13 08 03 **Look at the map of a Canadian town. Complete the dialogues with the words from the box. Then listen and check.**

along exit left reach right roundabout second straight to the end



DIALOGUE 1

Girl: Excuse me, how can I get to the beach?

Man: Just go [1] *straight* on and then turn [2] *right* into Park Crescent. Take the [3] *second* turning on the left. That will take you to Bayside Street. When you [4] *reach* the north part of Park Crescent, turn right. Walk straight on until you see Beach Avenue. Go [5] *to the end* of that road, until you see the beach.

DIALOGUE 2

Man: Excuse me, I think we've got lost. We're looking for the hotel.

Woman: Just drive straight on until you get to Park Crescent. Then turn [6] *left* and follow the road until you get to Summer Drive, which will be on your left. Turn there and go [7] *along* that road until you reach the [8] *roundabout*. Take the first [9] *exit*, which is Bank Drive. Immediately turn left into River Drive. The hotel will be on your right.

14 **In pairs, ask for and give directions using the map in Exercise 13.** *Students' own answers*



08 SŁOWNICTWO

ACCOMMODATION | BAZA NOCLEGOWA

15 08 04 **Listen to three recordings and answer the questions about each text. Use the words from the box to help you. Then in pairs, discuss where you like to stay when you go on holiday.**

B & B breakfast included campsite double room
home comforts hotel single room tent
tour around the country travel on a budget twin room

Text 1: What type of accommodation have they chosen and why? *B & B; because the speaker likes his home comforts, so he didn't want to stay at campsites; they haven't got much money and breakfast is included*

Text 2: What does the woman want to book? What does she book in the end? *double room; twin room in a hotel*

Text 3: Where was the woman expecting to stay? Where will she be staying? *hotel; tent*

TRIPS AND SIGHTSEEING | WYCIECZKI I ZWIEDZANIE

16 08 05 **Listen to three recordings. Match the holiday types from the box to the speakers. There are three extra options. What is your favourite holiday type?**

activity holiday adventure holiday all-inclusive holiday
camping holiday sightseeing tour summer camp

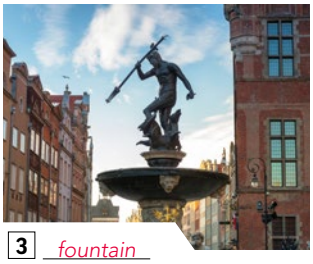
1 *all-inclusive holiday* 2 *sightseeing tour*
3 *camping holiday*

17 **Match the words from the box to the photos. There is one extra word. In pairs, think of similar attractions in Europe.**

bridge castle cathedral fountain ruins statue tower


1 *castle*


2 *tower*


3 *fountain*


4 *bridge*


5 *statue*


6 *cathedral*

18 **Complete the text with the words from the box. Have you ever visited any unusual tourist attractions?** R

admission charge guide guidebook
guided packed

MUSEUM OF SOAP AND THE HISTORY OF DIRT IN BYDGOSZCZ

★★★★★

Amazing visit!

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* 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.

19 **Complete the questions with the words from the box. Then in pairs, ask and answer the questions.**

around borders control currency valid

1 Have you ever crossed any *borders*? Which ones?
2 Have you got a *valid* passport? Have you ever gone through passport *control*?
3 Would you like to travel *around* the world? Why? / Why not? Which countries would you like to visit?
4 Do you have any foreign *currency*? Which one(s)?

TRAVEL ACCIDENTS AND BREAKDOWNS | WYPADKI I AWARIE W PODRÓŻY

20 Match sentences 1–5 to sentences a–e that have similar meaning. In pairs, describe an accident or breakdown that you or someone you know have seen.

1 The driver didn't see the cyclist and, when he hit her, she fell over. __b__
2 We had no air in the tyre because of a small hole. __a__
3 We had a collision with a pedestrian last week. Fortunately, there were no casualties. __d__
4 We ran out of petrol, so we had to call the breakdown service. __c__
5 Whilst diving around the islands, the divers came across a ship under water. __e__
6 Whenever you go hiking, don't forget to pack bandages, plasters, antiseptic wipes, scissors, etc. __f__

a We had a flat tyre.
b The driver knocked her over.
c We had forgotten to fill the car up, so it stopped and we needed help.
d A pedestrian was hit by our car last week. Fortunately, he survived.
e They found a shipwreck.
f Make sure you have a first aid kit with you.

21 Complete the collocations with the words from the box. What form of travel are they usually connected with: rail, air, road or sea? R

battery belt box disaster landing

1 black *box (mainly air)*
2 emergency *landing (air)*
3 flat *battery (road)*
4 life *belt (sea)*
5 maritime *disaster (sea)*

TRAVEL SAFETY | BEZPIECZEŃSTWO W PODRÓŻY

22 Complete the text with the words from the box. In pairs, think of some other travel safety tips. R

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.

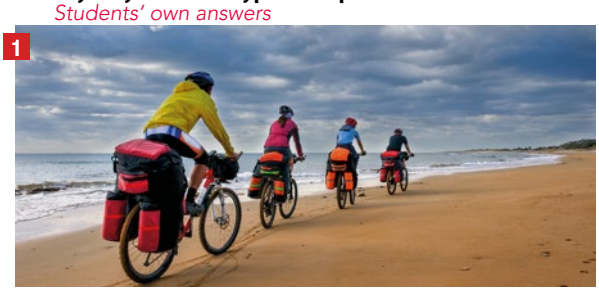
Happy travelling!

GO FOR IT

23 Work in pairs. You're organising a school trip for your class. Look at the photos below and decide which type of trip you would like to go on. Discuss the following:

- how you are going to get there,
- the type of accommodation,
- what you are going to do there,
- how you are going to prepare for the trip,
- how you are going to prepare for any emergencies,
- the cost.

Say why the other types of trip are not suitable.
Students' own answers

1


2


3


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

08 SŁUCHANIE 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

TRENING MATURALNY

2 **Read the tip below. Then in pairs, discuss the differences in meaning between options a–c in questions 1–3.**
Suggested answers:

1 It's been two years since I last went to an airport to
a and b: opposite meaning; b and c are similar, but c probably means 'collect in a car'
(a) say goodbye to somebody.
b meet somebody.
c collect somebody.

2 My grandfather *a is unlikely (still rides); b in the past – we don't know about now; c is unlikely*
a is used to riding his motorbike without a helmet.
(b) was allowed to ride his motorbike without a helmet.
c usually rides his motorbike without a helmet.

3 I'm not very good at *a is helping others; b is finding your own way; c wants help*
(a) showing people the way to city landmarks.
b following directions to city landmarks.
c asking for directions to city landmarks.

W zadaniu wielokrotnego wyboru 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.

3 08 06 **Listen to sentences 1–3 and answer the questions in Exercise 2.**

4 **How is the information from Exercise 2 expressed in the recording? Check in the audioscript.**
1 say goodbye to sb = see sb off
2 was allowed to ride his motorbike = used to be able to
3 showing people the way to = give people directions to

ZADANIE MATURALNE

5 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, the man 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 interesting photos.
C to give you a reason to take a walk.

6 **SŁOWNICTWO** **Complete the missing words to make collocations from the recordings in the lesson. The first letter of each word has been given. Then check your answers in the audioscript.**

1 city l *landmark(s)*
2 h *historic* buildings
3 walking t *tour*
4 u *urban* walk
5 s *side* streets
6 touristy r *route*

7 **Make questions using collocations from Exercise 6. In pairs, ask and answer each other's questions.**
Students' own answers

8 **In pairs, imagine a foreign tourist is going to spend a weekend in a city you know well.**
Students' own answers
- Design and sketch a five-kilometre walking route taking in all the main tourist sites.
- List other ways of getting around the city available to a tourist.
- Discuss the pros and cons of each of the options available.

Odpowiedzi na pytania

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?

W zadaniu musisz udzielić odpowiedzi na pytania otwarte na podstawie informacji zawartych w nagraniu. 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 08 **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 – *possible* going through passport control – *entering a country* long-haul flights – *long-distance air travel* problems – *difficulties* South America – *Latin America* suppose – *imagine*

5 08 08 **Listen again and answer the questions in Exercise 2.** *Suggested answers:*
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 09 **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

3 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?



UNUSUAL ACCOMMODATION

Eilean Donan Castle, Scotland



How can you have a holiday in a train, a boat and a bus, but only travel by car?

Mum loves last-minute holidays. [1] _E_ A few hours later, we were on our way to the Scottish Highlands with a mountain of luggage in the back of our ancient camper van. (We never travel light!)

Our first accommodation was a railway carriage on an unused railway line. It wasn't a five-star hotel. [2] _C_ The scenery was beautiful and we went swimming in the freezing lake. Two days later, we set off again. Mum laughed and said we were going on a cruise. But when we got there, we saw it wasn't a cruise ship. [3] _A_ It was surprisingly comfortable and spacious. The next day, we went kayaking in the Atlantic and saw some dolphins. Our final B & B was a minibus. It was like a mobile home. We went hiking in the hills and visited Eilean Donan Castle and other historic monuments and ancient ruins.

[4] _D_ We'd enjoyed a wonderful stay in Scotland in a train, a boat and a bus.

1 **Which of these places have you slept in? Which was the best and why? In pairs, compare your answers.** *Students' own answers*

B & B campsite car caravan cruise ship
holiday home hotel mobile home youth hostel

TRENING MATURALNY

2 **Choose the correct words to complete the sentences. Say when we use these connecting words.**

1 I love railways. *Finally*, / *However*, / (*So*) I often travel by train.
2 The hotel room was fantastic. *Finally*, / (*However*), / *So* the breakfast was terrible.
3 First, we flew to London. Then we took a bus to Oxford. (*Finally*), / *However*, / *So* we got a taxi home.

3 **Read the tip below. Then read the paragraph and decide which sentence best completes the gap. Give reasons for your answer.**

The West Highland Railway Line runs from Glasgow to Oban or Fort William and Mallaig. It is widely considered to be one of the most beautiful railway journeys in the world. The line to Mallaig crosses the Glenfinnan viaduct, which is the bridge used in the well-known Harry Potter films. ____ The mountains, lochs (the Scottish word for lakes) and wild scenery make this a train journey you'll never forget.

a Finally, this line has appeared in many films and TV series.
b However, it is not the only beautiful line in this part of the world.
(c) So it is no surprise that the line is popular with cinema fans. *Because the word 'so' introduces a logical result. It is logical that as a result of seeing the Harry Potter films, the railway line is popular with cinema fans.*

Gdy dobierasz zdania do luk w tekście, zastanów się uważnie nad znaczeniem spójników takich jak *however* (ale, jednak), *so* (więc, z tego powodu) czy *finally* (ostatecznie). Czy zdania je zawierające łączą się logicznie z tekstem?

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 It was a 110-year-old lifeboat that had been turned into a holiday home.
B It was supposed to be a lovely place, but we weren't so impressed.
C However, for a train, it was quite luxurious and it had a great view of Loch Awe.
D On the last day, we checked out early and drove back south.
E So it is no surprise last week when she told us to hurry up and pack our bags.

5 **Read the text again. In groups, discuss what you would enjoy and would not enjoy about a holiday like that.** *Students' own answers*

Exercise 2
1 So; We use *so* to connect something, e.g. the fact that I love railways, with a logical result or consequence: I often travel by train.
2 However; We use *however* to contrast two things, e.g. a fantastic hotel room with a terrible breakfast.
3 Finally; We use *finally* to introduce the last thing in a sequence, e.g. 1 fly to London, 2 take a bus to Oxford and 3 get a taxi home.

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

6 **SŁOWNICTWO** **Choose the correct words to complete the sentences.**

1 Our new *camper van*/*carriage* has lots of luggage space. It's perfect for our family trips.
2 There are fifty students going on the school trip, so we'll need to hire a *coach*/*mobile home*.
3 I didn't sleep well at the hotel because there was a busy *railway*/*cruise* line behind the building and passing trains sometimes woke me up.
4 When the train reached the end of the *line*/*platform*, I was the only passenger left in the *carriage*/*board*.

7 **SŁOWNICTWO** **Complete the text with the words from the box. There is one extra word.**

arrived checked last-minute pack ruins
scenery set stay way

Last year, we won a holiday: a week in a luxurious five-star hotel in Rome. We had plenty of time to plan the trip and to [1] *pack* our bags, which was great because I can't stand [2] *last-minute* holidays. I panic when I don't have enough time. We really enjoyed our [3] *stay* in Italy: the ancient [4] *ruins* and the historic monuments were just as special as I'd imagined them to be. What surprised me, however, was the wild mountain [5] *scenery* that we saw not far from Rome. On our last day, we felt sad as we [6] *checked* out of the hotel and [7] *set* off on our return journey. While we were in the plane on our [8] *way* home, we looked at our photos and promised we would be back one day.

CULTURE BIT | British place names

08 10 English is not the easiest language in the world to pronounce. For example, look at the letters o-u-g-h when they appear together. Cough /kɒf/ sounds like 'off', enough /ɪˈnʌf/ sounds like 'puff' and through /θruː/ sounds like 'too'. Why is English often not pronounced as it is written? One reason is that there is no Academy of English to revise spelling to make it more logical. The same problem of how to pronounce words occurs with place names.
Let's start with o-u-g-h. The English town Slough /slaʊ/ sounds like 'how'. The 'h' is silent in Buckingham /ˈbʌkɪŋəm/ and Durham /ˈdʌrəm/. The 'w' is silent in the middle of Warwick /ˈwɒrɪk/ and in Norwich /ˈnɒrɪdʒ/, too. Greenwich /ˈgrenɪtʃ/ is not as colourful as it looks – it's not pronounced like 'green'. The red colour can be heard in Reading /ˈredɪŋ/, so you should never read it as 'reading'. Worcester /ˈwʊstə/ and Leicester /ˈlestə/ only have two syllables, not three as you might guess. There's no 'e' in Derby /ˈdɑːbi/. And if you ask for directions to the village of Woolfardisworthy /ˈwʊlzəri/, you may get lost if you don't say it correctly.
It's the same in Scotland. Kirkcudbright /kəˈkuːbri/ and Milngavie /mɪlˈgaɪ/ are two examples of a totally different pronunciation and spelling. And the capital is Edinburgh /ˈedənbərə/. It's not pronounced like Hamburg, as some people might think.

08 10

A 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

1 **Odpowiedz na pytania 1–4 zgodnie z treścią tekstu A tak, aby jak najbardziej precyzyjnie oddać jego sens.**

1 What is the main purpose of this text?
_____
2 Apart from the fact that driverless cars don't get tired or distracted, why might they cause fewer accidents?
_____
3 What do driverless cars have in common with computer software?
_____
4 What can we conclude from the last paragraph?
_____

Exercise 1
Suggested answers:
1 To examine the pros and cons of driverless cars.
2 They (always) give way to pedestrians and cyclists and they don't drink alcohol.
3 It's an opinion (an estimate from a study that says journeys could be faster).
4 They can both crash and be hacked.

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

B 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

2 Przeczytaj tekst B. 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

MÓWIENIE Opis ilustracji

08

1 **In pairs, discuss which three cities you would most like to visit in the world. Give reasons for your answers.** *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?

b Is it a good idea to go sightseeing when it's raining? Why? / Why not?

c Would you like to be a tour guide? Why? / Why not?

Po opisaniu ilustracji i odpowiedzi na pytanie odnoszące się bezpośrednio do jej treści, musisz odpowiedzieć na 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 11 **Listen to a description of the photo. Match model answers 1–3 in the recording to questions a–c in Exercise 2. How similar are the answers to your own ideas?** *1 c 2 a 3 b*

4 08 11 **Complete the Useful Phrases box with one word in each gap. Then listen again and check.**

USEFUL PHRASES ▶ STR. 328

Expressing and justifying opinions

In my [1] *opinion*, ... / I think ... because ...
Personally, I ... because ...
It [2] *seems* to me that ...
It's / It isn't a good [3] *idea* to ...

Habits and preferences

I (don't) really enjoy/like ... because ...
My [4] *favourite* (type of) ...
I like to (be) ... so that ...

Dreams and ambitions

My [5] *dream* is to ...
I'd love to ...

▶ ZESTAW ZADAŃ STR. 155

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



1 Do you like active holidays? Why? / Why not?
2 How enjoyable are mountain trips for you?
3 If you were going on a walking trip, who would you like to go with? Why?

UCZEŃ B



1 Would you like to travel in a camper van? Why? / Why not?
2 What's your favourite way to travel to your holiday destination?
3 If you had a camper van, what would be your dream destination? Why?

08 11

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)

08 ŚRODKI JĘZYKOWE Minidialogi

GRAMATYKA

A Rewrite the sentences using reported speech, using the beginnings below.

1 'Can you go camping with us?'
They asked me _____.
2 'Do you need me to help you plan your trip?'
My older brother asked _____.
3 'Don't leave your backpack in the hall.'
The receptionist told _____.
4 'I will try to call you tomorrow.'
My boyfriend told _____.
5 'Somebody is following us.'
They said _____.
6 'Did you finish the guided tour two hours ago?'
Dad wanted _____.

B Complete the text with the words in brackets in the correct form.

My winter holidays weren't so great. On the first day in the morning I didn't feel well and my mum told me [1]*to stay* (stay) in bed instead of going skiing. She said I [2]*would feel / was going to feel* (feel) better the next day. But I didn't. I was sweating, had a fever and a terrible cold. Mum asked me if I [3]*wanted* (want) breakfast, but I told her that I [4]*didn't / did not feel* (not/feel) like eating at all. I had no choice but to see the doctor in the afternoon. He asked me how long I [5]*'d/had had* (have) these symptoms. He then examined my throat and said that it [6]*was* (be) nothing serious. He told me [7]*to rest* (rest) and stay in bed. He also told me [8]*not to go* (not/go) skiing for the rest of the week.

▶ MOWA ZALEŻNA, STR. 296

Exercise A
1 if I could go camping with them
2 (me) if/whether I needed him to help me plan my trip
3 me not to leave my backpack in the hall
4 me (that) he'd / he would try to call me the next/following day
5 (that) somebody was following them
6 to know if/whether I'd / I had finished the guided tour two hours before/earlier

Exercise 3
1 Because different grammar structures are used in the first questions.
2 Yes, it is. (Possible answer: That's a pity!)

Exercise 4
Possible answers:
1 It was quite comfortable.
2 Yes, of course.
3 Good idea, let's do it.
4 I'm pretty sure you don't need one.

TRENING MATURALNY

1 Read mini-dialogues 1 and 2. From options a–c, choose the answer which fits each 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 and 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.

4 Match questions 1–4 to language functions a–d in Exercise 2. Then write your own answers to these questions.

1 **What did you think** of our hostel? *d*
2 **Would it be OK if** we went hiking tomorrow? *c*
3 **Why don't we** ask somebody for directions? *a*
4 **Can you tell me if** I need a visa to go there? *b*

ZADANIE MATURALNE

5 Uzupełnij minidialogi 1–4. 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.

4 **X:** Are visitors allowed to take photographs inside?
Y: ____
X: That's a pity.
A No, they don't.
B Yes, of course.
(C) Unfortunately not.

▶ PRZYDATNE ZWROTY | MÓWIENIE, STR. 328

TRENING MATURALNY

1 **Read the tip below. 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 fact the toiletries were 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** spoke
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 podczas rozwiązywania testu wielokrotnego wyboru 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.

▶ CZASOWNIKI MODALNE, STR. 284
▶ MOWA ZALEŻNA, STR. 296
▶ ZADANIA DODATKOWE STR. 154

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*

08 PISANIE Wpis na forum internetowym

Przedstawianie intencji, marzeń, nadziei i planów na przyszłość

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?

1 **When you're planning a trip, what kind of things do you consider in choosing your destination? Discuss in groups.**

Exercise 1
Students' own answers, e.g. the time you have, the cost, the weather, the transport options, who you are travelling with, how many people are going.

2 **Read the sample task and the model answer above. Then in pairs, say what you think of the author's choice of destination.** *Students' own answers*

TRENING MATURALNY

3 **Read the tip below. What phrase for asking for opinions is used in the model text? What other phrases can you think of for asking someone their opinion?**

Exercise 3
What do you think? Students' own answers, e.g. Do you have any suggestions? / What's your view/ opinion? / How do you feel about it?

Pisząc post na forum internetowym, warto nawiązać relację z czytelnikami, zwracając się do nich bezpośrednio i prosząc o wyrażenie opinii.

4 **Read the Useful Phrases box. Find phrases which appear in the model answer above.**

Exercise 4
I'm going camping. / I'm going to visit Edinburgh. / I'm thinking of taking the train. / My initial plan was to visit a big city. / I couldn't decide between Paris and Stockholm. / 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 … / I'm thinking of making a video.

USEFUL PHRASES ▶ STR. 337

Talking about definite plans

I'm going to … / I'm about to … / I've decided to …

Talking about intentions

I'm planning to (take the train). / I'm thinking of (taking the train).

I think I'll … / I might …

I'm not (totally) sure, but …

As long as / Provided that …, I'll …

Rejecting plans

At first, I was thinking about going to …, but …

My initial plan was to …, but …

I couldn't decide between … and …, but …

Talking about your hopes and dreams

I'm hoping to … / I'd (really) like/love to …

I'm (so/really) looking forward to (going there).

My heart is set on / I've always dreamt of (reaching the highest point of the British Isles).

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

1 I've *decided* / *looked* / *realised* to take a week off.
2 My *heart* / *holiday* / *plan* is set on learning to ski.
3 I'm *going* / *hoping* / *looking* forward to the trip.
4 We're *going* / *looking* / *thinking* about going to France.
5 I've always *decided* / *dreamt* / *planned* of visiting Rome.
6 As *long* / *provided* / *sure* as you don't drive, I'll come.

ZADANIE MATURALNE

6 **Do the task.**

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.

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

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 **How easy is it to cycle in a town you know well?**
Students' own answers



1 Cycling is environmentally-friendly, inexpensive and relatively quick. However, I'm 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.

TRENING MATURALNY

2 **Read the tip below. Then read the sample task and the model answer above. 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.

3 **Read the model answer again. Do you agree with the writer's arguments? Give reasons for your answers.**
Students' own answers

4 **Complete the Useful Phrases box with one word from the model answer in each gap.**

USEFUL PHRASES ▶ STR. 337

Expressing confidence

I feel confident that ...
I am (absolutely/pretty) sure/[1] ___certain___ 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 a hundred percent 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.

5 **Complete the sentences with one word in each gap. Tick the sentences that you agree with and change the ones you disagree with. Then in pairs, compare your answers.**
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 ___certain___ that I'll pass my driving test before I am twenty-one.
6 There is no doubt in my ___mind___ bikes are better than e-scooters.
7 I don't 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___.

6 **In pairs, discuss why more people don't use public transport in Poland. Make notes with facts, examples and logical deductions.** *Students' own answers*

ZADANIE MATURALNE

7 **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.

Exercise 2
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 student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

08 LISTA SŁOWNICTWA

MEANS OF TRANSPORT | ŚRODKI TRANSPORTU

boat – łódź
  rowing ~ – łódź wiosłowa
  sailing ~ – żaglówka
● **camper van** – samochód kempingowy
● **coach** – autokar
● **cruise ship** – statek wycieczkowy
double-decker bus – autobus piętrowy
e-scooter – hulajnoga elektryczna
ferry – prom
motorbike/motorcycle – motocykl
scooter – skuter; hulajnoga
the Tube – metro w Londynie
tram – tramwaj
trolleybus – trolejbus
underground – metro
van – furgonetka
yacht – jacht
cart – bryczka R

TRAVELLING | PODRÓŻOWANIE

arrival – przylot, przyjazd
backpack – plecak
baggage – bagaż
business trip – podróż służbowa
cancellation – odwołanie (np. lotu)
delay – opóźnienie
depart from – odjeżdżać, odlatywać z
departure – odlot, odjazd
destination – docelowy punkt podróży
  holiday ~ – miejsce wypoczynku, cel wakacyjnych podróży
excursion – wycieczka
expedition – ekspedycja
fare – opłata za przejazd
foreign currency – obca waluta
journey – podróż
holiday – wakacje, urlop
  activity ~ – czynny wypoczynek
  adventure ~ – wakacje dla amatorów przygód
  all-inclusive ~ – wakacje typu all-inclusive
  beach/seaside ~ – wakacje nad morzem
  camping ~ – wakacje pod namiotem
  first minute ~ – wakacje rezerwowane z dużym wyprzedzeniem
  ● **last minute ~** – wakacje rezerwowane w ostatniej chwili
  ~ resort – miejscowość wypoczynkowa
lost property office – biuro rzeczy znalezionych
luggage – bagaż
  ~ trolley – wózek bagażowy
● **on board** – na pokładzie
  ~ a plane/train/ship – w samolocie/pociągu / na statku
pass – bilet upoważniający do wielokrotnego przejazdu
passport – paszport
  ~ control – kontrola paszportowa
  valid/invalid ~ – ważny/nieważny paszport
public transport – komunikacja publiczna
rucksack – plecak
seat reservation – rezerwacja miejsca
suitcase – walizka
ticket – bilet
  first class ~ – bilet pierwszej klasy
  monthly ~ – bilet miesięczny
  return ~ – bilet powrotny
  single ~ – bilet w jedną stronę
  ~ office – kasa biletowa
timetable – rozkład jazdy
travel – podróżować; podróż
travel sickness – choroba lokomocyjna
trip – podróż, wycieczka
urban transport – komunikacja miejska
● **far-flung destination** – odległe miejsce R
● **hassle** – uciążliwość, udręka
hitchhike – podróżować autostopem
● **urban travel** – podróżowanie po mieście, turystyka miejska

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

● **arrive at (the hotel/station)** – przybyć (do hotelu / na stację)
arrive in (Poland/London) – przybyć do (Polski/Londynu)
● **be on your way (home)** – być w drodze (do domu)
board a ferry/plane/ship/boat – wsiadać na prom / do samolotu / na statek / do łodzi
book a flight/seat/ticket – rezerwować lot/miejsce/bilet
cancel a reservation/flight – anulować rezerwację/lot
carry luggage – nosić bagaż
catch a bus/flight – złapać autobus / zdążyć na autobus/lot
change (trains/buses) – przesiadać się
commute to work – dojeżdżać do pracy
cross the border – przekraczać granicę
explore a city – odkrywać, poznawać miasto
get into / out of a car/taxi – wsiadać do samochodu/taksówki / wysiadać z samochodu/taksówki
get on/off a bus/train – wsiadać do autobusu/pociągu / wysiadać z autobusu/pociągu
go by bus/car/train – jechać autobusem/samochodem/pociągiem
go on foot – iść piechotą
go trekking – wybrać się na wycieczkę trekkingową
have priority – mieć pierwszeństwo
hire a car – wypożyczyć samochód
make a reservation – zrobić rezerwację
● **pack/unpack your suitcase** – spakować/rozpakować walizkę
rent a car / an apartment – wypożyczyć samochód / wynająć apartament
see sb off – odprowadzać kogoś
● **set off/out** – wyruszać
take a bus/plane – pojechać autobusem / polecieć samolotem
travel – podróżować
  ~ abroad – podróżować za granicę
  ~ across (Europe) – podróżować po (Europie)
  ~ around the world – podróżować dookoła świata
  ~ by (air/bus) – podróżować (samolotem/autobusem)
cover the distance – pokonać odległość R
go through passport control – przejść przez kontrolę paszportową
keep the costs low – ograniczać wydatki
● **renew your passport** – wyrobić nowy paszport

SEA TRAVEL | PODRÓŻ MORSKA

be/feel seasick – cierpieć na chorobę morską
cabin – kabina, kajuta
crossing – rejs, przeprawa
● **cruise** – rejs wycieczkowy
deck – pokład
get seasick – dostać choroby morskiej
harbour – port, przystań
lifeboat – łódź ratunkowa, szalupa
lighthouse – latarnia morska
motorboat – motorówka
port – port, przystań
sail – żagiel; płynąć, żeglować
voyage – podróż morska, długi rejs

AIR TRAVEL | PODRÓŻ LOTNICZA

airline – linia lotnicza
  budget ~ – tania linia lotnicza
boarding card/pass – karta pokładowa
check in – przejść odprawę biletowo-bagażową
check-in desk – stanowisko odprawy biletowo-bagażowej
business class – klasa biznesowa
departure lounge – hala odlotów
duty-free zone – strefa bezcłowa
economy class – klasa ekonomiczna/turystyczna
flight – lot
  charter ~ – rejs czarterowy
  direct ~ – lot bezpośredni
  international ~ – lot międzynarodowy
  scheduled ~ – lot rejsowy
  ~ schedule – rozkład lotów
gate – bramka, wyjście
hand luggage/baggage – bagaż podręczny
land – lądować
meet sb at the airport – wyjść po kogoś na lotnisko
miss your flight/plane – spóźnić się na lot/samolot
seat – miejsce siedzące
  aisle ~ – miejsce przy przejściu
  middle ~ – miejsce środkowe
  window ~ – miejsce przy oknie
  ~ belt – pas bezpieczeństwa
security check – kontrola bezpieczeństwa
take off – startować (o samolocie)
take-off – start samolotu
baggage reclaim – odbiór bagażu R
cabin crew – personel pokładowy
cabin/carry-on luggage/baggage – bagaż podręczny
connecting flight – dalsze połączenie lotnicze
domestic flight – lot krajowy
long-distance air travel / long-haul flight – lot długodystansowy
overhead locker – schowek bagażowy nad siedzeniem

LAND TRAVEL | PODRÓŻ LĄDOWA

BUS AND COACH TRAVEL | PODRÓŻ AUTOBUSEM I AUTOKAREM

bus station – dworzec autobusowy
stop – przystanek
  request ~ – przystanek na żądanie

CAR TRAVEL | PODRÓŻ SAMOCHODEM

driving course – kurs na prawo jazdy
driving licence – prawo jazdy
fine – mandat
motorway – autostrada
pavement – chodnik
petrol – benzyna
  ~ station – stacja benzynowa
road sign – znak drogowy
ticket – mandat
breathalyser – alkomat R
ditch – rów
driverless car – samochód autonomiczny, bez kierowcy
headlights – światła przednie

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

accelerate – przyspieszać
be/get stuck in a traffic jam – utknąć w korku
brake – hamować
break the speed limit – przekroczyć dozwoloną prędkość
fill up – zatankować
fine – ukarać mandatem
give sb a lift – podwieźć kogoś
give way – ustąpić pierwszeństwa
overtake – wyprzedzać
reduce speed – zwalniać
speed up – przyspieszać
start a car – uruchomić samochód
be held up in a traffic jam – utknąć w korku R
consume fuel – zużywać paliwo
fasten your seat belt – zapiąć pas

RAIL TRAVEL | PODRÓŻ KOLEJĄ

● **carriage** – wagon
guard – kierownik, kierowniczka pociągu
● **platform** – peron
● **railway station** – stacja kolejowa
● **reach the end of the line** – dojechać do stacji końcowej
train – pociąg
  direct ~ – pociąg bezpośredni
  express ~ – pociąg ekspresowy
  fast ~ – pociąg pospieszny
  local ~ – pociąg osobowy do przewozów regionalnych

compartment – przedział R
~ number – numer przedziału
dining/sleeping car – wagon restauracyjny/sypialny
luggage rack – półka na bagaże
tracks – tory
transcontinental – transkontynentalny

CYCLING | JAZDA NA ROWERZE

bicycle stand/rack – stojak na rowery R
cycle/bike lane – pas dla rowerów
pump – pompka rowerowa
~ up the tyres – pompować opony

SENSE OF DIRECTION | ORIENTACJA W TERENIE

ask sb the way – zapytać kogoś o drogę
ask for directions – zapytać o drogę
cross the street/bridge – przejść przez ulicę/most
find your way – znaleźć drogę, trafić
follow (a road) – podążać (drogą)
get lost – zgubić się
get to – dotrzeć do
give sb directions to – dać komuś wskazówki, jak dotrzeć do
go/walk across/along/past – iść przez/wzdłuż/obok
go/walk as far as – iść aż do
go straight on – iść prosto
reach sth – dotrzeć do czegoś
show/tell sb the way to – wskazywać komuś drogę do
take the first exit – skręcić w pierwszy zjazd
take the first/second turning on the left – skręcić w pierwszą/drugą ulicę po lewej
turn left/right / into a street – skręcić w lewo/prawo/ulicę
detour sign – oznaczenie objazdu R
diversion – przekierowanie, objazd
eastwards – na wschód
westwards – na zachód

ACCOMMODATION | BAZA NOCLEGOWA

accommodation – zakwaterowanie
bed and breakfast / B & B – nocleg ze śniadaniem
breakfast included/provided – śniadanie wliczone w cenę pokoju
budget hotel – tani hotel
campsite – pole namiotowe
caravan – przyczepa kempingowa
facilities – wyposażenie, udogodnienia, infrastruktura
holiday farm – gospodarstwo agroturystyczne
home comforts – domowe wygody
● **mobile home** – przyczepa kempingowa
room – pokój
double ~ – pokój dwuosobowy z podwójnym łóżkiem
single ~ – pokój jednoosobowy
twin ~/ twin-bedded ~ – pokój z dwoma łóżkami
sleeping bag – śpiwór
vacancy / vacant room – wolne miejsce / wolny pokój
view – widok
with a ~ of sth – z widokiem na coś
youth hostel – schronisko młodzieżowe
board – wyżywienie R
full/half ~ – pełne wyżywienie / śniadanie i obiadokolacja
boarding house – pensjonat
budget accommodation – niedrogie zakwaterowanie
guesthouse – pensjonat
holiday home/cabin – dom wakacyjny
pet-friendly – przyjazny dla zwierząt
reasonably priced – w rozsądnej cenie
self-catering accommodation – zakwaterowanie z możliwością korzystania z kuchni

PHRASES | WYRAŻENIA I ZWROTY

be available/unavailable – być dostępnym/niedostępnym
be fully booked – nie mieć wolnych miejsc
be located in – być usytuowanym w
cancel a booking/reservation – odwołać rezerwację
check in at a hotel – zameldować się w hotelu
● **check out of a hotel** – wymeldować się z hotelu
confirm a booking/reservation – potwierdzić rezerwację
make a booking/reservation – dokonać rezerwacji
no vacancies – brak wolnych miejsc
put up a tent – rozłożyć namiot
● **stay at/in (a hotel)** – zatrzymać się w (hotelu)
travel on a (low/tight) budget – podróżować tanio

TRIPS | WYCIECZKI

camping trip – biwak
entrance ticket – bilet wstępu
● **scenery** – krajobraz
summer/holiday camp – obóz letni
stay – pobyt
tour – wycieczka
sightseeing ~ (of the city) – zwiedzanie (miasta)
● **walking ~** – wycieczka piesza
● **walking route** – trasa piesza
weekend break – wyjazd weekendowy
city break – krótki wyjazd turystyczny do dużego miasta R
guided tour – wycieczka z przewodnikiem
hike – piesza wędrówka
staycation – wakacje spędzane w domu

SIGHTSEEING | ZWIEDZANIE

TOURIST ATTRACTIONS | ATRAKCJE TURYSTYCZNE

bridge – most
castle – zamek
cathedral – katedra
fountain – fontanna
● **historic building** – zabytkowa budowla
● **landmark** – charakterystyczny obiekt
monument – zabytek, pomnik
● **ruins** – ruiny
sight – zabytek, ciekawe miejsce
statue – posąg
tower – wieża
breathtaking sight – widok zapierający dech w piersiach R
● **place of natural beauty** – miejsce o dużych walorach przyrodniczych
theme park – tematyczny park rozrywki

PHRASES | ZWROTY

be blown away – być zachwyconym
get a (sun)tan – opalić się
go backpacking – wędrować z plecakiem
go camping – pojechać pod namiot
go for a ride – pojechać na przejażdżkę
go hiking – pójść na pieszą wędrówkę
make an excursion – pojechać na wycieczkę
make/take a trip – pojechać na wycieczkę
sunbathe – opalać się
tour (around) the country – podróżować po kraju
admission price – cena za bilet wstępu R
attract tourists – przyciągać turystów
audio guide – przewodnik audio
charge (fees) – pobierać (opłaty)
guidebook – przewodnik (książka)
packed with tourists – pełen turystów
tour guide – przewodnik, przewodniczka
tour operator – organizator wypoczynku
● **touristy** – nastawiony na turystów

TRAVEL ACCIDENTS AND BREAKDOWNS | WYPADKI I AWARIE W PODRÓŻY

breakdown service – pomoc drogowa, laweta
collision – zderzenie
crash – wypadek, katastrofa
first aid kit – apteczka pierwszej pomocy
shipwreck – wrak statku, katastrofa morska
emergency landing – awaryjne lądowanie R
flat battery – rozładowany akumulator
head-on collision – zderzenie czołowe
life belt/buoy – koło ratunkowe
life jacket – kamizelka ratunkowa
maritime disaster – katastrofa morska
motorway pile-up – karambol na autostradzie
multi-vehicle collision – kolizja z udziałem wielu pojazdów
rescue/emergency services – służby ratunkowe

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

break down – popsuć się (o pojeździe)
crash into sth – zderzyć się z czymś
fall over – upaść, przewrócić się
have a flat tyre – mieć przebitą oponę, złapać gumę
knock sb down/over – potrącić kogoś
run out of petrol – zużyć całą benzynę
run sb/sth down/over – przejechać kogoś/coś
cause an accident / a collision/ crash – spowodować wypadek/kolizję R

ROAD TRAFFIC | RUCH ULICZNY

pedestrian – pieszy
~/zebra crossing – przejście dla pieszych
roundabout – rondo
rush hour – godziny szczytu
speed limit – ograniczenie prędkości
traffic – ruch uliczny
heavy ~ – duży ruch uliczny
~ jam – korek
~ lights – sygnalizacja świetlna
vehicle – pojazd
commuter – osoba, która codziennie dojeżdża do pracy R
ring road – obwodnica
roadworks – roboty drogowe
standstill – paraliż komunikacyjny
traffic congestion – korek drogowy

TRAVEL SAFETY | BEZPIECZEŃSTWO W PODRÓŻY

be wary of sth – wystrzegać się czegoś R
get to know your destination – poznać miejsce, do którego się wybieramy
flashy jewellery – krzykliwa biżuteria
get peace of mind – mieć spokojną głowę
keep an eye on sb/sth – mieć kogoś/coś na oku, uważać na kogoś/coś
● **money belt** – torebka biodrowa
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
valuables – kosztowności

LISTA 08 PODSTAWOWA

LISTA 08 PODSTAWOWA +ROZSZERZONA

MINIDIALOGI

1 Uzupełnij minidialogi 1–3. 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.

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.



TEKST Z WYBOREM WIELOKROTNYM

R

3 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] ____ 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. Planning well in advance definitely pays off.

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** was built	
	C is being built		**D** is building	
5	**A** would have been		**B** will have been	
	C may have been		**D** should have been	
6	**A** Even though		**B** On the one hand	
	C In spite of		**D** However	

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. 366

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 cities? 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

WYBÓR WIELOKROTNY

1 08 12 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A–C.**

Tekst 1

1 The speaker says that the situation is 'unusual' because

A the family didn't need the nanny when she was employed.
B the nanny no longer has children to look after.
C the nanny has worked for the same family for so long.

Tekst 2

2 Which of these events happened first?

A The speaker's father grew up in a village.
B The speaker's grandparents left their country.
C The cousin of the speaker's grandparents contacted them.

3 From what the speaker says, her father

A settled down in England very quickly.
B didn't miss his parents much when they were abroad.
C found it difficult to get used to life with his grandparents.

Tekst 3

4 To qualify as a 'boomerang child', you must

A leave the family home and then go back there to live.
B have studied at university.
C spend all your holidays at your parents.

5 According to the speaker, some boomerang children

A had their own home, but were not happy about its size.
B would be able to afford to rent somewhere of their own.
C return home because they miss family life.

6 Which of these is NOT given as a potential cause of arguments between parents and boomerang children?

A finances **B** parents' rules **C** tastes in food

ODPOWIEDZI NA PYTANIA

R

2 08 13 **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?

_____

2 How is fast food usually presented on social media?

_____

3 What do photos of healthy food typically point out?

_____

4 How does the number of followers on social media influence people's behaviour?

_____

5 When did the the traditional media start to take interest in kale?

_____

ŚRODKI JĘZYKOWE

SETY LEKSYKALNE

3 Z podanych odpowiedzi A–C wybierz wyraz, który poprawnie uzupełnia oba zdania w każdej parze.

1 We got stuck in traffic on the way to the airport and ... our flight.
James' teacher wrote to his parents because he had ... three lessons.
A skipped **B** caught **C** missed

2 The ... was out of service so we took the stairs.
Jim's neighbour gave him a(n) ... to the airport, so he arrived in time.
A lift **B** escalator **C** ride

3 Can you help me ... up this tent?
After a hard day at work, dad likes to ... his feet up and relax.
A pack **B** put **C** lift

4 Chris has decided to ... a party for his eighteenth birthday next week.
'How often do you ... piano lessons?' 'Twice a week, on Mondays and Thursdays.'
A throw **B** do **C** have

5 We arrived ... Rome after a long journey from Warsaw.
Although the car was old, it was still ... good condition.
A at **B** in **C** to

6 It's going to be warm this weekend, so let's ... a trip to the seaside.
'Excuse me. Do you ... credit cards here?' 'Yes, we do.'
A take **B** make **C** accept

SETY LEKSYKALNE

4 Wpisz w luki wyraz, który poprawnie uzupełnia oba zdania w parach 1–6. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 _____up_____
Before we set off on our journey, we have to fill ... with petrol.
Is there any way we can cheer Helen ...? She seems very sad.

2 _____get_____
Wait a minute, please. I need to ... changed.
Simon and his cousin Marta ... on very well with each other.

3 _____break_____
Oh, no! Another commercial ...! I'll make a cup of tea in the meantime, then.
We get a fifteen minute ... between History and Maths lessons.

Exercise 2
1 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 Fast food is often shown as being cool and sociable (because it is often eaten at parties or other social gatherings).
3 Healthy food posts focus on the nutritional value of the meal.
4 When something becomes popular, people can get desperate to be part of the new trend.
5 When the marketing company got a trendy restaurant to add it to their menu.

4 ___go___
We are going to ... sightseeing with a guide tomorrow.
My father needs to ... on a diet because he has gained weight.

5 ___got___
Before his job interview, Jason ... a haircut and bought a smart new suit to make a good impression.
The TV broke down, so I took it back to the shop and ... a refund.

6 ___code___
There was a problem with the scanner at the checkout and it couldn't read the bar ... on the bag I wanted to buy.
The dress ... for the event was formal, so Chris wore a suit and tie.

TEKST Z LUKAMI R

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.

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 [1] ___than___ a taco pizza!

TEKST Z WYBOREM WIELOKROTNYM R

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.

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.

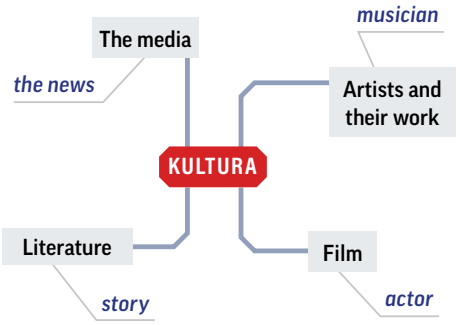
1 **A** on **B** off **C** along **D** in
2 **A** convinced **B** contrasted **C** compared **D** confirmed
3 **A** a project **B** an enquiry **C** an experiment **D** a test
4 **A** set **B** steered **C** started **D** switched
5 **A** could have thrown **B** was being thrown **C** must have been thrown **D** ought to have been thrown
6 **A** had been finding **B** being found **C** was being found **D** had been found

09 KULTURA

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 ARTS, ARTISTS AND THEIR WORK | DZIEDZINY KULTURY, TWÓRCY I ICH DZIEŁA

2 **Replace the underlined fragments in the sentences with the words from the box. There is one extra word.**

hero literature media and entertainment performance reviewer scene

1 The man playing the main part was very convincing. *hero*
2 The person who wrote about it was critical of my new book and didn't recommend it. *reviewer*
3 I don't want a job in the film, TV or music industry; I'd rather do something connected with the fine arts. *media and entertainment*
4 When I was at university, I studied books, poems and plays, but now my job involves creating these pieces of work. *literature*
5 I didn't enjoy the part of the play where the main character was proposing to his girlfriend. *scene*

3 **Match the words from the box to photos 1–5. There are two extra words. Then complete the table with the words from the box.**

architect camera operator composer painter photographer vocalist writer

Architecture	*architect, designer*
Film and theatre	*camera operator, director, make-up artist*
Literature	*writer, novelist, poet*
Music	*composer, vocalist, guitarist, lead singer, songwriter*
Visual art	*painter, photographer, sculptor*


1 *architect*


2 *composer*


3 *painter*


4 *camera operator*


5 *writer*

4 **Add the words from the box to the table in Exercise 3. Then in pairs, choose three people and say what they do. Which job connected with the arts do you find most interesting and why?**

designer director guitarist lead singer make-up artist novelist poet sculptor songwriter



5 **Complete the text with the words from the box. Have you ever been to this place? If not, would you like to go there?**

bridges castle church columns monument styles walls

Film location walking tour

2 hours

In recent years, Dubrovnik in Croatia has gained some fame due to its appearance in numerous films and TV series. If you want to see some of the most popular film locations, then join us on this two-hour walking tour.

The tour starts at a very famous [1] *monument* – the Aphrodite and Pan Statue. From there, it's only a three-minute walk to our first stop – Fort Lovrijenac. In *Game of Thrones*, the fort was used as a(n) [2] *castle* where the king and his family lived. We'll spend an hour here.

We will then walk to Pile Gate which is known as the official entrance to the Old Town and where e.g. *Robin Hood: Origins* was shot. It consists of two doors and two [3] *bridges*, one made of stone, and the second wooden, which could be raised to prevent intruders from entering the city. The Old Town itself is also heavily featured in films, mainly thanks to the various [4] *styles* of architecture, including Gothic, Renaissance and Baroque buildings. For example, in *The Last Jedi*, it acted as the coastal city Canto Bight.

From the Pile Gate, you can enter the city [5] *walls*. They were built using stone in the thirteenth century, and they enclosed the whole city. You can see them in many scenes in all the above mentioned productions.

Our tour ends at St Ignatius [6] *church* and its impressive main doorway with two large [7] *columns*. There are many photo opportunities on the nearby staircase. You will then have a chance to explore the rest of the Old Town on your own.

6 09 01 **Listen to seven short pieces of music. Match the instruments from the box to the recordings. There is one extra word. Check the answers at the bottom of page 161. In pairs, say which instrument sound you like the most.**

bass guitar drums guitar keyboard piano saxophone trumpet violin

1 *trumpet* 2 *keyboard* 3 *drums*
4 *violin* 5 *piano* 6 *saxophone*
7 *guitar*

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

gig lyrics performances producer rehearsed released tune

Some groups are remembered for their music, but some ... for their scandals. Milli Vanilli were a huge singing duo in the late 80s. They started off in Germany and [1] *released* their first album All or Nothing in 1988, soon afterward becoming a worldwide singing sensation. Even though most people knew that they weren't giving live [2] *performances* and instead were lip-synching, nobody expected what was about to happen. During one [3] *gig* in 1989, the backing track got stuck and the two 'singers' Rob and Fab ran off the stage. Soon after, someone came forward and claimed he sang all the [4] *lyrics* on Milli Vanilli's albums. The group's record [5] *producer* confirmed it. The duo had to return all their awards and pay compensation to disappointed fans.

8 **Read the film descriptions. Which words match the descriptions? Then say what kind of films you like.**

1 Nobody's going to let bandits terrorise this small town. This is a story of bravery and power set in the wild, wild West. Yee-haw!
thriller / western / documentary

2 A mysterious plane crash leaves only five survivors. They quickly realise they're on a different planet. And they're not alone ...
cartoon / disaster film / sci-fi

3 A group of homeless friends start a business while singing and dancing through the streets of Liverpool.
musical / romantic comedy / psychological drama

4 Could a dad survive back in school? Packed with hilarious scenes and witty dialogues, this can't be missed.
action film / comedy / disaster film

5 Two people find each other after many years and revive their romance. But can it be that easy?
love story / psychological drama / reality show

9 **Match the words from the box to the descriptions. There is one extra word. Then in pairs, give examples of the films below.** R

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*

09 01

09 SŁOWNICTWO

10 **Choose the correct words to complete the adverts. Sometimes both answers are correct. Which advert do you find more interesting and why?**

Looking for actors

Come and [1] *audition* / *appear* for a supporting role in a new theatrical [2] *plot* / *adaptation* of a hugely popular novel. We're looking for an experienced teen actor to play the [3] *role* / *part* of an immigrant starting a new life in the US.

The production company is planning to start [4] *rehearsals* / *programmes* in November, so only come if you're available to work next month.

If you want to join the [5] *viewer* / *cast* of this production, then come to the audition on Friday or Saturday between 10 a.m. and 5 p.m.

Writing and publishing workshop

Have you ever wanted to [6] *publish* / *release* a book? Now's your chance. Join Ruby North – the author of four [7] *bestsellers* / *narrators* for a two-day workshop on writing and publishing. During the workshop, you'll analyse a [8] *fiction* / *chapter* from Ruby's novel. You will then take a critical view of your own writing. On the second day, you will learn how to [9] *make* / *put* your book out on the market.

To learn more and to sign up, visit our website.

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

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 80s. 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.

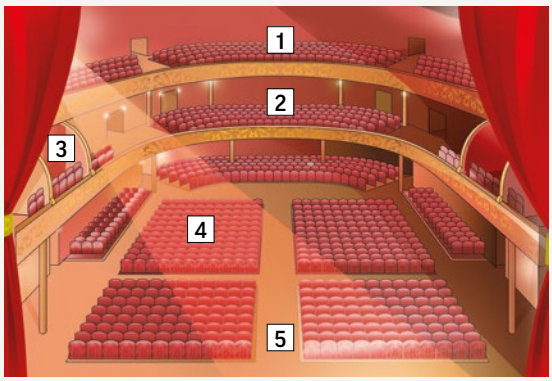
How does a gamebook work? You read part of the story and, at certain points, you're asked what you want the character to do. Based on your answer, you're taken to a different paragraph or chapter. This means that a book is never read in a(n) [5] ___linear___ way, instead, the reader 'jumps' around the 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.

12 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.** R

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?



13 **Match the words from the box to the pieces of art. There is one extra word. Which piece of art do you like the most and why?**

abstract painting landscape portrait
sculpture sketch



1 ___landscape___



2 ___portrait___



3 ___sketch___



4 ___abstract painting___

PARTICIPATING IN CULTURAL EVENTS | UCZESTNICTWO W KULTURZE

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

1 Do you like to go to art galleries? Why? / Why not?
2 What was the last museum that you visited?
3 Have you ever taken part in a play, film, musical performance, etc.? What was it?
4 How many books do you read a year? Who is your favourite author?

Exercise 12
1 gallery
2 circle
3 box
4 stalls
5 aisle
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.

15 09 03 **Listen to three recordings. Match the places from the box to the speakers. There are two extra places. Then look at the audioscript. Write down the words and phrases which helped you choose the correct answers.**

cinema concert hall exhibition
recording studio theatre

1 *exhibition* 2 *cinema* 3 *concert hall*

Suggested answers: 1 his work, these paintings, drawings 2 box office, acting, films 3 lead singer, live event

16 09 03 **Listen to the recordings again. Match two adjectives from the box to each recording.**

disappointing dreadful fantastic
unforgettable uninteresting weak

1 *disappointing*, *dreadful*
2 *uninteresting*, *weak*
3 *fantastic*, *unforgettable*

17 **Match the words in 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.** R

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*

TRADITIONS AND CUSTOMS | TRADYCJE I ZWYCZAJE

18 **Choose the correct words to complete the questions. Then in pairs, ask and answer the questions.**

1 Does your family *hand* / *maintain* anything down from generation to generation?
2 What kind of *customs* / *legends* does your family observe? What's their origin?
3 Is there a *heritage* / *national* costume in Poland? What does it look like? When is it worn?
4 Are there any *tale* / *folk* dances in Poland? What region are they mainly popular in? Do you know how to dance any of them?

Exercise 6, page 159, Answer Key: 1 trumpet 2 keyboard 3 drums 4 violin 5 piano 6 saxophone 7 guitar

THE MEDIA | MEDIA

19 **Match the TV genres from the box to the descriptions. There is one extra word. In pairs, discuss which shows you would like to watch and why. What are your favourite TV programmes?**

cartoon chat show game show reality show
sitcom soap opera the news

WEDNESDAY	TV LISTINGS
8.00	**Cat Rescue:** Watch the cats protect the town from an unexpected guest. Great animation for the youngest of viewers. [1] *cartoon*
10.00	**24 Hours:** Join our correspondents for a round-up of everything that's happened in the last 24 hours around the world. [2] *the news*
12.00	**Tricia:** Join your host and celebrity guests for another great conversation. [3] *chat show*
14.00	**Days Go By:** Another episode of this long-running family drama. Watch the Harringtons and Forsyths deal with everyday life. [4] *soap opera*
17.00	**The Question:** Watch our contestants compete for £100,000. Can you answer the questions? [5] *game show*
19.00	**Our True Life:** Can a group of friends survive living together in one house for a month? Tune in to see what they've been up to. [6] *reality show*

20 09 04 **Listen to four recordings and choose the correct options. Which words helped you choose the answers?** R

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

GO FOR IT

21 **In small groups, do the task.** *Students' own answers*

Prepare an online questionnaire for your classmates about their culture habits. In the questionnaire, include at least ten questions and ask about:

- the types of arts they enjoy,
- how often they participate in any forms of culture,
- the artists and the works they are into,
- how often they participate in various acts of culture,
- their interest in the media.

Then present the results of the questionnaire to the class.

09 03 09 04

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

09 SŁUCHANIE Dobieranie zdań do wypowiedzi



1 **In pairs, compare your attitudes towards the news. Discuss the questions.** *Students' own answers*

- How interested are you in keeping up with the local, national or international news?
- How do you access the news – news apps, social media, TV, radio, newspapers?
- What type of news stories interest you most/least and why?

TRENING MATURALNY

2 09 05 **Read the tip below and statements a–c. In each case, decide what the underlined verb can tell you about the text you will hear. Then listen to the recording and choose which statement is the correct match.**

The speaker ...

(a) expresses his/her views to start a discussion about news reporting.

b suggests that journalists should only report on good news.

c complains about how much bad news there is in the world.

Pamiętaj, by przed wysłuchaniem nagrania uważnie przeczytać wszystkie zdania w zadaniu i zwrócić uwagę na czasowniki wprowadzające (typu *suggest*, *complain*, *describe* czy *explain*). Podpowiadają one, jakiego typu wypowiedzi możesz się spodziewać.

3 09 06 **Listen to another recording and decide which option (a–e) best describes the speaker's intention. Complete the option you've chosen to provide more information about the recording.**

The speaker ...

a gives an explanation ...

b gives an opinion ...

c makes a complaint ...

d makes a suggestion ...

(e) provides a description ...

Possible answer: The speaker provides a description of the first day of the summer sales in London.

ZADANIE MATURALNE

4 09 07 **Usłyszysz dwukrotnie pięć wypowiedzi na temat mediów. 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 briefly introduces three important current news items.

B reports on some findings in a study about news.

C explains why it is important to keep up with the latest news.

D suggests a simple way to improve the TV news.

E shows how much he/she knows about another person's interests.

F compares news reporting years ago with news reporting today.

1	2	3	4	5
F	E	B	A	D

5 **SŁOWNICTWO** **Find the odd one out.**

1 reporter journalist (newsagent) presenter

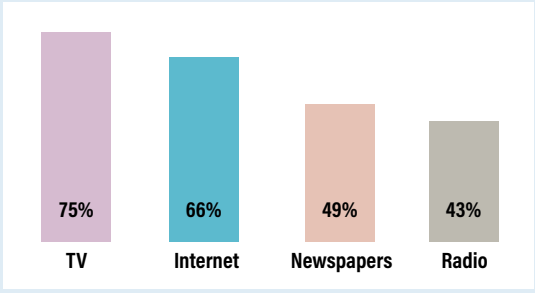
2 article (survey) channel blog

3 platform website app (podcast)

4 facts figures (headlines) news

6 **In pairs, look at the diagram below based on a survey in the UK. Do you think the situation is similar in Poland?** *Students' own answers*

The most used platforms for news



7 **In pairs, discuss three opinions expressed in the recordings. Do you agree or disagree? Give reasons for your answers.** *Students' own answers*

- I really only want to hear the good news because there's nothing I can do about the bad news.
- In the present digital age, anyone can create a blog and put an opinion out into the world, where it can go viral without any fact-checking or editing.
- Please, please, please ... stop interviewing politicians! They never answer a question. It's a total waste of time listening to them, and they're all the same.

09 05 09 06 09 07

TRENING MATURALNY

1 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 space craft. _F_
6 In Ukraine, spiders are considered symbols of good luck at Christmas. _F_

W zadaniu wielokrotnego wyboru może pojawić się pytanie o rozróżnienie faktów i opinii. Fakty czasami są poparte danymi, liczbami lub badaniami. Opinie w nagraniu mogą być poprzedzone wyrażeniami typu *Personally, It seems to me* itd.

2 09 08 Listen to a podcast about an Icelandic Christmas tradition. Which of the following are stated in the recording as facts and which as opinions? Write *F* (fact) or *O* (opinion).

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_

ZADANIE MATURALNE

3 09 09 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 stated 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.

4 SŁOWNICTWO Make sure you understand all the words in bold. Check them in the audioscript. Complete the sentences with your own ideas. Then in pairs, compare your sentences.
Students' own answers

1 A famous art gallery in Poland where you can see **masterpieces** is called _____.
2 When I see a **mural** or other examples of street art, 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 _____.

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

09 CZYTANIE Dobieranie wypowiedzi do zdań • Uzupełnianie luk

A



- 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

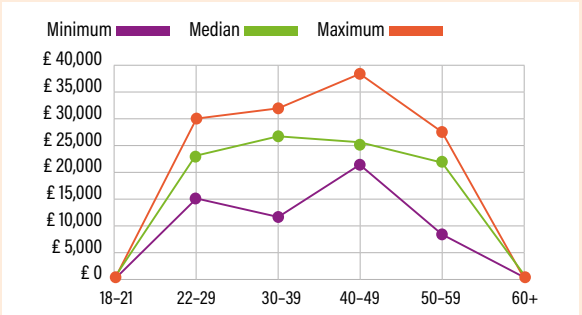
Hi Tomek,
Guess what! I passed the audition! I'm the new singer with Iron Age! We're playing in Queen's Park on May 1st. Then we're going to a recording studio to record a new album. We're going to shoot a music video, too. And in June, we're going on a world tour! Our first concert's in Warsaw and we'll 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

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.

D

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?

1 **In pairs, discuss the good and bad sides of having a career as a musician or actor.** *Students' own answers*

TRENING MATURALNY

2 **Read sentences 1–3 and match them to sentences a–d. There is one extra sentence.**

1 The group were disappointed. There weren't nearly as many fans as at the previous concert. __d__ *group, disappointed, not as many fans as previous concert*
2 The band was formed in 2019 when Jim met Jean and Janey at a music festival in Spain. __b__ *band, formed, 2019*
3 If the concert is cancelled, the promoters will pay the band twenty-five percent of the fee in the contract. __a__ *pay, fee, contract*

a This extract details how much money a group can expect to receive.
b This extract gives details on the origins of a music group.
c This extract includes an opinion on how well a group performed.
d This extract compares the size of the audience at two events.

3 **Read the tip below. Then find key words in sentences 1–3 in Exercise 2.**

Podczas dobierania zdań do tekstów musisz skupić się na konkretnych informacjach. W każdym zdaniu znajdź słowa kluczowe i wyszukaj ich synonimy lub wyrazy bliskoznaczne w tekstach.

ZADANIE MATURALNE

4 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

TRENING MATURALNY

5 Use the information from texts A–D to complete the sentences in Polish. Write between one and three words in each gap. Then match the sentences to texts A–D.

1 Aimée została wokalistką Iron Age, ponieważ *wygrała przesłuchanie*. B
2 Iron Age wystąpi na żywo w Queen's Park na *głównej scenie*. A
3 W Wielkiej Brytanii 22-letni muzyk zarabia rocznie nie więcej niż *£30 000 / 30 000 funtów*. C
4 W dniu występu Iron Age w Queen's Park będzie można również posłuchać koncertu muzyki *klasycznej*. C
5 Zdaniem Aimée *rządy / państwa / rządy państw / władze* powinny wspierać muzyków finansowo. D

Pamiętaj, że informacje, których potrzebujesz do uzupełnienia luk, znajdziesz w różnych tekstach. Układ informacji w tekstach A–D nie musi odpowiadać kolejności luk w zadaniu. Uwaga! Czasami potrzebne informacje zawarte są w materiale graficznym, np. na wykresie lub w tabeli.

ZADANIE MATURALNE

6 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

7 SŁOWNICTWO Complete the questions with words from texts A–D. Then in pairs, ask and answer the questions.

1 Can you think of any singers who've had a successful **s***olo* career after leaving a band? Who? Do you like them?
2 What characteristics does a good recording **s***tudio* need?
3 How difficult do you think it is to **s***hoot* a music video on a phone?
4 If you were a musician, what would you enjoy about going on **t***our* around the world? What would you not enjoy?
5 Have you ever been to an event with a big **a***udience*? How did you feel to be amongst so many people?
6 Do you care about which song is number one in the **c***harts*? Why? / Why not?
7 What's the best music **v***enue* in your country? How many people can it hold?
8 Who, in your opinion, is the best live **p***erformer* in the world of music?

8 In groups, discuss which of the events in text A you would most and least enjoy. Give reasons for your answers. *Students' own answers*

LIFE SKILLS | Strong and weak arguments

9 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 anti-social 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.

10 In groups, use the arguments above and your own ideas to discuss if the government in your country should provide more financial help to promote culture and how it could be done. *Students' own answers*

09 R CZYTANIE Dobieranie pytań do akapitów



Maurice Baquet in Chamonix, 1957

Taking centre st(r)a(n)ge

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?

Przed dobieraniem zdań do akapitów przeczytaj każdy fragment tekstu uważnie i znajdź w nim kluczowe słowa.

ZADANIE MATURALNE

1 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 mention the outfit an artist was wearing during his/her performance? D

2 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.

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

MÓWIENIE Wypowiedź na podstawie materiału stymulującego

09

1 **In pairs, discuss your favourite categories of photos: the ones you take, or the 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

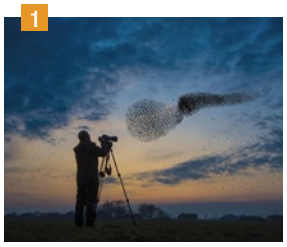
TRENING MATURALNY

2 09 10 **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.

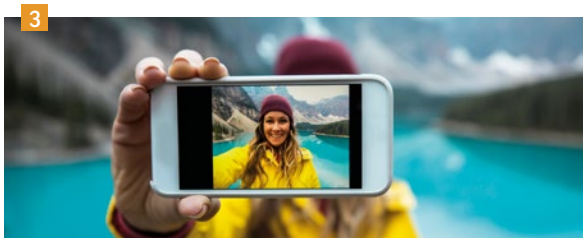
1



2



3



3 09 11 **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?

Po wybraniu jednej propozycji z materiału stymulującego i uzasadnieniu wyboru, odpowiesz na dwa pytania powiązane tematycznie z materiałem stymulującym. 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.** *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 at school to arts subjects like art, music and drama?

▶ ZESTAW ZADAŃ STR. 175

USEFUL PHRASES ▶ STR. 328

Arguments for and against

One/The (obvious) advantage/benefit is that ...
The main disadvantage/drawback/problem is that ...
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, ...
In addition to that, ...
I think both are equally important.

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

5 09 12 **Listen to a student answer the questions in Exercise 4. Compare with your own ideas.** *Students' own answers*

ZADANIE MATURALNE

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

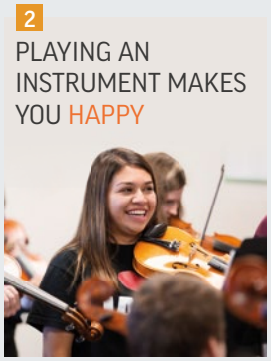
Popatrz na Plakat 1., Plakat 2. i Plakat 3.
Plakaty promują program edukacyjny zachęcający młodzież do gry na instrumencie muzycznym. Która z propozycji, twoim zdaniem, najbardziej przemówi do potencjalnych uczestników programu?

- 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?

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

09 ŚRODKI JĘZYKOWE Tłumaczenie fragmentów zdań

GRAMATYKA

A Complete the sentences using the verbs in brackets in active or passive.

1 On my way home yesterday, I *was stopped* (stop) by a police car.
2 English *is spoken* (speak) in many countries around the world.
3 Mrs Mills is very angry with Matthew because he *'s/has broken* (break) the window.
4 In 2016, the Olympic Games *were held* (hold) in Rio de Janeiro.
5 Hannah hasn't come out of the room yet, she *'s/is being interviewed* (interview).
6 Many road accidents *have been reported* (report) on the M1 recently.
7 Most modern TV series *are shot* (shoot) in the studio now and not on location.
8 Two new books on this topic *are being written* (write) right now by well-known journalists.

B Choose the sentence (a–b) that has the same meaning as the original sentence.

1 Tom has cleaned his coat.
(a) Tom has cleaned it himself.
b Somebody else has cleaned it for Tom.
2 I had my oil changed.
a I changed my oil myself.
(b) Somebody changed my oil at the garage.
3 We will have our bedroom re-painted.
a We will re-paint it ourselves.
(b) We will hire somebody to re-paint it.
4 The bride wants to have her dress made.
a The bride wants to make her own dress.
(b) The bride wants somebody to make her dress.

C Rewrite the sentences in the correct tense using *have something done*.

1 A native speaker proofread my Master's thesis.
I had my Master's thesis proofread (by a native speaker).
2 A mechanic is going to repair John's car.
John is going to have his car repaired (by a mechanic).
3 A hairdresser has cut her hair.
She's / She has had her hair cut (by a hairdresser).
4 Two men are painting their house now.
They're / They are having their house painted now (by two men).
5 They always deliver our parcels on time.
We always have our parcels delivered on time.

▶ STRONA BIERNA, STR. 300
▶ KONSTRUKCJA *HAVE SOMETHING DONE*, STR. 300

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 new 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 *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. Po przetłumaczeniu fragmentu zdania sprawdź, czy liczba użytych przez ciebie wyrazów nie przekracza limitu określonego w poleceniu.

Na koniec przeczytaj całość jeszcze raz i sprawdź, czy wybrana odpowiedź pozwoliła utworzyć zdanie, które jest logiczne i poprawne gramatycznie.

2 Translate the words in brackets into English so that the sentences are logical and grammatically correct. Use up to four words in each gap.

1 All suggestions and comments about the performance *can/may be left* (*można zostawić*) on our website, which is listed below.
2 This amazing young musician had a really good start to his career – *he was offered* (*zaoferowano mu*) a recording contract at the age of seventeen.
3 During the first day of the festival, sample artwork *will be drawn* (*zostanie narysowana*) in chalk in the designated area on the pavement.
4 Each episode of this entertaining series *is directed* (*jest reżyserowany*) by a different film-maker.
5 What I like most about this book is that *it's / it is based* (*jest oparta*) on a true story.

3 Complete the text by translating the words in brackets into English. Use up to five words in each gap.

World Book Day

World Book Day [1] *was created* (*został ustanowiony*) by UNESCO on 23rd April 1995, first as World Book and Copyright Day. It [2] *was decided* (*postanowiono*) that 23rd April was a suitable date as it is the anniversary of the death of William Shakespeare, the world-famous writer. World Book Day [3] *is celebrated* (*jest obchodzony*) every year in over 100 countries around the world. Next Thursday, we will have World Book Day in our school.

Younger children, please come to school dressed as your favourite book character. The best costume [4] *will be chosen/selected* (*zostanie wybrany*) by teachers and students at the end of the day. The winner [5] *will have their/his/her photo taken* (*zostanie mu zrobione zdjęcie*) by a professional photographer, Mr Jones.

For our older students, there will be a meeting with John Brown, a local author, who [6] *has been invited* (*został zaproszony*) to give a talk about his latest book.

4 In pairs, answer the questions.

Students' own answers

1 How often did you have books read to you (at home or kindergarten) when you were little?
2 What is your favourite / least favourite book that you have read for school?
3 Do you think books will still be read in the future? Why? / Why not?

ZADANIE MATURALNE

5 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 *is set / takes place* (*rozgrywa się*) in the 1960s in the southern part of the United States.
3 She hopes *her poems will be 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?

1 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 to perform dangerous stunts is a necessity in the TV and film industry.

_____

2 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?

ZADANIE MATURALNE

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 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.

Exercise 1

1 Ella was disqualified from the poetry competition because she'd / she had had her poem written for her (by her elder sister). Ella was disqualified from the poetry competition because 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. The film producers are considering whether 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. The lead actors 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.

▶ ZADANIA DODATKOWE STR. 174

09 PISANIE E-mail

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Jesteś wokalistą/wokalistką zespołu hip-hopowego i razem z kolegami/koleżankami z zespołu musicie znaleźć lokal, w którym moglibyście odbywać próby. W e-mailu do członków zespołu:

- opisz miejsce, jakiego potrzebujecie,
- przedstaw dwie możliwe lokalizacje,
- powiedz, którą opcję wolisz i uzasadnij swoją opinię,
- poproś członków zespołu o wyrażenie opinii i innych sugestii.

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

Hi guys,

We're not going to get any better unless we find a good place to rehearse.

We need a place where we can be noisy without upsetting anyone. It would be nice if it was warm and dry, too. Oh! And it mustn't cost too much.

So far I've found two possibilities. One is a garage belonging to my uncle. It's out of town and the bus service is terrible but on the plus side, it's free! The other is to hire a studio in the university. The downside is it's quite expensive. However, it is centrally located.

Overall, although I can see the benefits of the garage, I'd rather go for the university. The main advantage is it's a recording studio, so we could record our songs there. What's more, we wouldn't have to travel far.

Which place do you guys prefer? Any other suggestions? If so, I'd love to hear them. Come on, let me know and don't be slow!

See you soon,

XYZ

1 **What kind of cultural events do you enjoy attending? In pairs, compare you answers.** *Students' own answers*

2 **Read the sample task and the model answer above. Answer the questions.**

1 What kind of place does the hip-hop group need? *It must be a place where they can make noise without causing problems. It should be warm. It shouldn't be too expensive.*
2 Which place does the writer prefer and why? *The writer prefers the recording studio at the university because they would be able to record their music there and it's in the centre of town.*
3 If you were a member of the hip-hop group, which place would you choose? Why? *Students' own answers*



Exercise 5
The main advantage is …
On the plus side, it's …
The downside is …
Overall, I can see the benefits of …
I'd rather go for …
Which place do you prefer?

TRENING MATURALNY

3 **Read the tip below. In the model answer above, find some examples of informal language.**

Exercise 3
Hi guys; We're not going to get any better; Oh!; Which place do you guys prefer?; Any other suggestions?; If so, I'd love to hear from them; Come on, let me know and don't be slow!; See you soon.

E-mail do przyjaciół to przykład tekstu nieoficjalnego, więc zwróć uwagę na użyte słownictwo i styl listu. Teksty nieoficjalne są zbliżone do języka mówionego, czego przykładem jest nagłówek lub stopka listu (np. *Hi guys*). Treść e-maila jest bezpośrednia, a zdania krótkie (np. *Please help me* zamiast *I would appreciate your help* lub *Any other suggestions?* zastępujące *Have you got any other suggestions?*). Możesz użyć form skróconych czasowników (*I'm, he's*) oraz kolokwialnych słów i zwrotów typu *Cool!*, *Guess what!* czy *By the way*.

4 **Rewrite these sentences to make them more informal.**

1 We are enjoying ourselves very much. *We're having a great time.*
2 Have you got any ideas on what we could do this weekend? *Any ideas on what we could do this weekend?*
3 Thank you very much for all the things you did to help us. *Thanks a million for all you've done for us.*

5 **Read the Useful Phrases. Which phrases appear in the model answer above?**

USEFUL PHRASES ▶ STR. 337

Presenting advantages
One point in favour is…
Another argument in (its) favour is …
The main benefit/advantage of … is …
On the plus side, it's …

Presenting disadvantages
The main drawback/disadvantage of … is …
The downside (of …) is …
One/Another thing I don't like about it is …
Another negative aspect is …

Expressing and justifying preferences
I can see advantages and disadvantages to both options, but …
Overall, although I can see the benefits of …
I prefer … / I'd (much) rather go for …
The/One reason I prefer this is …

Asking about preferences of others
Which one/place do you prefer / like better?
Would you rather … or …?
Do you have any preference?

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

6 **Rewrite the sentences using the words in brackets and the Useful Phrases.**

1 One advantage of studying music at school is that it's easier to learn when you're young. (point)
2 On the plus side, playing a musical instrument helps you to relax. (benefit)
3 The main drawback of painting is that paint smells bad. (downside)
4 Another thing I don't like about it is that it's really difficult. (aspect)
5 A film or a series? I really prefer watching a series. (rather)
6 I think a series is better because it lasts longer. (reason)
7 Do you prefer watching a film at home or at the cinema? (rather)

7 **In groups, use the Useful Phrases to talk about the advantages and disadvantages of the things below. Be sure to express and justify your preferences and ask your partners what they prefer and why.**
Students' own answers

1 learning music on your own / learning music at school
2 painting a picture / visiting an art gallery
3 watching a film / watching a series
4 watching a film at home / watching a film at the cinema
5 watching a play at the theatre / acting in a play
6 dancing on your own in your room / dancing with friends at a party

8 **Read the Culture Bit box. In pairs, say if you think the results in Poland would be similar or different. Give reasons for your answers.** *Students' own answers*

ZADANIE MATURALNE

9 **Do the task.**

Kolega z innej miejscowości przyjeżdża do ciebie w odwiedziny i planujesz atrakcje na czas wizyty. W e-mailu do dwojga wspólnych znajomych:

- opisz wydarzenia kulturalne, w których lubi uczestniczyć twój kolega,
- zaproponuj dwa wydarzenia, w których chcesz uczestniczyć z gościem,
- powiedz, którą opcję wolisz, i uzasadnij swoją opinię,
- zaproś znajomych, by wam towarzyszyli, i spytaj o ich preferencje.

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

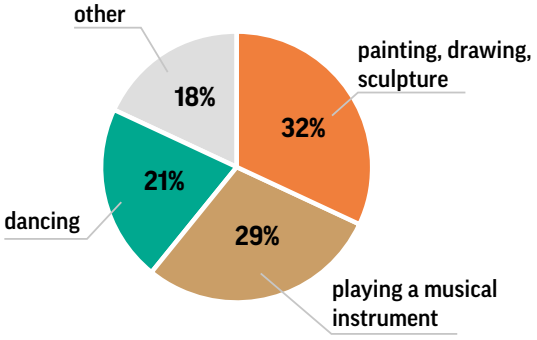
Hi guys,
Guess what! My friend Alex is coming to town next Saturday, so I've been thinking about what we could do together.

CULTURE BIT Experience of culture and the arts by young people

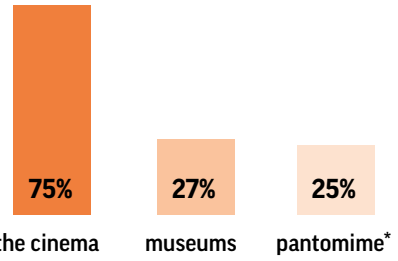


In 2019, the government in Northern Ireland carried out research into the involvement of young people in culture and the arts. The results included these points:

- 95% of young people engaged with culture at least once in the year.
- Girls were slightly more likely to have engaged with the arts than boys.
- Two thirds of young people took part in arts activities. The most popular arts activities were:



- 85% of young people attended an arts event. The three most popular arts events were:



* A pantomime is a type of play with music and lots of jokes which is popular with children (and adults). It is often based on traditional stories like Cinderella and Aladdin and is always performed around the Christmas period.

Exercise 6
1 One point in favour of studying music at school is that it's easier to learn when you're young.
2 The main / One benefit of playing a musical instrument is that it helps you to relax.
3 The downside of painting is that paint smells bad.
4 Another negative aspect is that it's really difficult.
5 I'd (much) rather watch a series (than a film).
6 One/The reason I prefer a series is that it lasts longer.
7 Would you rather watch a film at home or at the cinema?

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

09 LISTA SŁOWNICTWA

THE ARTS | DZIEDZINY KULTURY

art – sztuka
modern ~ – sztuka nowoczesna
piece/work of ~ – dzieło sztuki
ballet – balet
creation – dzieło
critic – krytyk, krytyczka
entertainment – rozrywka
film – film
graphic arts – grafika (dziedzina sztuki)
literature – literatura
opera – opera
photography – fotografia
television/TV – telewizja
theatre – teatr
the media – środki masowego przekazu
visual arts – sztuki wizualne

ARTISTS AND THEIR WORK | TWÓRCY I ICH DZIEŁA

adaptation – adaptacja
architect – architekt, architektka
artist – artysta, artystka
accomplished ~ – uzdolniony artysta, uzdolniona artystka
cast – obsada
character – postać
main ~ – główny bohater, główna bohaterka
composer – kompozytor, kompozytorka
creator – twórca, twórczyni
designer – projektant, projektantka
director – reżyser, reżyserka
guitar player / guitarist – gitarzysta, gitarzystka
hero – bohater
heroine – bohaterka
make-up artist – charakteryzator, charakteryzatorka
musician – muzyk, muzyczka
novelist – powieściopisarz, powieściopisarka
painter – malarz, malarka
photographer – fotograf, fotografka
plot – fabuła
poet – poeta, poetka
reviewer – recenzent, recenzentka
scene – scena (część sztuki, książki lub filmu)
sculptor – rzeźbiarz, rzeźbiarka
singer – piosenkarz, piosenkarka
lead ~ – główny wokalista, główna wokalistka
songwriter – autor piosenek, autorka piosenek
vocalist – wokalista, wokalistka

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

create – tworzyć, ustanowić
put sth on the market – wprowadzić coś na rynek
recommend sth to sb – polecać coś komuś
release – opublikować, wydać, wprowadzić na ekrany

FILM | FILM

TYPES OF FILM | RODZAJE FILMÓW

action film – film akcji
adventure film – film przygodowy
cartoon – film rysunkowy, kreskówka
comedy – komedia
disaster film – film katastroficzny
documentary – film dokumentalny
horror film – horror
love story – historia miłosna, romans
musical – musical
psychological drama – dramat psychologiczny
romantic comedy – komedia romantyczna
science-fiction/sci-fi film – film science fiction
thriller – film sensacyjny, thriller
war drama – dramat wojenny
western – western
costume drama – film kostiumowy R
feature film – film fabularny, pełnometrażowy
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
trailer – zwiastun filmu

FILM PRODUCTION | PRODUKCJA FILMOWA

act – grać (o aktorze)
acting – gra aktorska
agent – agent, agentka
appear – występować, grać
audition – przesłuchanie do roli
camera operator – operator kamery, operatorka kamery
cast – obsadzać role
dialogues – dialogi
direct – reżyserować
dub – dubbingować
dubbed – dubbingowany
dubbing – dubbing
film location – miejsce kręcenia filmu
film producer – producent filmowy, producentka filmowa
leading/main role – główna rola
part/role – rola
● **shoot** – kręcić, filmować
soundtrack – ścieżka dźwiękowa
special effects – efekty specjalne
subtitles – napisy
advance screening – pokaz przedpremierowy R
costume designer – projektant kostiumów, projektantka kostiumów
director's cut – wersja reżyserska
end credits – napisy końcowe
rewrite the script – przepisać scenariusz
scriptwriter – scenarzysta, scenarzystka
stunt – wyczyn kaskaderski R
~man – kaskader
voiceover artist – lektor, lektorka

PHRASES | WYRAŻENIA I ZWROTY

based on a book / true story – na podstawie książki / prawdziwej historii
make a book into a film – zekranizować książkę
make a film – kręcić film
play the part/role of sb – grać rolę kogoś
set in – osadzony w
star in a film – grać, występować w filmie
tell the story of sb/sth – opowiadać o kimś/czymś
the action takes place in – akcja rozgrywa się w
what's on? – co grają?
worth seeing – wart zobaczenia, warta zobaczenia

LITERATURE | LITERATURA

bestseller – bestseller
chapter – rozdział
crime/detective story – kryminał
fairy tale – baśń
fiction – beletrystyka, literatura piękna
novel – powieść
play – sztuka teatralna
poem – wiersz
poetry – poezja
publish – wydać
short story – opowiadanie
volume – tom
avid reader – zapalony czytelnik, zapalona czytelniczka R
blurb – notka wydawnicza na okładce książki
book series – seria książkowa
bookworm – mól książkowy
can't put sth down – nie móc się oderwać od czytania czegoś
compelling story – fascynująca historia
copy – egzemplarz
genre – gatunek literacki
graphic novel – powieść graficzna
hardback – książka w twardej okładce
narrative – narracja, opowiadanie
paperback – książka w miękkiej okładce
poetry competition – konkurs poetycki
rhyme – rym, wiersz; rymować się
storyline – fabuła
voracious reader – osoba pochłaniająca książki

MUSIC | MUZYKA

album – album, płyta
band – zespół muzyczny
● **charts** – lista przebojów
classical music – muzyka poważna
compose – komponować
concert – koncert
~ hall – sala koncertowa
conduct – dyrygować
country music – muzyka country
fee – honorarium
folk music – muzyka ludowa, muzyka folk
gig – koncert muzyki popularnej
group – zespół muzyczny
live music/performance – muzyka/występ na żywo
lip-synch – śpiewać z playbacku
modern music – muzyka nowoczesna
music genre – gatunek muzyczny
(number one) hit single – przebój
orchestra – orkiestra
perform – występować
● **performer** – wykonawca, wykonawczyni
piece of music – utwór muzyczny
play an instrument – grać na instrumencie
record – płyta
~ contract – kontrakt płytowy
● **recording studio** – studio nagraniowe
rehearsal – próba
rehearse – odbywać próby
release an album – wydać płytę
release of a single / an album – wydanie singla/albumu
● **solo career** – kariera solowa
(song) lyrics – tekst piosenki
● **tour** – tournée
tune – melodia
backing track – podkład muzyczny R
in tune – nastrojony
sing ~ – śpiewać czysto (nie fałszować)
note – nuta
play a wrong ~ – zagrać nieczysto
strike the right ~ – zagrać odpowiednią nutę, zagrać czysto
take centre stage – być w centrum uwagi
tune an instrument – stroić instrument

MUSICAL INSTRUMENTS | INSTRUMENTY MUZYCZNE

drum – bęben
~s – perkusja
guitar – gitara
bass ~ – gitara basowa
keyboard – syntezator, keyboard
percussion – perkusja
piano – pianino, fortepian
saxophone – saksofon
trumpet – trąbka
violin – skrzypce
cello – wiolonczela R
grand piano – fortepian
organ – organy
recorder – flet prosty

THEATRE | TEATR

act – akt (sztuki teatralnej)
curtain – kurtyna
drama – dramat
performance – przedstawienie, występ
play – sztuka teatralna
programme – program
seat – miejsce, siedzenie
stage – scena

aisle – przejście (między rzędami krzeseł) R
backstage – za kulisami
box – loża
circle – balkon (w teatrze)
dress rehearsal – próba generalna
gallery – najwyższy balkon, jaskółka
obstructed view – ograniczona widoczność
prompter – sufler, suflerka
put on a play/show – wystawiać sztukę
stage fright – trema
stalls – miejsca na parterze

VISUAL ARTS | SZTUKI WIZUALNE

art gallery – galeria sztuki
background – tło
drawing – rysunek
exhibition – wystawa
landscape – pejzaż
museum – muzeum
painting – obraz
  abstract ~ – obraz abstrakcyjny
perspective – perspektywa
portrait – portret
sculpture – rzeźba
sketch – szkic
art installation – instalacja artystyczna R
doodles – bazgroły
engraving – grafika, grawerunek
exhibit – eksponat
fine arts – sztuki piękne
living statue – żywy posąg
● **masterpiece** – arcydzieło
● **mural** – mural, malowidło ścienne
self-portrait – autoportret
still life – martwa natura
watercolour – akwarela

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

design – projektować
draw – rysować
  ~ in chalk/charcoal/pencil – rysować kredą/węglem/ołówkiem
paint – malować
sculpt – rzeźbić
sketch – szkicować
take photographs/photos – robić zdjęcia

ARCHITECTURE | ARCHITEKTURA

bridge – most
castle – zamek
cathedral – katedra
church – kościół
city walls – mury miejskie
column – kolumna
monument – pomnik, zabytek

PARTICIPATING IN CULTURAL EVENTS | UCZESTNICTWO W KULTURZE

applaud – oklaskiwać
● **audience** – widownia
award – nagroda
box office – kasa biletowa
clap – klaskać
disappoint – rozczarować
live event/performance – występ na żywo
review – recenzować, recenzja
● **venue** – miejsce, gdzie coś się odbywa
boo (sb off stage) – wygwizdać (kogoś ze sceny) R
cultural background – kontekst kulturowy
culture vulture – osoba biegająca z jednej imprezy kulturalnej na drugą
standing ovation – owacja na stojąco
viewer – widz (telewizyjny lub filmowy)
visitor – zwiedzający
world premiere – światowa premiera

TALKING ABOUT ART | ROZMAWIANIE O SZTUCE

bore sb to death – zanudzić kogoś na śmierć R
convey – przekazywać (idee i uczucia)
critical opinion – krytyczna opinia
decode – odszyfrować, odczytać
give food for thought – dawać do myślenia
move to tears – poruszać do łez

ADJECTIVES TO TALK ABOUT ART | PRZYMIOTNIKI OPISUJĄCE DZIEŁA SZTUKI

amazing – zdumiewający
awful – okropny
believable – wiarygodny
boring – nudny
brilliant – znakomity
colourful – barwny
disappointing – rozczarowujący
dreadful – okropny, fatalny
entertaining – zabawny
excellent – świetny
fantastic – fantastyczny
poor – słaby
unforgettable – niezapomniany
uninteresting – nieciekawy
weak – słaby
well-known – słynny, znany
appealing – pociągający R
controversial – kontrowersyjny
convincing – przekonujący
● **critically-acclaimed** – chwalony przez krytyków
● **extraordinary** – nadzwyczajny
● **highly recommended** – gorąco polecany
hilarious – zabawny
intricate – misterny, skomplikowany, wymyślny
● **masterly/masterful** – mistrzowski
● **poignant** – przejmujący
radical – radykalny
● **sensational** – rewelacyjny; sensacyjny
spectacular – spektakularny, widowiskowy
● **spellbinding** – urzekający
thought-provoking – zmuszający do myślenia R

TRADITIONS AND CUSTOMS | TRADYCJE I ZWYCZAJE

folk dance – taniec ludowy
hand sth down – przekazywać
heritage – dziedzictwo
keep sth alive – kultywować
maintain – utrzymywać
myth – mit
national costume – strój ludowy
observe a custom – przestrzegać zwyczaju
origin – źródło
pass sth down – przekazywać
traditional dress – tradycyjny ubiór
● **age-old** – odwieczny R
cultural identity – tożsamość kulturowa
customary – zwyczajowy
dance mask – maska używana podczas tańców
● **deep-rooted** – głęboko zakorzeniony
embroidery – haft
● **folk art** – sztuka ludowa
folk beliefs – wierzenia ludowe
folklore – folklore
● **handicraft** – rękodzieło
headdress – stroik (na głowę)
necklace – naszyjnik
● **oral tradition** – przekaz ustny
originate (in) – pochodzić (z)
pastime – sposób spędzania wolnego czasu
pottery – garncarstwo
● **ritual** – rytuał
robe – szata
rooted in sth – wywodzący się z czegoś
show appreciation of nature – okazać szacunek przyrodzie
summer solstice – przesilenie letnie, noc świętojańska
textile – tkanina
wood carving – rzeźba w drewnie
wreath – wieniec

THE MEDIA | MEDIA

THE PRESS | PRASA

copy – egzemplarz
daily (paper) – gazeta codzienna, dziennik
● **headline** – nagłówek prasowy
magazine – czasopismo, magazyn
monthly – miesięcznik
national press – prasa ogólnokrajowa
newspaper – gazeta codzienna, dziennik
weekly – tygodnik
agony aunt – redaktorka rubryki porad osobistych R
broadsheet – gazeta dużego formatu, zwykle kojarzona z wyższą jakością artykułów
column – stała rubryka, felieton
  gossip ~ – kronika towarzyska
cover story – artykuł zapowiedziany na okładce R
edition – edycja, wydanie
issue – numer (czasopisma), wydanie
press conference – konferencja prasowa
quality newspaper – poważna gazeta
subscription – prenumerata, abonament
tabloid – brukowiec

TELEVISION | TELEWIZJA

broadcast – transmisja
  live ~ – transmisja na żywo
chat show – talk-show
episode – odcinek
game show – teleturniej
national TV and radio – telewizja i radio o zasięgu krajowym
news channel – kanał informacyjny
quiz show – teleturniej
series/serial – serial
  sitcom ~ – serial komediowy
soap opera – telenowela, opera mydlana
talk show – talk-show
the news – wiadomości
● **TV channel** – kanał telewizyjny
breaking news – wiadomość z ostatniej chwili R
film footage – materiał filmowy
information leak – przeciek informacji
newsflash – wiadomość z ostatniej chwili
phone-in (programme) – program z telefonicznym udziałem widzów lub słuchaczy
prime time – godziny największej oglądalności

THE INTERNET | INTERNET

go viral – błyskawicznie rozprzestrzeniać się w internecie
● **newspaper website** – strona internetowa gazety
● **podcast** – podkast, audycja

JOBS IN THE MEDIA | ZAWODY ZWIĄZANE Z MEDIAMI

correspondent – korespondent, korespondentka
  war ~ – korespondent wojenny, korespondentka wojenna
editor – redaktor, redaktorka
● **journalist** – dziennikarz, dziennikarka
● **presenter** – prezenter, prezenterka
● **reporter** – reporter, reporterka
investigative journalist – dziennikarz śledczy, dziennikarka śledcza R
talk show host – osoba prowadząca talk-show

LISTA 09 PODSTAWOWA

LISTA 09 PODSTAWOWA +ROZSZERZONA

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 The film ___*will be shot/filmed/made*___ (*będzie kręcony*) in Poland over the summer.
2 ___*This church was built*___ (*Ten 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*).

SETY LEKSYKALNE

2 Z podanych odpowiedzi A–C wybierz wyraz, który poprawnie uzupełnia oba zdania w każdej parze.

1 I'm mostly into Renaissance painting but I quite like modern ____ as well.
Hannah would like to buy a piece of traditional ____ to display in her living room.
A pottery **B** handicraft **C** art

2 The famous actor was offered the main ____ in a new spy film, but he was too busy to accept it.
I didn't enjoy the second ____ of the film, and the ending was disappointing.
A piece **B** part **C** role

3 The concert was broadcast ____ online, so anyone with access to the Internet could watch it.
I'm in a rock band myself, and I enjoy going to ____ music events to watch other bands play.
A star **B** folk **C** live

4 The action in the sequel to the box-office hit is going to ____ place in the Antarctic.
I didn't use to ____ a lot of photos when I was younger, but it's my favourite pastime now.
A take **B** make **C** do

5 The film is based on a short ____ about a man who got lost in the wilderness and managed to survive.
The book tells the ____ of an aspiring writer who ends up winning the Nobel Prize for Literature.
A story **B** fiction **C** plot

6 I'd like to go out tonight, what's ____ at the cinema?
The video game was put ____ the market on Monday last week, and it has already made a profit of several million dollars.
A in **B** at **C** on

TŁUMACZENIE FRAGMENTÓW ZDAŃ

R

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 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.

SŁOWOTWÓRSTWO

R

4 Przeczytaj tekst. Przekształć wyrazy podane w nawiasach tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

THE BANANA DEBATE– ART OR ABSURDITY?

In 2019 an Italian artist, Maurizio Cattelan, created a piece of art named *Comedian*, which was simply a banana taped to a wall. He meant to make people think about what they consider 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.

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. 366

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.

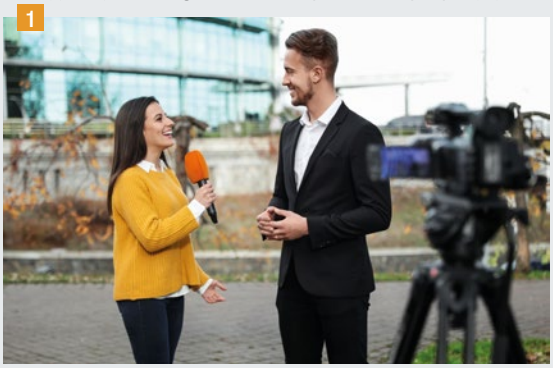
ZADANIE 3 *Students' own answers*

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

Wspólnie z 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.

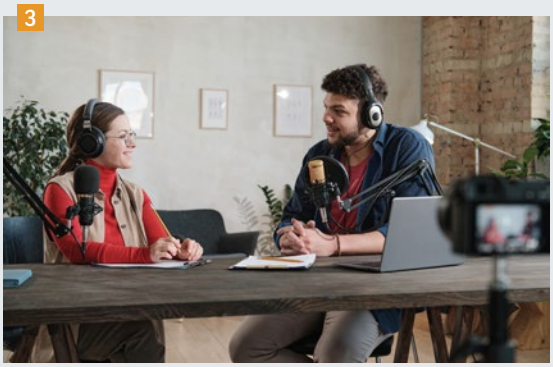
1



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

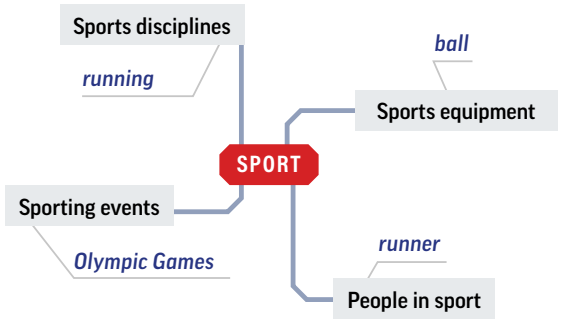
1 What skills and abilities should a journalist have today?
2 In what ways does the media influence people?

10 SPORT

SŁOWNICTWO

LOOK BACK

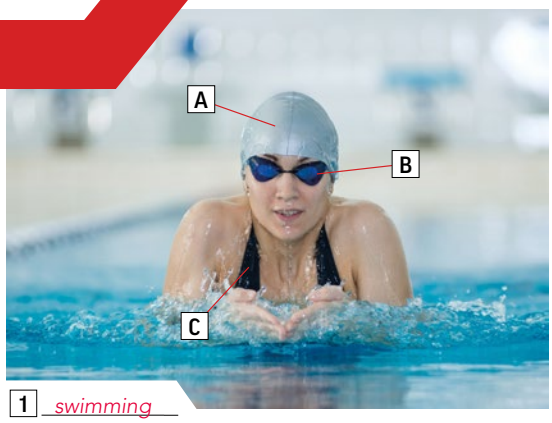
1 **In pairs, look at the categories below. How many words in each category can you think of?** *Students' own answers*



SPORTS DISCIPLINES | DYSCYPLINY SPORTU

2 **Match the words from the box to photos 1–8. There are eleven extra words.**

athletics badminton baseball bridge chess cricket darts football gymnastics hammer throw martial arts rollerblading rugby ski jumping speedway squash swimming volleyball windsurfing



1 *swimming*



2 *football*

3 **Listen to eight short recordings. Which sports can you hear? Match the words from the box to the recordings. There is one extra word.**

baseball bowling boxing car racing diving ice hockey skateboarding snooker tennis

1 *boxing* 2 *diving* 3 *snooker*
4 *skateboarding* 5 *bowling* 6 *tennis*
7 *ice hockey* 8 *car racing*



3 *ski jumping*

4 **Answer the questions using the sports from Exercises 2 and 3. Then in pairs, discuss which sports you like to do and which you like to watch.**

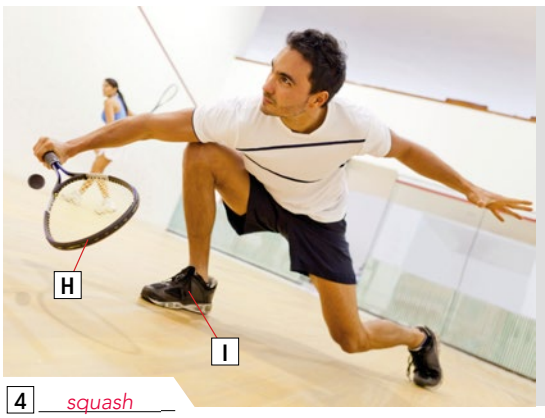
Which of the sports in Exercises 2 and 3 are typically ...

a individual sports? ____ d winter sports? ____
b team sports? ____ e water sports? ____
c combat sports? ____ f motor sports? ____

SPORTS EQUIPMENT | SPRZĘT SPORTOWY

5 **Label pieces of equipment A–O with the words from the box. Have you got any of these pieces of equipment?**

ball *L* bat *J* football boots *E* gloves *N* goal *D* goggles *B* helmet *M* pads *K* racket *H* rollerblades *O* ski suit *F* skis *G* swimming cap *A* swimming costume *C* trainers *I*



4 *squash*

Exercise 4
a athletics, badminton, bridge, chess, darts, gymnastics, hammer throw, martial arts, rollerblading, ski jumping, speedway, squash, swimming, windsurfing, bowling, boxing, car racing, diving, skateboarding, snooker, tennis
b baseball, football, rugby, cricket, hockey, volleyball
c martial arts, boxing
d ski jumping, ice hockey
e swimming, windsurfing, diving
f speedway, car racing
Students' own answers



5 cricket



6 rugby



7 speedway



8 rollerblading

PEOPLE IN SPORT | OSOBY ZWIĄZANE ZE SPORTEM

6 **What are the people who do the sports in Exercise 3 called?**
1 boxer 2 diver 3 snooker player 4 skateboarder 5 bowler 6 tennis player 7 (ice) hockey player 8 race driver

7 **Choose the correct words to complete the sentences. More than one answer might be correct. Have you ever won any trophies or medals? In which sport?**

1 A person who has won something is called a *captain* / *champion* / *winner*.
2 The people in the stands are *spectators* / *the crowd* / *sportspeople*.
3 Someone you play against is *an opponent* / *a rival* / *a referee*.
4 If a player gets injured or doesn't play well, they will be replaced by a *reserve player* / *substitute* / *teammate*.
5 Winners at the Olympics are called *cup holders* / *leading scorers* / *medallists*.

SPORTS FACILITIES | OBIEKTY SPORTOWE

8 **Match the words from the box to make collocations. Have you ever practised any sports at these venues?**

court pitch pool ring track

1 cricket / football / rugby ___pitch___
2 boxing ___ring___
3 basketball / tennis / volleyball ___court___
4 athletics / running ___track___
5 diving / swimming / water volleyball ___pool___

R

9 **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 slope___.
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.

10 SŁOWNICTWO

SPORTING EVENTS | IMPREZY SPORTOWE

10 Complete the text with the words from the box. There is one extra word. What would you do in Iván Fernández Anaya's place?

bronze competition competitors finishing lap race victory

TRUE SPORTSMANSHIP

During a cross-country [1] *race* in Navarre, Spain, Abel Mutai was far ahead of his fellow [2] *competitors* and on track to win. Mutai had won a [3] *bronze* medal at the London Olympics and was an exceptional runner. However, this time, he got confused and stopped running ten metres before the [4] *finishing* line as he thought he had already crossed it. Iván Fernández Anaya was behind him and when he saw Mutai stop, he stopped, too. He could have continued running and claimed [5] *victory*, but he stopped to tell Mutai to keep on running. In the end, Abel Mutai won the [6] *competition*, but it was Iván Fernández Anaya who was the true winner and made headlines around the world.

11 ŚRODKI JĘZYKOWE Choose the correct options to complete the text. More than one answer might be correct.

I'd been playing in the school football [1]____ for eight months now, but I was never chosen to play in any [2]____ until last Sunday. It was the last [3]____ of the season and I was playing centre forward. It was a [4]____ at half-time, so the players were getting nervous. Everyone was trying to score a [5]____, but it was me who took us to victory in the final minute! When I saw 2–1 on the scoreboard and felt the [6]____ in my hands, I knew this was what I wanted to do for the rest of my life.

1	(a) contest	(b) division	c final
2	a races	(b) matches	(c) tournaments
3	(a) game	(b) match	c semi-final
4	(a) tie	(b) draw	c nil
5	a record	b point	(c) goal
6	a victory	(b) medal	(c) trophy

12 Choose the correct words to complete the sentences. R

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.

DOING SPORTS | UPRAWIANIE SPORTU

13 Which words and phrases have the same meaning as the sentence fragments in bold?

1 Jack Laugher quickly ran to the end of the platform and **jumped** into the water.
a raced b swam (c) dived
2 Rafael Nadal **started playing** tennis at the age of three and turned professional at the age of fifteen.
a took on (b) took up c took off
3 In 2018, Naomi Osaka was the first Japanese tennis player to ever win a grand slam when she **beat** Serena Williams in the US Open.
(a) defeated b attacked c played
4 Robert Lewandowski **kicked the ball into the** goal in the last minute of the game.
a defended a (b) scored a c shot a

14 Complete the table with the words from the box. Then choose five phrases and write sentences about yourself.

aerobics badminton bridge exercise karate riding rugby sailing surfing swimming volleyball yoga

do	go	play
aerobics, exercise, karate, yoga	*riding, sailing, surfing, swimming*	*badminton, bridge, rugby, volleyball*

POSITIVE AND NEGATIVE CONSEQUENCES OF DOING SPORT | POZYTYWNE I NEGATYWNE SKUTKI UPRAWIANIA SPORTU

15 10 02 Listen to four speakers talking about sport. Who are they? Use the words from the box. There is one extra word.

a coach a fan a professional a referee an amateur

1 *an amateur* 2 *a coach*
3 *a fan* 4 *a referee*

16 10 02 Look at the audioscript and complete the sentences with up to three words. What other positive effects of doing sport do you know?

1 Speaker 1 had been *out of shape* for a long time, but now regular training has helped him *get fitter*.
2 When training kids in the baseball league, Speaker 2 teaches them to stay *motivated* and never *give up*.
3 Speaker 3 doesn't consider himself to be *sporty*, but he's sure that going to games and supporting his team helps him *burn some calories*.
4 Even though she's not a player, Speaker 4 needs to run around *the field* all the time, which is how she *stays fit*.

17 **Choose the correct words to complete the texts. More than one answer might be correct. Then in pairs, discuss what you would say to Liam84 about the positive and negative effects of doing sport that you have experienced.** R

Board: Teens and sport



Liam84

Hi everyone! I'm working on a school project about the positive and negative effects of doing sport. I have to interview at least three people on this topic. Can anyone help me, please? Let me know your experiences and I'll message you with more questions.



AmayaGirl

I can't think of any negative consequences of being active. For me, it's all been positive. I've been doing various forms of sport since I was little and it's 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. Feel free to get in touch. I'm happy to help you with your project.



MasterBlake

Oh, I can tell you about the negative consequences. DM me and we can chat. I'm a professional body builder and have been doing this for the last six years. 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.



FitNicola

Well, I can talk to you about some positive effects of sport. 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

18 **Complete the text with the words from the box.** R

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.

19 **Complete the questions with the words from the box. Then in pairs, ask and answer the questions.** R

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.

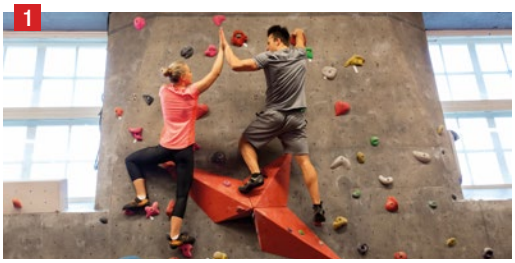
GO FOR IT

20 **In pairs, do the task. Your school has received some funding that they want to put towards sport. Look at the photos and decide which sport your school should choose. Discuss:**

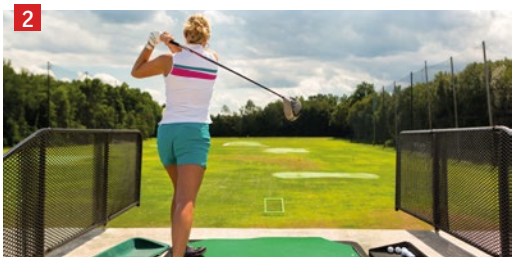
- the equipment needed,
- the facilities needed,
- the health benefits and possible risks of doing this sport,
- sporting events that the school will need to organise to support and promote this sport.

Say why you rejected the other sports.
Students' own answers

1



2



3



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

10 SŁUCHANIE 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?

2 10 03 **Listen to a doctor chatting to her receptionist. What different injuries can be caused by a trampoline?** *Possible answers: twisted ankle, bruises, broken arms and legs*

TRENING MATURALNY

3 10 03 **Read the tip below. Then in pairs, discuss the information you need to complete the text. Then listen again 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/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

4 10 04 **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] *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*

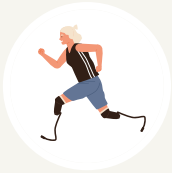
5 SŁOWNICTWO **In pairs, read the sentences which include expressions from the recording. In each sentence, identify the option that sounds strange or unusual.**
1 *Swimming / Working out /* Strain really isn't my thing.
2 I'm hopeless at *team games /* breathing */ skiing*.
3 I do exercises to strengthen my head */ leg muscles / back*.
4 I don't like losing *matches / motivation /* stress.
5 I don't often *get injured / go running /* join a gym.

6 **Are any of the sentences in Exercise 5 true for you? Write your own example sentences.** *Students' own answers*

Dobieranie zdań do wypowiedzi

R 10

1 **Name parasports 1–3. How many other parasports can you list?**


1 *skiing* 2 *running* 3 *basketball*

2 10 05 **Listen to some commentary from paragames. Which event is the commentator describing?**
a (running) race

TRENING MATURALNY

3 10 05 **Choose the correct words to complete the sentences. Then listen again and check.**

The speaker mentions

1 a runner who has already won *two* / *three* gold medals. *If she is to succeed in getting her third gold in a row, …*
2 a race where a champion *retains* / *loses* a title. *… but Johnson did not get to defend her title.*
3 another athlete's reaction towards the *winner* / *loser*. *She's broken down in tears and Emma Brookes is comforting her.*

4 **Read the tip below. In the audioscript, find the information that matches each sentence in Exercise 3.**

Informacja szczegółowa, kluczowa dla rozwiązania zadania na dobieranie, 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 06 **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 05 10 06

10 CZYTANIE Dobieranie nagłówków do akapitów



BREAKING AT THE OLYMPICS

1 _D_

In 2020, it was decided that breakdancing (or breaking) would be in the Paris Olympic Games. But not everyone was happy with that decision. Some people said breakdancing wasn't really a sport. How do you decide who comes first if you can't score a goal or a point? How do you decide who wins the gold medal when there's no finishing line to cross?

2 _A_

However, you could ask the same questions about other sporting events such as gymnastics, fencing, diving and synchronised swimming. Like those long-established Olympic sports, breakdancing has rules and judges. There are five judges who carefully watch the breakdancers as they perform. They give each breaker a score, disqualify competitors who break the rules and, eventually, decide the winners.

3 _C_

To win an international breaking competition, you must be strong and fit, but breakers don't just train hard and follow routines. They also have to be creative and be able to think quickly and react to their opponents' moves. Since fans started cheering on their favourites in championships around the world in 1990, the most successful countries have been the USA, South Korea and the Netherlands.

4 _E_

Exciting new sports interest young people. Snowboarding has been an Olympic sport since 1998, the triathlon since 2000, BMXing (Bike Motocross) since 2008. Surfing, skateboarding and sport climbing were all introduced in the 2020 Tokyo Olympics, which took place in 2021 due to the pandemic. So why shouldn't breakdancers compete, too? I think it's a lot more enjoyable than watching someone weightlifting, pole vaulting, throwing a discus or running a marathon.

Exercise 2
Key words:
1f around the world / countries, continents, Africa
2e just a few, permanent categories / only five sports, all the Olympic Games
3d different, games, years / same year, Olympics, brought forward
4a failure, year after year / trying, for decades, unsuccessful
5c protests, change of mind / dropped, campaign, was kept part
6b back again, missing out twice / dropped, 2012 and 2016, returned

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

1 What do you know about breakdancing? Do you like watching it?
2 Do you think it's easy or hard to do it?
3 Do you think it's an art form or a sport?

TRENING MATURALNY

2 Read the tip below. Match headings a–f to sentences 1–6. Then note down the key words for each pair.

a Failure after failure, year after year
b Back in again after missing out twice
c Protests leading to a change of mind
d Different games, different years
e Just a few permanent categories
f Almost all around the world

1 _f_ The Summer Olympics have been held in nineteen different countries on five continents, but they have never been held in Africa.
2 _e_ Only five sports have been included in all the Olympic Games since 1896: athletics, cycling, fencing, gymnastics and swimming.
3 _d_ Up to 1992, the Summer and Winter Olympics were held in the same year, but then the Winter Olympics were brought forward by two years.
4 _a_ Squash players have been trying for decades to have their sport recognised as an Olympic sport, but they have always been unsuccessful.
5 _c_ Wrestling was going to be dropped from the Tokyo Olympics, but after a successful campaign to defend it, the sport was kept as part of the Games.
6 _b_ Baseball was an official Olympic sport from Barcelona 1992 to Beijing 2008, was dropped in 2012 and 2016, but returned for Tokyo 2020.

Choć nagłówki nie są pełnymi zdaniami, zawierają słowa kluczowe odnoszące się do najważniejszych informacji w danym akapicie.

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

ZADANIE MATURALNE

3 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 Not the only sport like that
B Simple rules to understand
C What you need to succeed
D An idea causing disagreement
E New and fun to watch
F How a sport becomes an Olympic event

4 SŁOWNICTWO Complete the sentences with sports from the text. The first letter of each missing word has been given.

1 In **f***encing*, you fight your opponent with a weapon in your hand.
2 Sport **c***limbing* equipment includes a helmet, special shoes and a rope.
3 One day soon someone will run a **m***arathon* (42,195 metres) in under two hours.
4 There are three sports in a **t***riathlon*: swimming, cycling and running.
5 To take part in **s***ynchronised* swimming, you must control your breathing under water.
6 If you want to jump higher than six metres, try **p***ole* **v***aulting*.
7 **B***MXing* is harder than motocross because the bikes don't have engines.
8 The competitors in **w***eightlifting* use chalk to stop their hands from slipping.

5 SŁOWNICTWO Match question beginnings 1–7 to endings a–g. Then in pairs, ask and answer the questions.
Students' own answers

1 Can anyone be good at sport if they train __c__
2 Do you think it's ever OK to break __g__
3 Have you ever cheered on __e__
4 Have you ever competed __d__
5 Have you ever crossed __f__
6 Have you ever scored the winning __b__
7 How would you celebrate if you came __a__

a first in an Olympic final?
b goal or point in a game?
c hard enough?
d for your school in a sports event?
e your team while watching them on TV?
f the finishing line first in a race?
g the rules in order to win?

6 In pairs, discuss which sports you think should or should not be in the Olympics. Give reasons for your answers. *Students' own answers*

ZADANIE MATURALNE

1 Przeczytaj tekst A na str. 184. 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.

ZADANIE MATURALNE

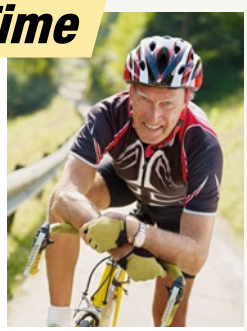
2 Uzupełnij luki 1–4 zgodnie z treścią tekstu B na str. 184 tak, aby jak najbardziej precyzyjnie oddać jego sens. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Luki należy uzupełnić w języku angielskim.

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

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.

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!



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 07 **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?**
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

W zadaniu z odgrywaniem roli 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 07 **Listen again and check your ideas in Exercise 4. Then complete the Useful Phrases box with one word in each gap.**

▶ ZESTAW ZADAŃ STR. 193

USEFUL PHRASES

▶ STR. 328

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

Expressing doubts and objections

[1] *Really*? I'm not sure (that) ...
I don't think that's a good idea.
I don't know. I don't think ...
But [2] *what* if ...?
I think it's [3] *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 [4] *see* what you mean, but ...
You're right, but ...
(That's a) good [5] *point*/idea.
(That) sounds like a good plan.

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 _____.

7 **In pairs, do the task from Exercise 2. Use your own ideas.**
Students' own answers

ZADANIE MATURALNE

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

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. 367

10 07

10 ŚRODKI JĘZYKOWE Gramatykalizacja

GRAMATYKA

A Complete the conditional sentences using the verbs in brackets in the correct form.

1 If you *aren't* (not be) careful, you'll burn yourself.
2 I *wouldn't / would not lend* (not lend) him any money even if I had some.
3 If she *has* (have) a choice, she always chooses ice cream for dessert.
4 I would be so happy if he *asked* (ask) me out.
5 If you heat ice, it *turns* (turn) to water.
6 What will you do if she *decides* (decide) not to come after all?
7 If Tom invites me to his party, I *won't / will not accept* (not accept) his invitation.
8 If I *spoke* (speak) Mandarin Chinese, we wouldn't need a translator.
9 What colour do you get if you *mix* (mix) red and white?

B Read the situations and write conditional sentences.

1 Steven is not tall, so he doesn't play basketball well.

_____

2 We might have some more sweets. If so, we want to share them among the kids.

_____

3 I'm upset because I have to help my mother with the housework and I can't go to the cinema with my friends.

_____

4 I don't think the team will win this match. The winner gets promoted to the Premier League.

_____

C Choose the correct forms to complete the sentences.

1 You'd better *to revise* / *revise* / *will revise* for the test.
2 It's high time you *help* / *will help* / *helped* your mother with the housework. You are nearly sixteen!
3 Barcelona is a beautiful city and we are all enjoying ourselves. I wish *you are* / *were* / *will be* here.
4 The traffic is terrible today. I'd rather *not to take* / *don't take* / *not take* the car into the city.

▶ ZDANIA WARUNKOWE, STR. 303
▶ KONSTRUKCJE WYRAŻAJĄCE ŻYCZENIA, STR. 305

Exercise B
1 If Steven was/were taller, he would play basketball well.
2 If we have more sweets, we'll / we will share them among the kids.
3 If I didn't / did not have to help my mother with the housework, I could go to the cinema with my friends.
4 If the team won this match, they'd / they would get promoted to the Premier League.

TRENING MATURALNY

1 Read 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 four words in each gap.

1 If our *swimmers trained harder* (*swimmer / train / hard*), one of them would finally break the record.
2 Beth and Sam's parents didn't let *them go climbing* (*they / go / climb*) in winter as they thought it was too dangerous.
3 You've become really unhealthy playing video games all the time. *You'd / You had better join* (*you / better / join*) a gym before something serious happens.
4 In primary school, I was good at playing both tennis and basketball, but my PE teacher told *me to focus on* (*I / focus*) tennis.

Zastanów się, jaką funkcję pełni zdanie, które masz uzupełnić odpowiednią formą wyrazów w nawiasie. Czy wyraża ono warunek, udziela porady, przytacza czyjąś wypowiedź, a może opisuje zdarzenie z przeszłości?

Oto wskazówki do zdań w ćwiczeniu 1:

1 Czy zdanie warunkowe odnosi się do teraźniejszości czy przyszłości?
2 Jakiej formy czasownika używa się po czasowniku *let*?
3 Jaką strukturę z *better* stosuje się do udzielania porad?
4 W jaki sposób można przytoczyć czyjąś wypowiedź, używając czasownika *tell*?

2 Complete the sentences with the correct forms 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 My dad *would miss the match* (*miss / match*) if he didn't put the date on the calendar.
2 If *a/the swimmer moves* (*swimmer / move*) before the starting signal, she will be disqualified from the race.
3 I *would go cycling* (*go / cycle*) in the countryside if I were you – it's much more interesting than using an exercise bike at home.
4 You need to remember to stretch your body after a workout if you *don't / do not want to get* (*not want / get*) injured.
5 If *I had a choice* (*I / have / choice*), I'd have my volleyball practice at the weekend rather than during the week.
6 It's time *we stopped talking* (*we / stop / talk*) about joining a yoga class, we need to just do it!
7 I wish I *could row better* (*can / row / good*) than Tom, but I guess his legs and arms are much stronger than mine.
8 The wind is not strong enough, so *I'd / I would rather not go* (*I / rather / not go*) windsurfing today.
9 You look absolutely exhausted, you *'d/had better take a rest* (*better / take / rest*) before the next race.

3 **Write down two wishes about your Physical Education classes and two things you think you should do to keep fit.** *Possible answers:*

Physical Education classes
I wish *our PE classes were longer.*.
If only *we had PE classes every day.*.
Keeping fit
It's high time *I stopped eating junk food.*.
I'd better *join a gym / start swimming again.*.



4 **In pairs, compare your sentences in Exercise 3 and talk about them. Are they similar or different?**
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. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.**

1 It's high time little *Dave learnt/learned to cycle* (*Dave / learn / cycle*) – at the moment he's useless at it!
2 We will have a big party to celebrate at school if Jon *wins the race* (*win / race*).
3 Our goalkeeper *had his towel stolen* (*have / towel / steal*) while he was warming up before the match.
4 The Polish sailor *has been in the lead / has been leading* (*be / lead*) for quite a while now, it looks like he's going to win a gold medal.
5 If *you were injured* (*you / injure*), the whole class would visit you in hospital.

1 **Complete the sentences with the correct forms 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 make more progress* (*make / much / progress*) if you had 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 (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 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) workouts* (*stop / take / workouts*) so seriously. That's all he ever does and talks about!
8 If only the best player from the opposing team *had been sent off earlier/early* (*send off / early*) in the match! We would have an advantage and might win!
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. The goal is too close to the windows in our garden!

ZADANIE MATURALNE

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. 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, but 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 *'ve/have 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. 192

10 PISANIE E-mail

Wyrażanie pewności, przypuszczenia i wątpliwości; zapraszanie

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

1 **In pairs, tell each other about big sporting events you have either played in or watched.** *Students' own answers*

2 **Read the sample task and the model answer above. How optimistic is the writer about the big match? Why does he/she feel that way? Do you usually feel optimistic or pessimistic before a big match?** *The writer is not very optimistic because his/her opponent is more experienced and is playing in her home town. However, the writer thinks he/she has a chance because anything can happen in a final. Students' own answers*

3 **Complete the Useful Phrases box with the words from the model answer.**

USEFUL PHRASES ▶ STR. 337

Expressing feelings about the present and future

I have a good feeling / I'm really nervous about ...

I feel quite confident. / I don't feel [1] *too* confident.

Inviting others

Are you free on ...?

Would you [2] *like* to (come)? / Do you fancy (coming)?

I'd love it / be [3] *delighted* if you could ...

It would be great if you could ...

Making predictions

I've no idea what's going to happen.

[4] *Anything* could happen.

I'm (pretty) sure I'll ... / I suppose I might ...

There's a (good) [5] *chance* I could ...

I don't have the [6] *slightest* chance of (winning).

As [7] *long* as ..., there's a chance I could win.

4 **Complete the text with one word in each gap.**

Do you [1] *fancy* coming to the match tomorrow? It would be [2] *great* if you were there to support us. I have a really good [3] *feeling* about it. As [4] *long* as the referee is fair, I'm pretty [5] *sure* we'll win. In fact, I don't think the other team has the [6] *slightest* chance of beating us.

5 **Think of a sporting event that you are going to take part in or watch in the next month. Then, in groups, invite each other to those events. Respond appropriately to the invitations you receive.** *Students' own answers*

6 **In pairs, make predictions for and express feelings about the situations below.** *Students' own answers*

What are the chances of ...

1 someone from your school taking part in the Olympic Games in the next ten years?
2 a tennis player from your country winning e.g. Wimbledon or Roland-Garros?
3 your favourite sports team winning a cup or the league this year?
4 a major sports tournament taking place in your town?

ZADANIE MATURALNE

7 **Do the task.**

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 student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

Rozprawka za i przeciw

R 10

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.

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.

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.

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.

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.

Exercise 3
One thing to bear in mind is …
Another thing to take into account is …
It's worth remembering …
We shouldn't forget that …
Last but not least, …

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

3 **Read the Useful Phrases box and tick the expressions which are used in the model answer.**

USEFUL PHRASES ▶ STR. 337

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, …

4 **Rewrite the sentences using the Useful Phrases and the correct form of the words in brackets.**

1 Firstly, you must realise that not everyone is naturally gifted for sport. (thing / bear)
One thing to bear in mind is that not everyone is gifted for sport.
2 Secondly, you have to consider that sport takes up a lot of time. (thing / account)
Another thing to take into account is that sport takes up a lot of time.
3 We should definitely be aware that sport often causes injuries. (worth / note)
It's definitely worth noting that sport often causes injuries.
4 We need to remember that luck plays a big part in winning and losing. (shouldn't / sight)
We shouldn't lose sight of the fact that luck plays a big part in winning and losing.
5 Finally, remember that taking part is more important than winning. (least / forget)
Last but not least, we shouldn't forget that taking part is more important than winning.
6 Taking all of that into account, it seems clear that sport is good for you. (considering)
Considering all of the above, it seems clear that sport is good for you.



ZADANIE MATURALNE

5 **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

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

10 LISTA SŁOWNICTWA

SPORTS DISCIPLINES | DYSCYPLINY SPORTU

aerobics – aerobik
athletics – lekkoatletyka
badminton – badminton
baseball – bejsbol, baseball
basketball – koszykówka
● **BMXing** – kolarstwo BMX
bowling – gra w kręgle
boxing – boks
bridge – brydż
canoeing – pływanie kanadyjką/kajakiem
car racing – wyścigi samochodowe
chess – szachy
● **climbing** – wspinaczka
combat sport – sport walki
cricket – krykiet
cycling – kolarstwo
dancing – taniec
  ballroom ~ – taniec towarzyski
darts – rzutki
diving – nurkowanie
dodgeball – gra w dwa ognie
● **fencing** – szermierka
football – piłka nożna
golf – golf
gymnastics – gimnastyka
half-marathon – półmaraton
hammer throw – rzut młotem
hockey – hokej na trawie
horse racing – wyścigi konne
horse-riding – jazda konna
hurdles/hurdling – bieg przez płotki
ice hockey – hokej
(ice) skating – łyżwiarstwo
individual sport – sport indywidualny
indoor sport – sport halowy
jogging – jogging
judo – dżudo
karate – karate
kayaking – kajakarstwo
kung fu – kung fu
● **marathon** – maraton
martial arts – sztuki walki
motor sport – sport motorowy
Nordic walking – marsz z kijkami
outdoor sport – sport uprawiany na świeżym powietrzu
● **pole vaulting** – skok o tyczce
rollerblading – jazda na rolkach
rowing – wioślarstwo
rugby – rugby
● **running** – bieganie
  long-distance ~ – biegi długodystansowe
sailing – żeglarstwo
skateboarding – jazda na deskorolce
ski jumping – skoki narciarskie
● **skiing** – narciarstwo
snooker – snooker
snowboarding – snowboarding
speedway – wyścigi żużlowe
sprint – sprint
squash – squash
● **swimming** – pływanie
  ● **synchronised ~** – pływanie synchroniczne
table tennis – tenis stołowy
team sport – sport zespołowy
tennis – tenis
trampolining – ćwiczenia na batucie
● **triathlon** – triatlon
volleyball – siatkówka
walking – chód
  race ~ – chód sportowy
water sport – sport wodny
water volleyball – siatkówka wodna
● **weightlifting** – podnoszenie ciężarów
windsurfing – windsurfing
winter sport – sport zimowy
wrestling – zapasy, zapaśnictwo
yoga – joga
archery – łucznictwo R
shooting – strzelectwo
Spinning® – ćwiczenia na rowerze stacjonarnym
taekwondo – taekwondo
workout – trening

SPORTS EQUIPMENT | SPRZĘT SPORTOWY

ball – piłka
  tennis ~ – piłeczka tenisowa
bat – rakietka, kij
billiard/snooker/ping-pong table – stół do bilardu/snookera/ping-ponga
bobsleigh – bobslej
canoe – kanadyjka, kajak
chess pieces – figury szachowe
football boots – korki
football kit – strój do gry w piłkę nożną
football shirt – koszulka piłkarska
gloves – rękawice
  boxing ~ – rękawice bokserskie
goal – bramka
goggles – gogle
  swimming ~ – okulary pływackie
golf club – kij golfowy
helmet – kask
ice skates – łyżwy
kayak – kajak
net – siatka
pads – ochraniacze
racket – rakieta, rakietka
  tennis ~ – rakieta do tenisa
rollerblades – rolki
rope – lina
skateboard – deskorolka
ski boots – buty narciarskie
ski poles – kijki narciarskie
ski suit – kombinezon narciarski
skis – narty
swimming cap – czepek
swimming costume – kostium kąpielowy
swimming trunks – kąpielówki
tracksuit – dres
trainers – buty sportowe
trampoline – trampolina

SPORTS FACILITIES | OBIEKTY SPORTOWE

boxing ring – ring bokserski
climbing wall – ściana wspinaczkowa
court – boisko
  basketball/volleyball ~ – boisko do koszykówki/siatkówki
  tennis ~ – kort tenisowy
field – boisko
gym – siłownia, sala gimnastyczna
pitch – boisko
  cricket/football/rugby ~ – boisko do gry w krykieta / piłki nożnej / gry w rugby
pool – basen
  swimming/diving ~ – basen pływacki/nurkowy
skating rink – lodowisko
ski lift – wyciąg narciarski
ski/snowboarding run – trasa narciarska/snowboardowa
ski slope – stok narciarski
stadium – stadion
stand – trybuna
track – bieżnia, tor
  running ~ – bieżnia
challenging holes – wymagające dołki (na polu golfowym) R
designated slope – wyznaczona trasa narciarska
golf course – pole golfowe
green run – zielona trasa
ice rink – lodowisko
nursery slope – ośla łączka
piste – trasa narciarska
  off ~ – poza trasą (narciarską)
racetrack – tor wyścigowy
rail – poręcz
ramp – pochylnia
skatepark – skate park
sledge rental – wynajem sanek
toboggan run – tor saneczkowy

SPORTING EVENTS | IMPREZY SPORTOWE

championship – mistrzostwa
  European ~ – mistrzostwa Europy
  World ~ – mistrzostwa świata
competition – konkurencja; zawody
contest – konkurs
cup – puchar
  World ~ – mundial, mistrzostwa świata
cycling race – wyścig kolarski
division – liga
  first ~ – pierwsza liga
  second ~ – druga liga
draw – remis
final – finał
finishing line – meta
  ● **cross the ~** – przekroczyć linię mety
game – mecz, gra
goal – bramka; gol
half – połowa (meczu)
  first ~ – pierwsza połowa (meczu)
  second ~ – druga połowa (meczu)
half-time – przerwa (w połowie meczu)
lap – okrążenie
live commentary – komentarz na żywo
match – mecz
medal – medal
  bronze ~ – brązowy medal
  gold ~ – złoty medal
  silver ~ – srebrny medal
nil – zero (np. w piłce nożnej)
Olympic Games / Olympics – igrzyska olimpijskie / olimpiada
Olympic sport – sport olimpijski
penalty – rzut karny
point – punkt
race – wyścig, bieg
  relay ~ – sztafeta
record – rekord
  world ~ – rekord świata
score – wynik meczu
scoreboard – tablica wyników
semi-final – półfinał
tie – remis
tournament – turniej
trophy – trofeum, puchar
victory – zwycięstwo
boxing match – walka bokserska R
● **host (a sporting event)** – być gospodarzem (imprezy sportowej)
own goal – bramka samobójcza
opening ceremony – ceremonia otwarcia
Paralympic Games / Paralympics – igrzyska paraolimpijskie, paraolimpiada
Summer Olympic Games – letnie igrzyska olimpijskie
three-point shot – rzut za trzy punkty
Winter Olympic Games – zimowe igrzyska olimpijskie

DOING SPORTS | UPRAWIANIE SPORTU

VERBS | CZASOWNIKI

attack – atakować
beat – pokonać
● **cheer (on)** – wiwatować, wznosić okrzyki
● **compete** – współzawodniczyć, konkurować
cycle – jeździć na rowerze
defeat – pokonać
defend – bronić
disqualify – zdyskwalifikować
dive – nurkować, skakać do wody
fight – walczyć
give up – poddać się
jump – skakać
kick – kopać
lead – prowadzić
● **lose (a competition/match/race)** – przegrać (zawody/mecz/wyścig)
overtrain – przetrenować
play – grać
practise – trenować, ćwiczyć
qualify – zakwalifikować się
race – ścigać się
rollerblade – jeździć na rolkach
row – wiosłować
score – zdobyć punkt, strzelić bramkę
shoot – strzelić
sponsor sb – sponsorować kogoś
support sb – kibicować komuś
swim – pływać
● **train (hard)** – trenować (ciężko)
warm up – zrobić rozgrzewkę
win – wygrać
  ~ a (dancing/sporting) competition – wygrać zawody (taneczne/sportowe)
  ~ a cup – zdobyć puchar
  ~ a race – wygrać wyścig

● SŁOWNICTWO – SŁUCHANIE ● SŁOWNICTWO – CZYTANIE

boo – wygwizdać, głośno wyrażać dezaprobatę R
knock out – wyeliminować z rozgrywek
overtake – wyprzedzić
pedal – pedałować

PHRASES | ZWROTY

be hopeless at sth – być kiepskim w czymś
be useless at sth – być kiepskim w czymś
break a record – pobić rekord
● **break the rules** – złamać zasady
catch the ball – złapać piłkę
claim victory – zwyciężyć
● **come first/second/third/last** – zająć pierwsze/drugie/trzecie/ostatnie miejsce
do aerobics – uprawiać aerobik
do aikido – uprawiać aikido
do athletics – uprawiać lekkoatletykę
do exercise – ćwiczyć
do kung fu – uprawiać kung fu
do karate – uprawiać karate
do sports – uprawiać sport
do yoga – uprawiać jogę
follow a routine – wykonywać układ taneczny
go climbing – wspinać się
go cycling – jeździć na rowerze
go jogging – pobiegać
go riding – jeździć konno
go rollerblading – jeździć na rolkach
go sailing – żeglować
go skateboarding – jeździć na deskorolce
go skiing – jeździć na nartach
go surfing – uprawiać surfing
go swimming – pływać
go windsurfing – uprawiać windsurfing
have (football/basketball) practice – mieć trening (piłki nożnej/koszykówki)
in the lead – na prowadzeniu
● **join a gym** – zapisać się na siłownię
miss the goal – chybić, nie trafić do bramki
participate in sth – brać w czymś udział
play against sb – grać przeciwko komuś
play badminton – grać w badmintona
play basketball – grać w koszykówkę
play bridge – grać w brydża
play football – grać w piłkę nożną
play rugby – grać w rugby
play squash – grać w squasha
● **play team games** – grać w gry zespołowe
play tennis – grać w tenisa
play volleyball – grać w siatkówkę
prepare for the Olympics – przygotowywać się do olimpiady
ride a horse – jeździć konno
ride a motorcycle – jeździć na motocyklu
run a marathon – biec w maratonie
Running isn't my thing. – Nie przepadam za bieganiem.
score a point – zdobyć punkt
● **score (the winning) goal** – strzelić (zwycięskiego) gola
set a record – ustanowić rekord
take part in sth – brać w czymś udział
take up a sport – zacząć uprawiać sport
turn/become a professional – zostać zawodowym sportowcem
● **work out (at the gym)** – ćwiczyć (na siłowni)
break sweat – zacząć się pocić (z wysiłku) R
build up a good lead – zbudować dużą przewagę
complete a race – ukończyć wyścig
defend a title – bronić tytułu mistrzowskiego
● **enter a competition** – stanąć do zawodów
go for a jog – pójść pobiegać
have an advantage – mieć przewagę
hold onto a sports title – utrzymać tytuł sportowy
keep pace with sb – dotrzymywać komuś kroku
lose a title – utracić tytuł sportowy
not stand a chance – nie mieć szans
● **retain a title** – zachować tytuł sportowy

PEOPLE IN SPORT | OSOBY ZWIĄZANE ZE SPORTEM

amateur – amator, amatorka
athlete – sportowiec, sportsmenka; lekkoatleta, lekkoatletka
basketball player – koszykarz, koszykarka
boxer – bokser, bokserka
captain – kapitan, kapitanka
champion – mistrz, mistrzyni
coach – trener, trenerka
competitor – zawodnik, zawodniczka
crowd – tłum, kibice
cup holder – zdobywca, zdobywczyni pucharu
cyclist – kolarz, kolarka
diver – nurek, skoczek do wody
fan – kibic, kibicka
fencer – szermierz
football player / footballer – piłkarz, piłkarka
goalkeeper – bramkarz, bramkarka
golfer – golfista, golfistka
hockey player – hokeista, hokeistka
jockey – dżokej, dżokejka
judge – juror, jurorka
jumper – skoczek
loser – przegrany, przegrana
marathon runner – maratończyk
medallist – medalista, medalistka
opponent – przeciwnik, przeciwniczka
personal trainer – trener osobisty, trenerka osobista
professional – zawodowiec
racing driver – kierowca wyścigowy
referee – sędzia, arbiter
reserve player – gracz rezerwowy
rival – przeciwnik, przeciwniczka
runner – biegacz, biegaczka
sailor – żeglarz, żeglarka
skateboarder – deskorolkarz, deskorolkarka
skater – łyżwiarz, łyżwiarka
ski jumper – skoczek narciarski
skier – narciarz, narciarka
snooker player – snookerzysta, snookerzystka
spectator – widz
sportsman/sportswoman/sportsperson – sportowiec / sportsmenka / osoba uprawiająca sport wyczynowo
substitute – gracz rezerwowy
supporter – kibic, kibicka
swimmer – pływak, pływaczka
team – drużyna
away ~ – drużyna gości
home ~ – drużyna gospodarzy
teammate – kolega, koleżanka z drużyny
tennis player – tenisista, tenisistka
weightlifter – sztangista, sztangistka
windsurfer – windsurfer, windsurferka
winner – zwycięzca, zwyciężczyni

ADJECTIVES | PRZYMIOTNIKI

athletic – wysportowany
enjoyable – przyjemny
exhausted – wyczerpany
leading – prowadzący
motivated – zmotywowany
sporty – wysportowany

POSITIVE AND NEGATIVE CONSEQUENCES OF DOING SPORTS | POZYTYWNE I NEGATYWNE SKUTKI UPRAWIANIA SPORTU

active lifestyle – aktywny styl życia
be out of breath – nie móc złapać tchu
be out of shape – nie być w formie
burn calories – spalać kalorie
fit – w dobrej formie, wysportowany
be/feel ~ – być w dobrej formie, być wysportowanym
get ~ – poprawić kondycję, nabrać formy
keep/stay ~ – utrzymywać formę
get hurt – zranić się, doznać kontuzji
hurt – zranić, boleć, szkodzić
~ your arm/leg – zranić się w rękę/nogę, doznać urazu ręki/nogi
~ your back – uszkodzić sobie kręgosłup
● **injured** – kontuzjowany
injury – uraz, kontuzja
knee ~ – kontuzja kolana
sport-related ~ – kontuzja sportowa
● **motivation** – motywacja
● **muscle** – mięsień
muscular tension – napięcie mięśniowe
pain – ból
physical effort – wysiłek fizyczny
(physical) fitness – sprawność fizyczna
put a strain on (your back) – obciążać (plecy)
relax – relaksować się
require – wymagać
● **strain** – obciążenie
tiredness – zmęczenie
twisted ankle – skręcona kostka
as fit as a fiddle – w bardzo dobrej kondycji fizycznej R
be in good shape – być w dobrej formie
be short of breath – mieć zadyszkę
boost (your mood) – poprawiać (nastrój)
● **channel your energy into training** – całą energię włożyć w trening
cope with stress – radzić sobie ze stresem
energy boost – przypływ energii
get back into shape – wrócić do formy
get into shape – nabrać formy
increase stamina – zwiększyć wytrzymałość
it's no consolation – to żadne pocieszenie
muscle strain – naciągnięcie mięśnia
pulled muscle – naciągnięty mięsień
recurring injury/pain – nawracający uraz/ból
reduce stress – redukować stres
● **set a personal best** – ustanowić osobisty rekord
● **stay on top form** – utrzymać szczytową formę
work off (stress) – pozbyć się (stresu)

MODERN SPORTS PROBLEMS | PROBLEMY WSPÓŁCZESNEGO SPORTU

banned substance – niedozwolona substancja R
disqualified from sth – zdyskwalifikowany, wykluczony z czegoś
doping – stosowanie środków dopingujących
doping/drug test – test antydopingowy
fitness freak – maniak fitnessu/ćwiczeń
performance-enhancing drug – środek dopingujący
suspend sb – zawiesić kogoś
test positive – mieć dodatni wynik testu

LISTA 10 PODSTAWOWA
LISTA 10 PODSTAWOWA +ROZSZERZONA

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 If you listen to me, you *won't / will not injure 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 has been cycling for* (*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.

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 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.

DOBIERANIE Z PRZEKSZTAŁCANIEM

R

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.

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.

GRAMATYKALIZACJA

R

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 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 she *had taken better care of* (*take / good / care*) her health than she did, she 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.

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. 367

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.

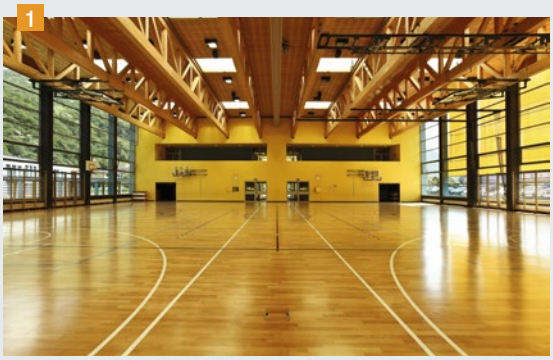
ZADANIE 3 *Students' own answers*

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.

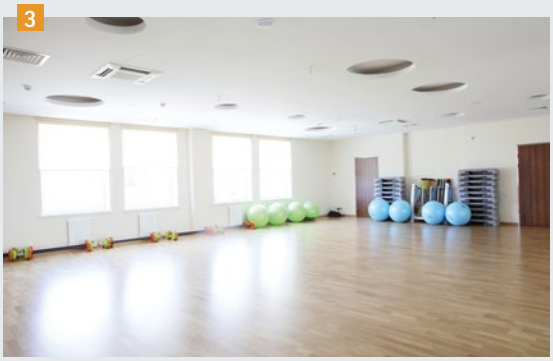
1



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

DOBIERANIE ZDAŃ DO WYPOWIEDZI

1 10 08 **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

A expresses disappointment with a service.
B provides important information for a community.
C explains the origin of a phrase.
D talks about a place famous people went to.
E describes a shopping centre he/she has visited.
F describes the plot of a story.

1	2	3	4	5
F	D	A	C	B

ODPOWIEDZI NA PYTANIA

R

2 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?
_____
2 Where did Scott Wilson first see *Lucy in the Field with Flowers*?
_____
3 Where did people see the works before MOBA was founded?
_____
4 What kind of works does the museum reject?
_____

Exercise 2
1 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 on the street (between two rubbish bins)
3 at parties (at Reilly's/Wilson's friend's home)
4 deliberately bad (and boring ones/works/art)

ŚRODKI JĘZYKOWE

TŁUMACZENIE FRAGMENTÓW ZDAŃ

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

1 Before I began working full-time, I ____ (*grywałem w*) volleyball quite regularly.
A could play
B had to play
C used to play

2 If you want to keep fit, you should ____ (*zacząć uprawiać*) a sport.
A take up
B work out
C take on

3 The director ____ (*zaproponował nakręcenie*) a scene in the forest.
A preferred to shoot
B suggested shooting
C would rather shoot

4 Is this film ____ (*na podstawie*) a book or is it a true story?
A set in
B based on
C made for

5 During the championships a total of three world records ____ (*zostały pobite*) by the athletes.
A broke
B had broken
C were broken

6 If our coach hadn't been so supportive, we ____ (*przegralibyśmy*) the match last week.
A would lose
B had lost
C would have lost



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 The film was *was released / came out* (*wszedł na ekrany*) last month.
2 My friend highly *recommended* (*polecił*) the tennis club she goes to, so I joined.
3 During the final rehearsal, the director of the play *had the actors wear / put on / told/ordered the actors to wear* (*polecił aktorom założenie*) their costumes.
4 These villagers *observe/follow/practise a/the custom* (*przestrzegają zwyczaju*) that has been kept alive for hundreds of years.
5 It isn't the best film ever made, but I think *(that) it's / it is worth seeing/watching* (*że jest wart obejrzenia*) if you've got a free evening.
6 There was a big crowd *to cheer the runners on / to cheer on the runners* (*by kibicować biegaczom*) in the

GRAMATYKALIZACJA

R

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 it with flying colours.
3 Jo's younger 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.

SETY LEKSYKALNE

R

6 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.

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.

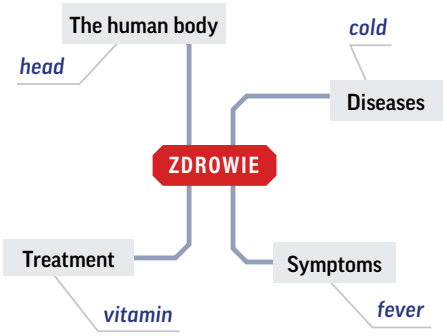
5 *road*
There was a huge traffic jam on the ring ..., so we just parked the car and went for a walk in the forest.
It's already past 10 p.m. and we have a long way to go so it's high time we hit the ... !
Mary signed up for a yoga course and says she's on the ... to self-discovery.

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 body parts (1–13) in the picture to words a–m.**

a ankle	8	**f** finger	12	**j** knee	6
b back	11	**g** foot	7	**k** neck	13
c bottom	10	**h** forehead	1	**l** thigh	5
d chest	4	**i** heel	9	**m** wrist	2
e elbow	3				

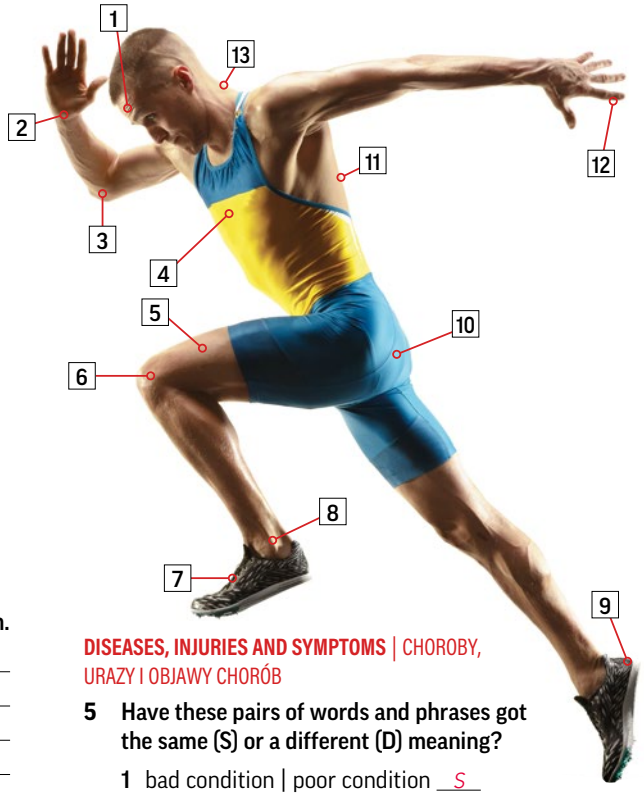
3 **In pairs, decide if the parts of the body and organs in the box are inside or outside the body.**

bones bowels brain heart kidneys lungs nails ribs skull spine stomach thumbs toes tonsils waist veins

Inside the body
bones, bowels, brain, heart, kidneys, lungs, ribs, skull, spine, stomach, tonsils, veins
Outside the body
nails, thumbs, toes, waist

4 **Match some of the organs from Exercise 3 to their functions.**

1 The organ that you breathe with. *lungs*
2 This is part of the digestive system and it helps digest and expel food waste. *bowels*
3 The organ inside your body where food begins to be digested. *stomach*
4 It pumps blood through your body. *heart*
5 It controls your whole body, including memory, thoughts, movements, speech, etc. *brain*
6 They remove waste and toxins from your body. *kidney*



DISEASES, INJURIES AND SYMPTOMS | CHOROBY, URAZY I OBJAWY CHORÓB

5 **Have these pairs of words and phrases got the same (S) or a different (D) meaning?**

1 bad condition | poor condition *S*
2 chronic condition | critical condition *D* *(a chronic condition continues for a long time and can't be cured; a critical condition is very serious)*
3 disease | illness *S*
4 fatal disease | infectious disease *D* *(a fatal disease can kill you; an infectious disease can be transmitted from one person to another)*
5 ill | sick *S*
6 cut | wound *S*
7 faint | unconscious *D* *(if you feel faint, you think you might become unconscious; if you are unconscious, you lose consciousness for a short time)*
8 choke | cough *D* *(you choke when you can't breathe because your throat is blocked; you cough e.g. when you have a cold)*

6 11 01 **Listen to five recordings. Match the problems from the box to the recording. There are two extra problems.**

burn dizziness flu food poisoning hay fever insect bite insomnia

1 *flu* 2 *burn* 3 *insect bite*
4 *food poisoning* 5 *hay fever*

7 11 01 **Listen again. Decide which symptom each patient does not mention.**

1 feel cold **feel dizzy** feel hot high fever muscle pain shiver
2 have a blister redness **wounded**
3 infected painful **rash** swollen
4 diarrhoea feel sick stomachache **tremble** vomit
5 eyes watering runny nose sneeze **sore throat**

TREATMENT AND FIRST AID | LECZENIE I PIERWSZA POMOC

8 **In pairs, discuss what kind of treatment(s) you would recommend for the conditions in Exercise 6. Use the words from the box.**
Possible answers: burn: bandage, cream, ice pack, painkiller; dizziness: rest; food poisoning: antibiotics, herbal tea, rest; flu: painkiller, rest; hay fever: drops; insect bite: bandage, cream; insomnia: rest, sleeping pill

antibiotics bandage cream drops herbal tea
ice pack painkiller rest sleeping pill

9 **Match the words from the box to the photos. There is one extra word. When would you use each form of treatment?**

crutches injection pill plaster plaster cast


1 *plaster cast*


2 *plaster*


3 *injection*


4 *crutches*

10 **ŚRODKI JĘZYKOWE** **Choose the correct options to complete the text.**

Welcome to the A & E Department!

Information for patients

We aim to see everyone as quickly as possible. We treat our patients based on the seriousness of each [1]____, not based on when they came in. Please wait in the waiting room until we call your name. If you suffered an injury, you might need to have a(n) [2]____ to determine if you have any [3]____ bones. Please let the nurse know if you suffer from any chronic disease, if you take any medication, if you're pregnant or if you suspect that you're pregnant. If the doctor gives you a [4]____, you can take it to the chemist's on the second floor.

We hope you [5]____ soon!

1	(a) injury	b symptom	c ache
2	a operation	b treatment	(c) X-ray
3	a sore	b sprained	(c) broken
4	a vaccine	(b) prescription	c pill
5	a cure	(b) get better	c look well

11 **ŚRODKI JĘZYKOWE** **Complete the text with the correct forms of the words from the box. There is one extra word. In pairs, discuss which of these trends you would like to try and why.** R

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!



11 SŁOWNICTWO

12 **ŚRODKI JĘZYKOWE** **Complete the text with the correct form of the words from the box. There is one extra word. In pairs, talk about a time when you saw a doctor. Why did you have to see one?**

consult examine make prescribe reassure run take

I hadn't been feeling well for the last few weeks and, as my parents started to get worried, I decided [1] *to consult* a doctor. So I called the doctor's office and [2] *made* an appointment.

The doctor was truly concerned about my health. First, she completed an interview where she asked me about my health history. Then she [3] *examined* me thoroughly. She also [4] *took* my blood pressure and temperature. She said she couldn't diagnose me without [5] *running* some tests. I have to go to the lab and get these tests done and then go back to see her. But before I left, she [6] *reassured* me that it doesn't look serious and she thinks I'm just exhausted from all the studying I've been doing and a lack of sleep.

HEALTH CARE | SŁUŻBA ZDROWIA

13 **Read the sentences. Who should the speakers see? Match them to the health-care professionals from the box. What other health-care professionals do you know about?**

consultant dentist GP optician pharmacist

1 My gums often bleed when I brush my teeth and I've had a toothache on and off for some time. *dentist*

2 I'm losing my eyesight, so I was given a prescription for glasses. *optician*

3 I've had a high temperature for the last couple of days and I think I might have caught a cold. *GP*

4 The medicine the doctor prescribed me is really expensive. I need to find out about a cheaper alternative. *pharmacist*

5 I've developed some acne and a rash on my arms, so my doctor has referred me to someone else. *consultant*



14 11 02 **Listen to four speakers. What symptoms does each speaker have? What remedies and treatments have they tried? Complete the table.** R

Speaker	Symptoms	Remedies and treatment
1	*itchy rash, skin cracks, bleeding*	*(over-the-counter and prescription) ointments*
2	*fear of germs, washing hands several times an hour, cleaning surfaces all the time*	*psychotherapy*
3	*sudden pain on the right side of the abdomen, nausea and vomiting*	*painkiller*
4	*redness and pain in the eye, irritating and itching, tears around the eye*	*eye drops*

15 11 02 **Listen again. Which doctor should each speaker in Exercise 14 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*

DISABILITIES | NIEPEŁNOSPRAWNOŚĆ

16 **Complete the leaflet with the words from the box.**

accessible available blind disabilities sign wheelchair

Accessible Education at Watford Community Centre

Here, at Watford Community Centre, we aim to provide courses to all members of our community including those with [1] *disabilities*.

We use the following symbols in our course descriptions.

This indicates courses adapted for [2] *blind* and visually impaired people. Printed materials for a particular course are [3] *available* in braille.

[4] *Wheelchair* users can participate in these courses easily because they are on the ground floor. The classrooms have wide doors and the toilets are [5] *accessible*.

In these classes, we have course instructors who are fluent in [6] *sign* language. So if you use it, these classes would be ideal for you.

PHYSICAL AND MENTAL WELL-BEING | SAMOPOCZUCIE

17 **ŚRODKI JĘZYKOWE** **Choose the option that has a similar meaning to the words in bold.** R

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

18 **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*.

HEALTHY LIFESTYLE | ZDROWY STYL ŻYCIA

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

1 have regular	*b*	**a**	nap
2 exercise	*e*	**b**	check-ups
3 avoid	*d*	**c**	a sensible diet
4 get enough	*f*	**d**	fatty and processed food
5 follow	*c*	**e**	regularly
6 cut down	*g*	**f**	sleep
7 take a	*a*	**g**	on unhealthy food

20 11 03 **Listen to Cole discussing his lifestyle with Jade. Say what advice she gives him using the collocations in Exercise 19. What other advice would you give someone who wants to have a healthy lifestyle?**
1, 2, 3, 4, 6

ADDICTIONS | UZALEŻNIENIA

21 **Complete the sentences with the correct form of *addict*.**

1 Alcohol and drugs are *addictive* substances and there are no safe quantities.
2 Matt was *addicted* to alcohol, but he was in therapy for a few years and is now sober.
3 In Poland, a tenth of the adult population suffers from a(n) *addiction* to work.
4 A new therapy centre has been built for *addicts* battling drug addiction.

22 **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.** R

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.

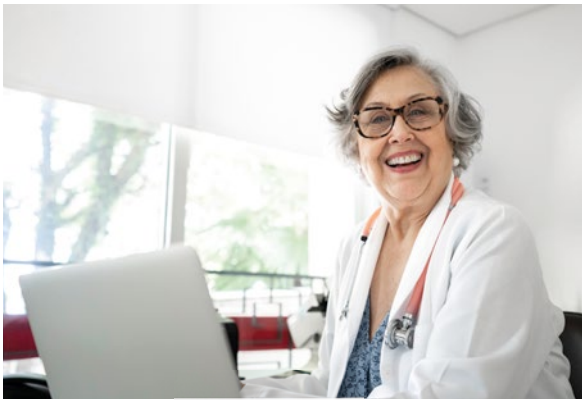
A recent study has revealed that 27,000 Poles over the age of fifteen have become addicted to [4] *gambling* (GAMBLE). Most of these people are hooked on the national lottery (27%), then scratch cards (17%) and phone lotteries and competitions.

GO FOR IT

23 **In pairs, do the task.** *Students' own answers*

While attending a language course in Scotland, you had a medical problem. You're at the doctor's. Discuss:
- what happened,
- your symptoms,
- what treatments you've already tried,
- the prognosis.

The doctor starts the conversation. Then change roles.



11 03

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

11 SŁUCHANIE Wybór wielokrotny



1 **In pairs, discuss how you would define 'a good night's sleep'. Think about times, duration and the perfect conditions. What are the benefits of a good night's sleep and what are the downsides if you don't get one?** *Students' own answers*

TRENING MATURALNY

2 **Read the tip below and questions 1 and 2. In pairs, discuss what kind of recording you expect to hear. Think about *who*, *where* and *what*.** *Possible answers:*
who? – a mother and her daughter (probably teenage because of the mention of school/homework)
where? – probably at home
what? – a family discussion, maybe about bedtimes/schoolwork

1 Annie and her mother are arguing about
(a) Annie's bedtime.
b Annie's brother.
c Annie's schoolwork.

2 Annie misses the bus because
(a) she gets up too late.
b she has too much homework.
c she reads books throughout the night.

W zadaniu wielokrotnego wyboru warto uważnie przeczytać polecenie, pytania i możliwe odpowiedzi przed wysłuchaniem nagrania. W treści zadania można znaleźć przydatne wskazówki na temat treści nagrania, odpowiadające na proste pytania, np.:
- kto mówi: jedna czy dwie osoby?
- gdzie znajdują się rozmówcy: w domu, w gabinecie lekarskim, w studiu radiowym?
- co to za rodzaj tekstu: nieformalna rozmowa, wywiad, wykład?

Jeśli zastanowisz się nad powyższymi pytaniami przed wysłuchaniem nagrania, będzie ci łatwiej skupić się na kluczowych informacjach podczas słuchania nagrania.

3 11 04 **Listen to the recording and check your ideas in Exercise 2. Answer questions 1 and 2.**

ZADANIE MATURALNE

4 11 05 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania: A, B albo C.**

Tekst 1

1 The speaker gives the impression that he
(A) likes using natural remedies.
B believes people have unhealthy diets.
C thinks camomile tea is for old people.

Tekst 2

2 The two friends are
A talking about how to deal with pain.
(B) discussing a medical condition.
C having an argument about doctors.

3 'Restless legs' is something the girl gets
A while she is asleep.
B in class at school.
(C) later in the day.

Tekst 3

4 Which happened first?
A Julia began some exam revision.
B Julia began having problems sleeping.
(C) Julia began school term.

5 What does the doctor <u>not</u> ask Julia about?
A her revision progress
(B) her physical symptoms
C her sleep habits

6 The doctor thinks Julia should
(A) limit the consumption of black tea.
B stop drinking coffee completely.
C drink more liquids throughout the day.

5 **SŁOWNICTWO** **Find the words from the box in the audioscript and try to work our their meanings. Then check your ideas in a dictionary. Write an example sentence for each one.**
calming qualities – właściwości uspokajające
cure – lekarstwo, środek zaradczy
diagnosis – diagnoza
side effect – skutek uboczny
sleepiness – senność
well-being – dobre samopoczucie

cure diagnosis side effect sleepiness well-being

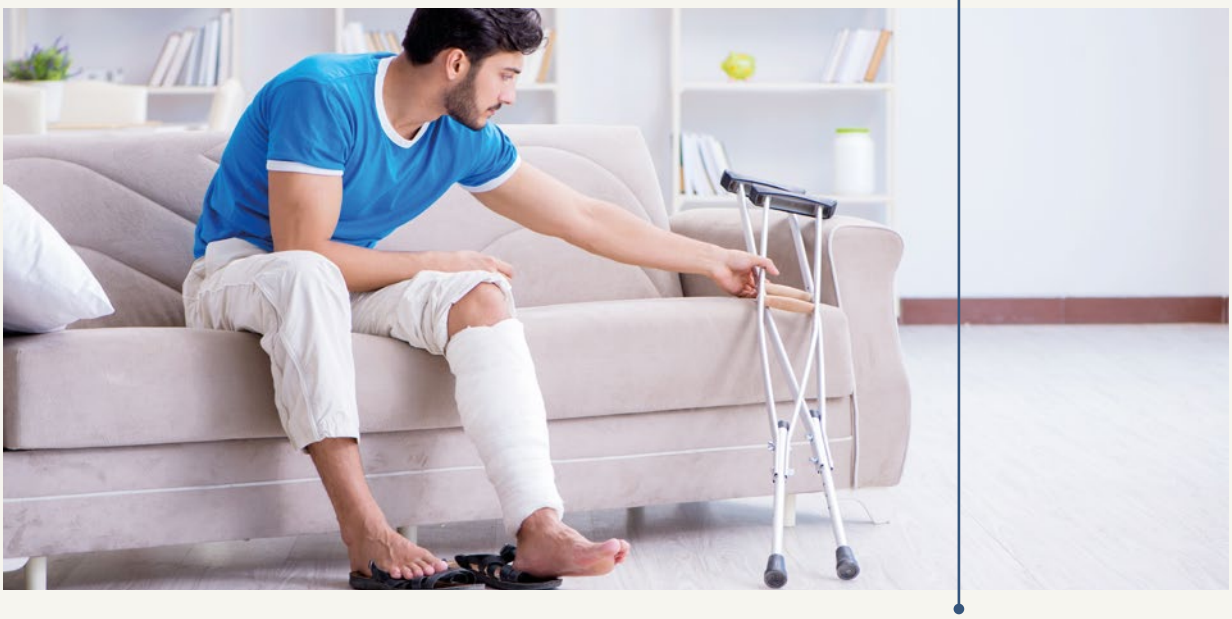
6 **In pairs, discuss whether you agree with this Irish proverb. What Polish proverbs do you know about health? Find out if similar ones exist in English.** *Students' own answers*

> "A good laugh and a long sleep are the two best cures for anything."

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

Uzupełnianie luk

R 11



1 **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*

2 11 06 **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

3 11 06 **Read the tip below. 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 może być konieczność użycia konkretnej konstrukcji gramatycznej (niewystępującej w nagraniu). Upewnij się, że struktura, której chcesz użyć, poprawnie i logicznie uzupełnia zdanie, gdyż w przeciwnym razie odpowiedź może zostać uznana za błędną.

▶ ZDANIA WARUNKOWE, STR. 303

ZADANIE MATURALNE

4 11 07 **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 pilot instructor*.

5 **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?

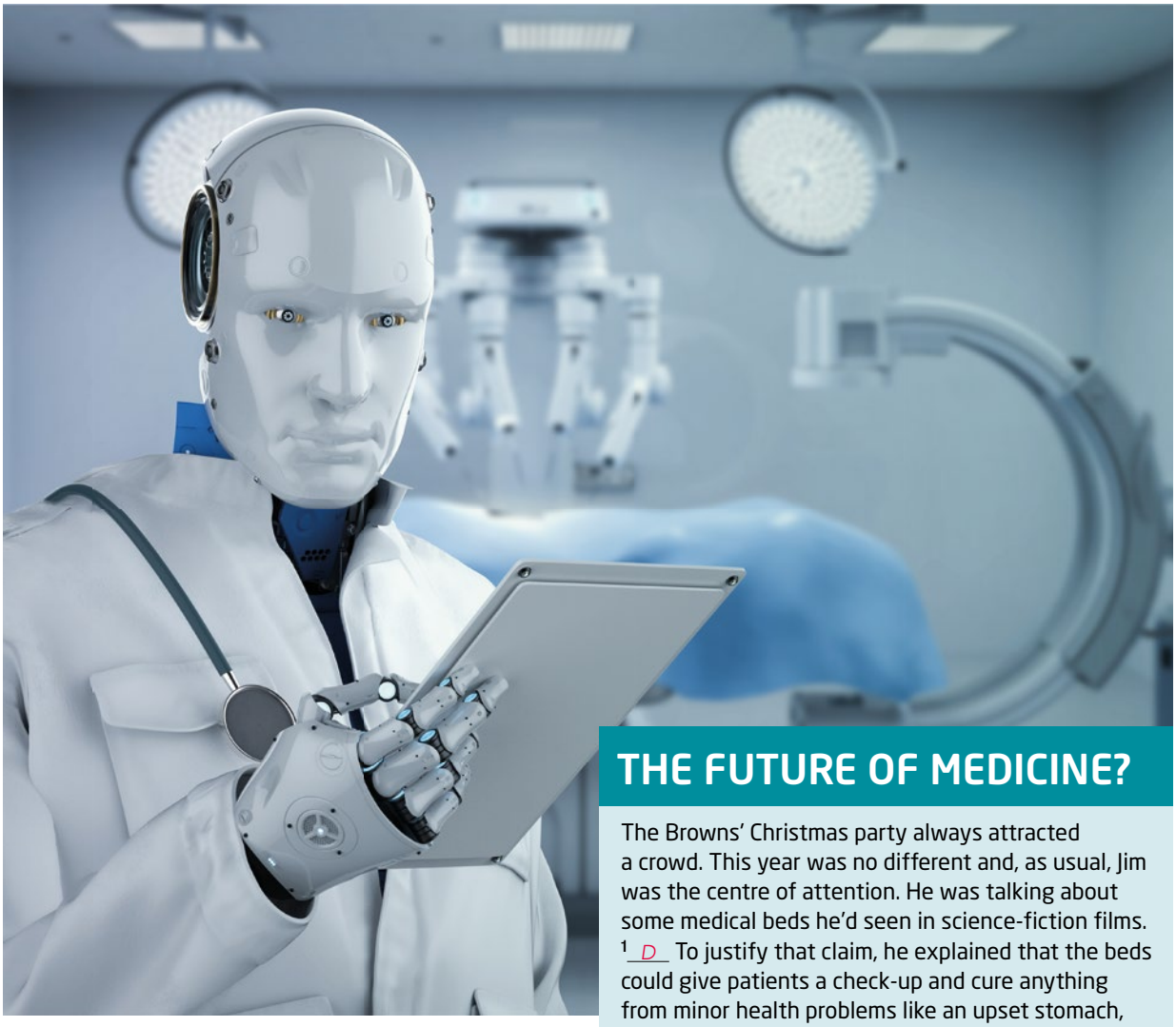
6 **In pairs, discuss how good you are at first aid. What would you do in the following situations?** *Students' own answers*

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

11 06 11 07

11 CZYTANIE Dobieranie zdań do luk w tekście



THE FUTURE OF MEDICINE?

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.

1 **What do you think of science fiction in novels, series and films? Do you think they can predict the future? Give reasons for your answers.** *Students' own answers*

TRENING MATURALNY

2 **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 *he's* really listening to what you say to her *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.

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

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 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.

4 Read the text again. In pairs, discuss what health problems a medical bed like the ones that Jim describes will be able to cure in your lifetime. *Students' own answers*

5 SŁOWNICTWO Choose the correct words to complete the sentences. Then in pairs, say if the sentences are true for you.

1 I sneeze when I'm near cats because I'm *allergic* / *blind*.
2 I've never had a broken arm or a *disabled* / *twisted* ankle.
3 I think it's great that there are Paralympics for people with *disabilities* / *side effects*.
4 One time I got an *injured* / *upset* toe playing football.
5 I've had a few *life-threatening* / *minor* health problems, but nothing serious.
6 I can eat anything. I never get an *overweight* / *upset* stomach.

6 SŁOWNICTWO Complete the text with the correct form of the phrases from the box.

carry out an operation extract the tooth
give sb a blood test give sb an injection
go for a check-up have a heart attack
put a bandage on sth regain one's sight

Trevor is a hypochondriac. One time he thought he'd gone blind, but then his wife put the light on and he [1]*regained his sight*. Another time he thought he was [2]*having a heart attack*, but it was just chest pains because he'd eaten too much chocolate. Last week, he [3]*went for a check-up* at the doctor's. They [4]*gave him a blood test* and a full examination, but there was nothing wrong with him. However, on the way out, he fell, cut his head, damaged a tooth and broke an arm. He was worried that they would have to take him to hospital and [5]*carry out an operation*. But they just [6]*put a bandage on* his head and put his broken arm in a cast. Next week, he has an appointment at the dentist's. He says if they need to [7]*extract the tooth*, he wants them to [8]*give him an injection* so he won't feel any pain.

CULTURE BIT | Medicine in sci-fi



On board the spaceship in the 2012 film *Prometheus*, there is a device called a MedPod. This is a completely automated medical station that can diagnose health problems and carry out operations. One year later, in the 2013 science-fiction film *Elysium*, the technology has moved on. In this film, there are special beds called Med-Bays which can solve any human medical problems. They can scan the patient for illnesses or injuries and then reconstruct broken bones, cure cancer and even reverse the aging process, allowing people to live forever. However, they can't repair any damage to the brain or the central nervous system. Fast forward a few years to 2019 and, in the TV series *The Mandalorian*, you don't even need to get inside a machine to be cured. When the leading character Mando is seriously injured in a battle, a droid sprays him with Bacta Spray and, instantly, his wounds heal. In a few seconds, he's as good as new.

LIFE SKILLS | Addressing your listeners

7 When you speak, especially in public, it's important to think about the knowledge, interests, feelings and opinions of the people you're talking to. In pairs, discuss what's wrong with these messages in these situations. *Suggested answers*

1 A doctor talking to a six-year-old patient: 'Your respiratory problems are the result of swollen adenoids*.' *The doctor should use much simpler language to explain the child's health problem.*
2 A patient telling a doctor about a health problem: 'I have a pain here in my chest. I hope it's not a heart problem. It could be, you know, because the heart is located in this part of the body.' *It is inappropriate for a patient to tell the doctor basic information about the human body such as where the heart is located.*
3 A teenager to a schoolmate with a toothache: 'It's your own fault. I told you not to eat so many sweets.' *A teenage schoolmate doesn't want to hear his/her friend criticising him/her as if he/she were an adult.*

* ***swollen adenoids*** – obrzęknięte migdałki gardłowe

8 In pairs, rewrite the messages in Exercise 7 to make them more suitable for the situation. *Students' own answers*

11 R 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.

Podczas dobierania zdań lub pytań do tekstu, poszukaj w każdym akapicie tej samej treści wyrażonej innymi słowami bądź przykładów jakiegoś zjawiska.

ZADANIE MATURALNE

1 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

2 SŁOWNICTWO Complete these sentences with the correct form of words from the text. The first letters of the missing words have 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.

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.

Po opisaniu ilustracji i odpowiedzi na pytania związane z treścią i tematem zdjęcia, opowiesz o doświadczeniu z przeszłości, również tematycznie powiązanym ze zdjęciem. W odpowiedzi użyj odpowiednich czasów przeszłych oraz spójników, by opisać zdarzenie w jasny i ciekawy sposób.

▶ CZASY PRZESZŁE, STR. 275

3 11 08 **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.**

It was last weekend. I [1] *hadn't seen* (not/see) my friend for ages, so we met at the park so that we [2] *could* (can) do some exercise. When I arrived, Lisa [3] *was waiting* (wait) for me. We [4] *'ve known* (know) one another since primary school. To begin with, we [5] *jogged* (jog) around the park, but after a while I got a pain in my leg, so we [6] *decided* (decide) to take it easy and just walk and chat. We [7] *didn't notice* (not/notice) the weather was getting worse and suddenly it started to rain. We [8] *ran* (run) to a café and, in the end, we [9] *stayed* (stay) there. We decided it was better for our health and well-being to relax and enjoy ourselves.

4 **Complete the Useful Phrases box with the missing words from the underlined phrases in the model answer in Exercise 3.**

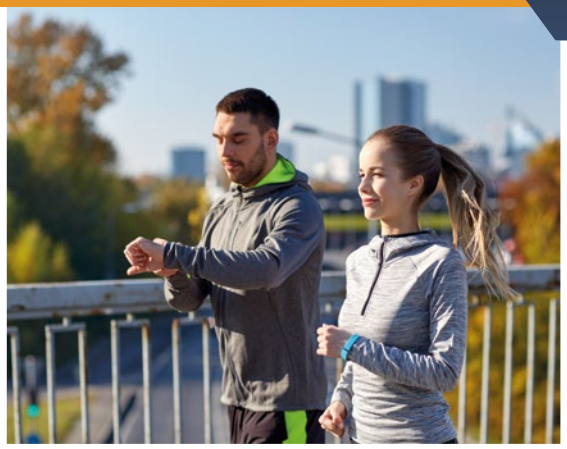
USEFUL PHRASES ▶ STR. 328

Beginning the story
The first/last time I (went for a walk/run) was ...
It was/happened ([1] *last weekend* / a long time ago / very recently).

Sequencing events
[2] *To begin with*, / At first, ...
Then / After [3] *a while* / that / an hour, ... / Afterwards, ...
Just then, / [4] *Suddenly*, ...

Finishing the story
[5] *In the end*, / Finally, ...

▶ ZESTAW ZADAŃ STR. 213



5 11 09 **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

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.

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)

11 ŚRODKI JĘZYKOWE Sety leksykalne

GRAMATYKA

A Complete the sentences using the phrasal verbs from the box.

call off come up with fill in give up
hang out look after put up with
turn down

1 She's allergic to dogs, so we can't ask her to *look after* Harvey when we go on holiday.
2 Please *fill in* this form and sign it at the bottom.
3 I must admit I didn't think Jim would *come up with* such a brilliant idea.
4 They had to *call off* the match because the pitch was too wet.
5 She used to be a very keen basketball player, but she was forced to *give up* playing after her back injury.
6 Where do you usually *hang out* with your friends?
7 I can't *put up with* this noise any more! Could you please *turn down* that music?

CZASOWNIKI ZŁOŻONE, STR. 319

TRENING MATURALNY

1 Read the tip below. Complete each pair of sentences with one word.

1 Mary's GP allowed her to go back to work on *condition* that she would try to avoid stress.
Two people are in a critical *condition* after a major car accident in Brighton yesterday.
2 After the consultation, the doctors decided to *carry* out the operation immediately.
Could you help me *carry* the suitcase? My arm is a bit sore.

Przed wypełnieniem luk przeczytaj oba zdania i zdecyduj, jaką częścią mowy jest wyraz, którego potrzebujesz. Jeśli wiesz, jakim wyrazem uzupełnić jedno ze zdań, wstaw go do drugiego zdania i sprawdź, czy ma ono sens i jest poprawne. Pamiętaj, że odpowiedź musi poprawnie uzupełniać oba zdania.

2 Match the words from the box to the pairs of expressions. Then write sentences with these expressions. *Students' own answers*

aid blood disease feel lose take

1 fatal *disease*
infectious *disease*
2 *feel* terrible
feel off-colour
3 first *aid*
hearing *aid*
4 *lose* weight
lose consciousness
5 *blood* test
blood pressure
6 *take* a nap
take things easy

3 Complete each pair of sentences with one preposition.

1 Tom was almost knocked *down* by a cyclist yesterday, but he jumped to the side of the road and was lucky he only twisted his ankle.
Please sit *down*. A nurse will be with you shortly.
2 If you don't follow a sensible diet, I'm afraid you're going to put *on* a lot of weight.
The doctor wanted to consult with a colleague before deciding *on* a course of treatment.

4 Complete each pair of sentences with one word.

1 If you have a *high* temperature for more than a day, you should make an appointment with a doctor.
The standard of public health care in my country is very *high*.
2 It's quite easy to *get* addicted to pain killers, so you have to be careful when taking them.
Even if you *get* better within a day of two of starting an antibiotic treatment, you should continue taking them exactly as your doctor has prescribed.
3 The best way to get healthy is to cut *down* on fatty food.
When you feel dizzy, you should lie *down* and drink lots of liquids.

5 In pairs, discuss the six sentences from Exercise 4. Which of them do you agree with and which don't you agree with? *Students' own answers*

ZADANIE MATURALNE

6 W zadaniach 1–5 wpisz wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 *catch*
I used to ... a cold at least twice a year when I was a child.
The doctor told me antibiotics were necessary, but I didn't ... how many times a day I should take them.
2 *upset*
I'm not sure if my ... stomach is because of food poisoning, eating too much or something else.
Robert was really ... when he learnt he needed a second operation on his knee.
3 *sight*
The blind man has partially regained his ... thanks to a new genetic treatment.
When we got to the hospital at midnight, there were two nurses, but no doctor in ... .
4 *gave*
My grandfather ... up smoking immediately after his lung surgery.
The nurse ... me an injection in my left shoulder.
5 *poor*
Her baby was born in a ... condition, but recovered quickly after intensive treatment.
Many people are simply too ... to afford private health care.

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.

Ever 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 the 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 poprawnie 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 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.



▶ ZADANIA DODATKOWE STR. 212



ZADANIE MATURALNE

3 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 it 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 Wpis na blogu

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Niedawno zmieniłeś/zmieniłaś swój styl życia na zdrowszy. Podziel się swoimi doświadczeniami z czytelnikami bloga. We wpisie:

- wyjaśnij powody zmiany swoich nawyków,
- opisz wprowadzone zmiany oraz to, jak się teraz czujesz,
- udziel czytelnikom ogólnych rad na temat zdrowia,
- opisz problem zdrowotny, który się u ciebie właśnie pojawił, i poproś czytelników o radę.

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

Recently, I changed my lifestyle. It wasn't easy, but it was worth it!

I used to sit about too much, I hardly did any exercise and I had a terrible diet. Then one day, I realised how unfit I was and decided to change.

I cut out cola, cakes and sweets and replaced them with water and fresh fruit. After that, I began to walk to school and to take the stairs instead of the lift. Then I joined a gym and started doing a lot of sport. Now I feel stronger and happier and find it easier to concentrate.

If you want to be healthy, you definitely shouldn't eat junk food. You should drink plenty of water and get regular exercise. A useful tip is to get up from your desk once an hour and do some exercise for five minutes.

Unfortunately, I hurt my neck when I was working out yesterday. It's really painful. What advice would you give me?

1 **Make a short list of things that you do that are good and not so good for your health. Then in pairs, compare your lists.** *Students' own answers*

2 **Read the sample task and the model answer above. In pairs, say how useful you think the advice in the blog post is. How easy do you think it is for people to change their unhealthy lifestyles?** *Students' own answers*

3 **Read the Useful Phrases. Which phrases appear in the model answer?**

USEFUL PHRASES ▶ STR. 337

Asking for advice
What do you think I should do?
What would you do if you were me?
What advice would you give me? ✓
Have you any tips for (doing exercise)?

Giving advice
You/We (definitely) should/shouldn't … ✓
One thing you/we could do is …
Another thing to do is …
A useful tip / good idea is to … ✓
I'd suggest/recommend …
If I were you, I'd …
How/What about (cutting out sweets)?



4 **In pairs, give each other advice for a healthy lifestyle using the prompts below and the Useful Phrases.** *Students' own answers*

1 eat / drink
2 sport / exercise
3 sleep / bedtime
4 TV / phones / computers
5 hobbies / free time
6 run / swim

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

5 **In pairs, think back to the answers you gave in Exercise 1. Then give each other advice on how to be healthier.** *Students' own answers*

TRENING MATURALNY

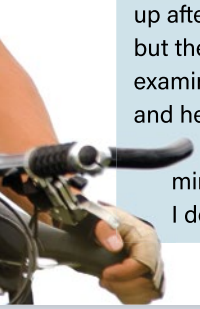
6 **Read the tip below. Find different phrases the author of the model answer on page 208 used to avoid beginning every sentence with the pronoun *I*.**

We wpisie na blog używaj krótkich zdań i akapitów, aby tekst był łatwiejszy w odbiorze, a jego przekaz jasny. Zwróć także uwagę na to, by unikać powtórzeń, np. rozpoczynaj kolejne zdania od różnych słów (a nie zawsze od zaimka *I*). Tekst powinien też być interesujący dla czytelników, np. zawierać ciekawą historię.

7 **Rewrite this text so that the sentences are shorter, there is no repetition and not every sentence begins with the pronoun *I*.** *Possible answer*

Yesterday, I had a terrible time at the doctor's. Whenever I go there, I feel nervous and I often start shaking. It's because every time I see someone wearing a white coat, I feel strange. It happens to me at the chemist's, too. Although I told my parents that I didn't need to see the doctor, they made me go because I was coughing and sneezing a lot. As soon as I went inside, I saw someone in a white coat and I fainted. Fortunately, my mum caught me before I fell so I didn't get hurt. After a minute or so, I woke up. I felt really strange. The doctor examined me and asked some questions. It turned out that I have an allergy. Now I have to take some medicine every day. I don't mind as long as I don't have to go back to the doctor's again.

I had a terrible time yesterday because I had to go to the doctor's and I hate going to the doctor's because whenever I go to the doctor's I feel really nervous and sometimes I even start shaking. I don't understand why I'm so nervous when I go to the doctor's, but every time I see someone wearing a white coat, even when I'm at the chemist's, I feel nervous and my stomach feels funny. I told my parents I didn't want to go to the doctor's and that I felt alright really, but they didn't listen to me and they told me to get into the car and then they drove me to the doctor's. I was coughing and sneezing a lot, so that's why they made me go to the doctor's even though I didn't want to go. I got out of the car and went into the clinic and then I saw someone wearing a white coat and I fainted. I didn't hurt myself because my mum caught me before I fell, but I was unconscious for about a minute. I woke up after about a minute and I felt really strange, but they carried me in to see the doctor and he examined me and he asked me some questions and he said I had an allergy, so now I have to take some medicine every day. I don't mind taking medicine every day as long as I don't have to go back to the doctor's again.



LIFE SKILLS | Successful teamwork

8 **When you work in a team, it's important to ask for, listen to and react politely to your teammates' ideas. Which of these phrases are appropriate when you're working in a team? Why? / Why not?**

1, 3, 6, 7, 9, 10 and 12 are suitable because they encourage cooperation.
2, 4, 5, 8 and 11 are unsuitable because they are impolite and would lead to conflict rather than collaboration.

1 What do you all think we should do?
2 I know what to do, so listen to me.
3 One thing we could do is write down our ideas.
4 That's a terrible idea.
5 You never have any good ideas.
6 That's an interesting idea, but how about doing this instead?
7 I'm not sure what to do. What would you do if you were me?
8 I'm lost and you lot are no help at all.
9 Have you any other useful ideas?
10 I can see why you suggested that, but I wouldn't recommend doing it because I don't think it would work.
11 You're not making any sense. I've no idea what you're talking about.
12 I'm not sure what you mean. Could you explain that in more detail?

9 **In groups, agree on a list of ten healthy lifestyle choices for students in your school. In your discussion, use the Useful Phrases and the phrases in Exercise 8. Then write down ten suitable tips and compare them with the rest of the class.** *Students' own answers*

ZADANIE MATURALNE

10 **Do the task.**

Z powodu urazu musisz ograniczyć poruszanie się i odpoczywać w domu przez najbliższe dwa tygodnie. Podziel się swoimi doświadczeniami na blogu.
We wpisie:

- wyjaśnij okoliczności urazu,
- udziel czytelnikom rady, jak uniknąć podobnej sytuacji,
- opisz, jak się czujesz i jak spędzasz czas,
- poproś czytelników o radę, czym się zająć podczas rekonwalescencji.

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
Bad news! I had an accident yesterday. The doctor says I have to stay home and try not to move around for two weeks.

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

11 LISTA SŁOWNICTWA

LIFESTYLE | TRYB ŻYCIA

amount – ilość
eliminate – wyeliminować
healthy – zdrowy
~ **diet** – zdrowa dieta
~ **food** – zdrowe jedzenie
~ **habits** – zdrowe nawyki
high-fat food – żywność o wysokiej zawartości tłuszczu
inactivity – brak aktywności
low-fat diet – dieta niskotłuszczowa
physical activity – aktywność fizyczna
processed food – przetworzona żywność
reduce – redukować, zmniejszać
sleeping patterns – rytm snu
unhealthy – niezdrowy
variety – zróżnicowanie, urozmaicenie

PHRASES | ZWROTY

avoid stress – unikać stresu
be in good health – cieszyć się dobrym zdrowiem
● **be overweight** – mieć nadwagę
be fit/unfit – być w dobrej/złej kondycji fizycznej
breathe smoke – wdychać dym
cope with stress – radzić sobie ze stresem
cut down on fatty/junk food – ograniczyć tłuste/niezdrowe pokarmy
cut out sweets – wyeliminować słodycze
do/take regular exercise – regularnie ćwiczyć
follow a sensible diet – odżywiać się racjonalnie
get enough sleep – wysypiać się
get stressed – zestresować się, zdenerwować się
give up smoking – rzucić palenie
have regular check-ups – przechodzić okresowe badania lekarskie
improve your memory – poprawiać pamięć
join a gym – zapisać się na siłownię
lead a healthy lifestyle – prowadzić zdrowy tryb życia
lose weight – schudnąć
mealtimes – pory posiłków
prevent diseases – zapobiegać chorobom
put on weight – przybrać na wadze, przytyć
take a nap – zdrzemnąć się
take (good) care of your teeth – dbać o zęby

WELL-BEING | SAMOPOCZUCIE

feel depressed – czuć się przygnębionym
feel fit – czuć się dobrze
feel good/fine/OK – czuć się dobrze
feel terrible – czuć się okropnie
feel unwell / not feel well – źle się czuć
feel weak – czuć się słabym
take it/things easy – nie denerwować się
tiredness – zmęczenie
● **well-being** – dobre samopoczucie
● **mental/physical ~** – dobre samopoczucie psychiczne/fizyczne
apprehension – lęk, obawa R
as right as rain – zdrów jak ryba
be a bundle of nerves – być kłębkiem nerwów
be alive and well – dobrze się trzymać
be back on your feet – wrócić do zdrowia, stanąć na nogi
feel off-colour – nie być w formie
feel under the weather – źle się czuć
give sb a clean bill of health – wystawić komuś świadectwo zdrowia
go cold turkey – rzucić, odstawić coś nagle, z dnia na dzień
look the picture of health – być okazem zdrowia
sleep like a log – spać jak kamień/suseł

DISEASES AND THEIR SYMPTOMS | CHOROBY I ICH OBJAWY

THE HUMAN BODY | LUDZKIE CIAŁO

ankle – kostka
arm – ręka, ramię
back – plecy
blood – krew
● **bone** – kość
bottom – pupa
bowels – jelita
brain – mózg
cell – komórka
chest – klatka piersiowa
elbow – łokieć
foot – stopa
feet – stopy
finger – palec (u ręki)
fist – pięść
forehead – czoło
gene – gen
head – głowa
heart – serce
heel – pięta
hip – biodro
hormone – hormon
kidney – nerka
knee – kolano
lung – płuco
muscle – mięsień
nail – paznokieć
neck – szyja
rib – żebro
shoulder – ramię
skin – skóra
skull – czaszka
spine – kręgosłup
stomach – żołądek
thigh – udo
throat – gardło
thumb – kciuk
toe – palec (u stopy)
tonsil – migdałek
vein – żyła
waist – talia
wrist – nadgarstek
appendix – wyrostek robaczkowy R
grey matter – szare komórki
● **reproductive system** – układ rozrodczy

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

breathe – oddychać
digest – trawić
expel – wydalać
pump blood – pompować krew
remove waste and toxins – usuwać zanieczyszczenia i toksyny

DISEASES AND THEIR SYMPTOMS | CHOROBY I ICH OBJAWY

acne – trądzik
allergy – alergia
cancer – rak
lung ~ – rak płuc
breast ~ – rak piersi
cold – przeziębienie
condition – choroba/schorzenie/dolegliwość; stan
bad/poor ~ – zły stan (zdrowia)
chronic ~ – choroba przewlekła
critical ~ – stan krytyczny
health ~ – problem ze zdrowiem
heart/skin ~ – choroba serca/skóry
coronavirus – koronawirus
cough – kaszel
depression – depresja
diarrhoea – biegunka
disease – choroba
fatal ~ – choroba śmiertelna
heart ~ – choroba serca
infectious ~ – choroba zakaźna
epilepsy – epilepsja, padaczka
fast pulse – szybkie tętno
fever – gorączka
flu – grypa
food poisoning – zatrucie pokarmowe
hay fever – katar sienny
headache – ból głowy
● **heart attack** – zawał serca
heart-related illnesses – choroby związane z układem krążenia
ill – chory
illness – choroba
infected – zarażony, zakażony
influenza – grypa
insomnia – bezsenność
irritated – podrażniony
● **life-threatening** – zagrażający życiu
● **minor (health problem)** – mały, drobny (problem zdrowotny)
pain – ból
chest ~ – ból w klatce piersiowej
~ in your leg – ból w nodze
muscle ~ – ból mięśni
sharp ~ – ostry ból
painful – bolesny
pandemic – pandemia
rash – wysypka
redness – zaczerwienienie, rumień
respiratory problems – problemy z układem oddechowym
restless legs syndrome – zespół niespokojnych nóg
runny nose – katar
sick – chory
● **sleepiness** – senność
sore throat – bolące gardło, ból gardła
stomach cramp – skurcz żołądka
stomachache – ból brzucha
swollen – spuchnięty
toothache – ból zęba
travel sickness – choroba lokomocyjna
● **upset stomach** – problemy z żołądkiem
virus – wirus
● **brain damage** – uszkodzenie mózgu R
bronchitis – zapalenie oskrzeli
● **cardiac arrest** – zatrzymanie akcji serca
itchy rash – swędząca wysypka
heart failure – zatrzymanie akcji serca
leukaemia – białaczka
meningitis – zapalenie opon mózgowych
nausea – mdłości
neurological disorder – zaburzenia neurologiczne
premature death – przedwczesna śmierć
post-traumatic stress disorder – zespół stresu pourazowego
● **sleep disorder** – zaburzenia snu
● **splitting headache** – ból rozsadzający głowę
● **terminal disease** – choroba śmiertelna

LIFESTYLE DISEASES | CHOROBY CYWILIZACYJNE

asthma – astma R
● **chronic stress** – przewlekły stres
dementia – demencja
diabetes – cukrzyca
hypertension – nadciśnienie
life expectancy – średnia długość życia
obese – otyły
obesity – otyłość
sedentary lifestyle – siedzący tryb życia
stroke – udar

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

● **be allergic to sth** – być uczulonym na coś
be in pain – cierpieć (ból)
catch a cold – przeziębić się
cough – kaszleć
die of sth – umrzeć na coś
feel cold/chilly – odczuwać zimno
feel dizzy – mieć zawroty głowy
feel hot – być rozpalonym
feel sick – mieć mdłości

hurt – boleć
my arm ~s – boli mnie ręka
look sick – wyglądać na chorego
lose your eyesight – stracić wzrok
have a heart attack – mieć zawał serca
have a (high) fever – mieć (wysoką) gorączkę
have a high temperature – mieć wysoką temperaturę
shiver – mieć dreszcze
sneeze – kichać
snore – chrapać
suffer an injury – zostać rannym
suffer from (a disease) – cierpieć na (chorobę)
throw up – wymiotować
tremble – drżeć, trząść się
vomit – wymiotować
water – łzawić
dislocate – wybić, zwichnąć R
pass away – umrzeć
● **pass out** – zemdleć
pass the virus on to sb – przenieść wirusa na kogoś, zarazić kogoś
tear (a muscle) – naderwać, zerwać (mięsień)

TREATMENT | LECZENIE

blood pressure – ciśnienie krwi
blood test(s) – badanie krwi
cream – maść, krem
● **crutches** – kule
● **cure for sth** – lekarstwo na coś
● **diagnosis** – diagnoza
drops – krople
examination – badanie
herbal tea – herbata ziołowa
in plaster – w gipsie
injection – zastrzyk
medical advice – porada lekarska
medical check-up – wizyta kontrolna u lekarza
medication/medicine/drug – lekarstwo
natural remedy – naturalny środek, naturalne lekarstwo
operation – operacja
painkiller – środek przeciwbólowy
pill – tabletka
sleeping ~ – tabletka nasenna
(plaster) cast – gips
plastic surgery – operacja plastyczna
prescription – recepta
on ~ – na receptę
prognosis – rokowania
● **side effects** – skutki uboczne
stethoscope – stetoskop
surgery – operacja
thermometer – termometr
treatment – leczenie, terapia
vaccination – szczepienie
vaccine – szczepionka
vitamin – witamina
X-ray – prześwietlenie

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

● **carry out / perform an operation** – przeprowadzić operację
consult/see a doctor – zasięgnąć porady lekarza
cure a disease / sb of a disease – wyleczyć (chorobę) / kogoś z choroby
diagnose – diagnozować
drink lots of liquids/fluids – pić dużo płynów
examine sb – zbadać kogoś
● **extract/remove a tooth** – wyrwać, usunąć ząb
get better – wydobrzeć
● **give sb a blood test** – wykonać badanie krwi
● **give sb an injection** – zrobić komuś zastrzyk
● **go for a check-up** – iść na badania kontrolne
go to the doctor's – iść do lekarza
have a tooth out – usunąć ząb
lie down – położyć się
make an appointment with a doctor – umawiać się na wizytę lekarską
operate on sb – operować kogoś
prescribe (a medicine) – przepisać (lekarstwo)
put a (plaster) cast on sth – założyć gips na coś
recover (from sth) – wyzdrowieć
● **regain your sight** – odzyskać wzrok
run tests – przeprowadzić badania
see patients – przyjmować pacjentów
stick/put a plaster on sth – przykleić plaster na coś
take sb's blood pressure/temperature – mierzyć komuś ciśnienie/temperaturę
treat – leczyć
vaccinate against sth – zaszczepić przeciwko czemuś
ease pain – złagodzić ból R
check up on patients – sprawdzać, jak czują się pacjenci
clear up a rash – wyleczyć wysypkę (o lekach)
come off (a medicine) – przestać brać (lekarstwo)
● **come round** – odzyskać przytomność
improve metabolism – poprawić przemianę materii
make a full recovery – całkowicie wyzdrowieć
relieve tension – zmniejszać napięcie
respond well to treatment – dobrze reagować na leczenie
sleep deprivation – niedobór snu
straighten – wyprostować, rozprostować
toss and turn – przewracać się z boku na bok

HEALTH CARE | OCHRONA ZDROWIA

accident and emergency (department) / A & E – ostry dyżur, oddział ratunkowy
chemist – farmaceuta, farmaceutka
general practitioner (GP) – lekarz rodzinny, lekarka rodzinna
health care – ochrona zdrowia
public ~ – publiczny system opieki zdrowotnej
health centre – przychodnia, ośrodek zdrowia
hospital – szpital
~ ward – oddział szpitalny
optician – optyk, optyczka
paramedic – ratownik medyczny, ratowniczka medyczna
pharmacist – farmaceuta, farmaceutka
consultant – lekarz specjalista, lekarka specjalistka
surgery – gabinet lekarski
waiting room – poczekalnia
be on duty – mieć dyżur R
cardiologist – kardiolog, kardiolożka
dermatologist – dermatolog, dermatolożka
ophthalmologist – okulista, okulistka
psychiatrist – psychiatra
speech therapist – logopeda, logopedka
surgeon – chirurg

DISABILITY | NIEPEŁNOSPRAWNOŚĆ

accessible toilet – toaleta dla osób niepełnosprawnych
braille – alfabet Braille'a
● **blind** – niewidomy
deaf – niesłyszący
● **disability** – niepełnosprawność
● **disabled** – niepełnosprawny
guide dog – pies przewodnik
hearing aid – aparat słuchowy
short-sighted – krótkowzroczny
sign language – język migowy
speech disorder – zaburzenie mowy
speech-impaired – z zaburzeniem mowy
visually impaired – niedowidzący
wheelchair – wózek inwalidzki
~ user – osoba poruszająca się na wózku inwalidzkim

ADDICTIONS | UZALEŻNIENIA

addict – osoba uzależniona
addiction – uzależnienie
addictive substance – substancja uzależniająca
be/get addicted to sth – być od czegoś uzależnionym, uzależnić się
be in therapy – przechodzić terapię
caffeine – kofeina
drugs – narkotyki
sober – trzeźwy
take an overdose – przedawkować
be hooked on sth – być uzależnionym od czegoś R
behavioural addictions – uzależnienia behawioralne
dependence – uzależnienie
drug abuse – uzależnienie od narkotyków
gambling – hazard
nicotine – nikotyna
substance addiction – uzależnienie od substancji odurzających

ACCIDENTS AND INJURIES | WYPADKI I URAZY

accident victim – ofiara wypadku
bleed – krwawić
blister – pęcherz, bąbel
broken – złamany
bruise – siniak
burn – oparzyć; oparzenie
burnt – poparzony
casualty – ofiara
choke – krztusić się, dławić się
cut – skaleczenie
faint – zemdleć
● **injured** – kontuzjowany, ranny
injury – uraz, obrażenie, kontuzja
minor ~ – niewielkie obrażenie
insect bite – ukąszenie owada
lose consciousness – stracić przytomność
scratch – zadrapać; zadrapanie
sprain – zwichnąć, skręcić
~ed wrist – skręcony nadgarstek
● **twisted ankle** – zwichnięta kostka
unconscious – nieprzytomny
wound – rana
open ~ – otwarta rana
wounded – ranny
drown – tonąć, topić się R
● **fracture** – złamanie, pęknięcie
scalded – poparzony (wrzątkiem)
stung – użądlony

FIRST AID | PIERWSZA POMOC

bandage – bandaż
● **put a ~ on sth** – zabandażować coś
first aid – pierwsza pomoc
~ kit – apteczka
ice pack – kompres lodowy
reassure sb – uspokoić kogoś
take/check sb's pulse – zmierzyć komuś puls
apply pressure to a wound – uciskać ranę R
put sb in the recovery position – ułożyć kogoś w pozycji bocznej ustalonej
stop the bleeding – zatamować krwawienie

LISTA 11 PODSTAWOWA

LISTA 11 PODSTAWOWA +ROZSZERZONA

11 MATURA BOOSTER

ŚRODKI JĘZYKOWE | ZADANIA DODATKOWE

SETY LEKSYKALNE

1 Wpisz w luki wyraz, który poprawnie uzupełnia oba zdania w parach 1–5. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 *on*

You should really cut down ... fast food and switch to healthy meals.

I've had this pain in my neck ... and off for a couple of weeks.

2 *high*

Sarah was unwell last week and spent three days in bed with a ... fever.

Due to their sugar content, chocolate, ice cream and biscuits are ... in calories.

3 *food*

Processed ... such as savoury snacks and ready meals contains a lot of fat and salt.

The fish served at the buffet wasn't fresh and some people got ... poisoning.

4 *get*

Don't ... me wrong – it's great you've joined a gym, but you need to go regularly.

Many young people ... addicted to online games and spend hours playing them.

5 *out*

In the end, I needed to go to the dentist to have my tooth taken ... .

Harry found ... he had travel sickness when he first travelled by boat.

SŁOWOTWÓRSTWO

R

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

R

3 W zadaniach 1–4 wpisz wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

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 musisz omówić w rozmowie z lekarzem.

Okoliczności powstania kontuzji

Objawy

Powrót do sprawności

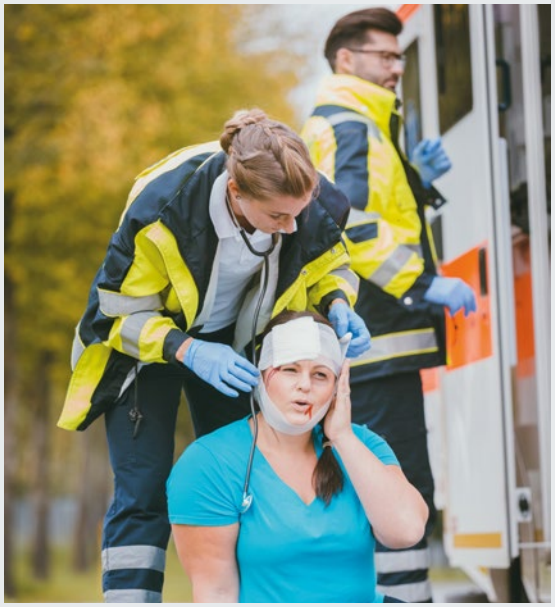
Zalecenia

Rozmowę rozpoczyna uczeń A.

▶ **UCZEŃ B** STR. 367

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

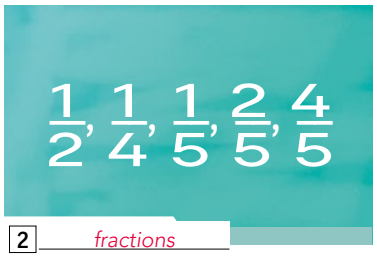
1 Why do so many people ignore the rules of a healthy lifestyle?
2 Are people more or less healthy than in the past? Why?

12 NAUKA I TECHNIKA

SŁOWNICTWO



1 magnetic forces



2 fractions



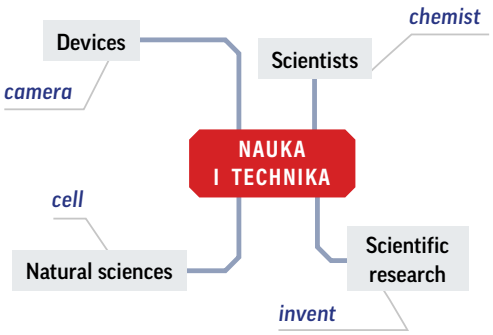
3 chemical reaction



4 bacteria and viruses

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 **Match the words from the box to photos 1–4 above. There are two extra words. In pairs, discuss which areas of science match the photos.**

> bacteria and viruses chemical reaction formula
> fractions gravity magnetic forces

3 12 01 **Listen to six speakers who are employed in various fields of science. Match the sciences from the box to the speakers. There are three extra words. Then listen again and write down the words which helped you choose each answer.**

> anthropology archaeology chemistry economics
> geology mathematics physics psychology sociology

1 *chemistry* 2 *anthropology* 3 *geology*
4 *economics* 5 *archaeology/anthropology* 6 *sociology*

4 **Who are the scientists that work in the areas in Exercise 3? In pairs, discuss which area of science you would like to work in and why.**

SCIENTIFIC DISCOVERIES AND INVENTIONS | ODKRYCIA NAUKOWE I WYNALAZKI

5 **Complete the text with the words from the box. There are two extra words. In pairs, discuss if you have ever conducted similar experiments.**

> consists contains evaporate freezes
> liquid melts react states

One of the most popular scientific experiments that children do at school is the 'ice cream float' experiment. It's used to teach the [1] *states* of matter (solid, [2] *liquid* and gas), but it also shows how different chemicals [3] *react* with each other.

What you need to do is put a portion of ice cream into a tall glass and then add a sparkling drink (like cola, for example). As the drink is poured, the ice cream [4] *melts* and lots of foam appears. Why does this happen? Well, ice cream [5] *contains* lots of air bubbles and the drink [6] *consists* of carbon dioxide. When the two come into contact, the carbon dioxide helps to free the bubbles that are in the ice cream.



Exercise 3
Suggested answers:
1 laboratory, carry out experiments, substances
2 the history of humans, our origins, development
3 earthquakes, landslides and volcanic eruptions
4 data, sales, losses, revenue
5 excavating sites, examining bones and other artefacts
6 people and their lives, interactions, society

Exercise 4
anthropologist, archaeologist, chemist, economist, geologist, mathematician, physicist, psychologist, sociologist

6 **Choose the correct words to complete the sentences. More than one answer might be correct.**

1 During the six-week course, students will learn how to conduct / *have* / do / carry out an analysis of human interactions.
2 After analysing all the research findings, we drew / came to / arrived at / *carried out* the conclusion that we didn't have enough data.
3 While diving to learn more about the coral reef, the scientists *carried out* / made / *had* / *did* an incredible discovery.
4 As part of my Science course, we had to carry out / do / *make* / undertake research in a specific area and I chose genetically modified food.
5 In order to pursue the study, they needed to conduct / carry out / *make* / do a survey to determine who uses mobile phones.

7 **Complete the table. Then in pairs, make five sentences using the words in the table and the phrases in Exercise 6.**

Verbs	Nouns	
	What?	Who?
invent	1 *invention*	2 *inventor*
3 *research*	research	4 *researcher*
observe	5 *observation/observatory*	6 *observer*
7 *discover*	discovery	8 *discoverer*
experiment	9 *experiment*	experimenter

8 **ŚRODKI JĘZYKOWE Complete the sentences with words formed from the words in brackets.** R

1 He made the *assertion* (ASSERT) that learning at school is superior to homeschooling.
2 The aim of this meeting is to *formulate* (FORMULA) a hypothesis regarding the study.
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 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.

9 **Do you know any films or books which make scientific predictions about the age we live in? Were they accurate? Discuss in pairs.** *Students' own answers*

TECHNOLOGY AND OPERATING DEVICES | TECHNIKA I OBSŁUGA URZĄDZEŃ

10 **In pairs, discuss what the people in the photo are doing. Then say what technology you can see in the photo. Have you got any of these pieces of technology? What do you use them for?** *Suggested answers: recording a podcast, webinar, etc. mobile phone / smartphone, microphone(s), headphones, laptop, cables*



11 12 02 **Listen to four speakers. What are they talking about? Match the words from the box to the people. There are three extra words.**

all-in-one printer headset MP3 player
photocopier smartphone tablet webcam

1 *webcam* 2 *tablet*
3 *MP3 player* 4 *all-in-one printer*

12 12 02 **Listen again. What problem(s) does each speaker mention about the device? In pairs, discuss what kind of problems you have had with the devices that you use.**

INFORMATION AND COMMUNICATION TECHNOLOGY | TECHNOLOGIE INFORMACYJNO-KOMUNIKACYJNE

13 **Complete the table with the words from the box. Use four words for each category. In pairs, add more words to each category.**

broadband CD-ROM drive connection DVD drive
email program hard disc instant messaging app
keyboard operating system search engine wi-fi
word processor

Connecting to the Internet	
Computer hardware	
Computer software	

14 12 03 **Listen to four recordings. Match situations a–f to the recordings. There are two extra situations. Then in pairs, discuss if there is anything about technology that you find annoying.**

a the battery is flat
b the line is engaged
c the speaker's voicemail is full
d the charger isn't working
e the speaker gets cut off
f the speaker doesn't like the ringtone

1 *b* 2 *e* 3 *a* 4 *f*

Exercise 12
1 The lens gets dirty easily and she has to clean it all the time.
2 The battery dies really quickly, so he has to charge it very often.
3 It hasn't got enough storage space.
4 It's hard to get the paper out when it's blocked inside.

Exercise 13
Connecting to the Internet: broadband, connection, search engine, wi-fi
Computer hardware: CD-ROM drive, DVD drive, hard disc, keyboard
Computer software: email program, instant messaging app, operating system, word processor

Possible answers:
Internet: data, hashtag, router
Computer hardware: cables, charger, modem, monitor, mouse, (3D) printer, speakers
Computer software: anti-virus software, app, design software, photo/video editing software

12 SŁOWNICTWO

15 **Choose the correct words to complete the questions. Then ask and answer them in pairs.**

1 How much content do you *share* / *save* with other people on your social networking sites?
2 How much time do you spend *uploading* / *surfing* the net every day?
3 Which Internet *browsers* / *attachments* do you use most often?
4 Have you ever used a *pen drive* / *scanner* to store files and folders?
5 What kind of things do you *search* / *download* from the Internet?

16 12 04 **Read the sentences and think what words are missing in each gap. Then listen and complete the sentences with one or two words.** R

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.

17 **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*

18 **Complete the text with the words from the box. There are three extra words. Do you have a blog? Do you read blogs? Why? / Why not?**

attach cursor double hard icon key password pop program save scroll website

How to write a post

Our platform makes it really easy to write, edit and publish blog posts. Just follow these steps.

1 Log into the admin area by typing your username and [1] ___password___. If you've forgotten it, follow the prompts to get a new one.
2 Once you're in the admin panel, click the 'add new post' [2] ___icon___. A new window will open. This is where you will create your post.
3 In the 'Title' section, write the title of your post. Then [3] ___scroll___ down to the section where it says 'Start typing.' Place your [4] ___cursor___ there and start typing your post.
4 You don't have to [5] ___save___ your post as you write as the platform will do it for you every few seconds. Don't worry, you won't lose your document as the platform has good back-up systems.
5 If you want to [6] ___attach___ a photo or a file, just click on the 'Add media' button. A new window will [7] ___pop___ up that will let you find and add a file directly from your computer's [8] ___hard___ drive.
6 If you're happy with your post, all you need to do is select 'Publish'. Now everyone will be able to see your post on your [9] ___website___.

TECHNOLOGICAL OPPORTUNITIES AND DANGERS | SZANSE I ZAGROŻENIA ZWIĄZANE Z TECHNOLOGIĄ

19 **Match the words from the box to the definitions. There is one extra word. Which problem do you think is the most serious? Why?**

delete hack help desk innovation spam virus

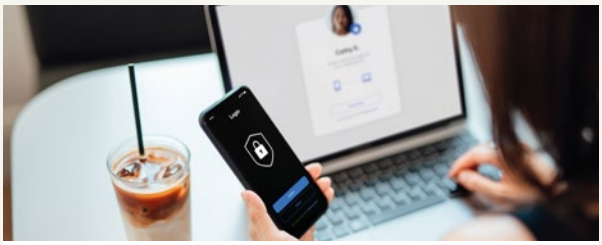
1 to remove information from a device ___delete___
2 a service providing instructions and guidance on how to fix things ___help desk___
3 a program that negatively affects how a computer works ___virus___
4 to gain illegal access to someone's computer system ___hack___
5 emails that you haven't signed up for ___spam___

20 **ŚRODKI JĘZYKOWE** **Choose the correct words to complete the sentences. Then in pairs, discuss any problems related to technology that you have had.**

1 Every time I try to upload a file, my computer ____. I'm not sure why this is happening.
a runs **b** breaks down **c** crashes
2 I wanted to use the photocopier at school the other day, but it was out of ____.
a order **b** control **c** use
3 I couldn't open any programs on my computer, so I had to ____ it.
a restore **b** restart **c** recover

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

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.

22 **Complete the questions with the correct prepositions. Then in pairs, ask and answer the questions.**

1 How often (if ever) do you back *up* your files so as not to lose anything?
2 What do you do when your computer or other devices freeze *up* and nothing works?
3 Do you remember the last time your computer or another electronic device broke *down*?
4 Do you always sign *out* of your social media accounts when you're done using them? Why? / Why not?
5 Do you shut *down* your computer when you're finished using it for the day? Why? / Why not?

IDIOMS | IDIOMY

23 **ŚRODKI JĘZYKOWE Choose the correct translations of the words in brackets.** R

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

24 **Do the task in groups. Below are some fields that have been affected by technology. Choose a field and discuss:**

- the type of technologies that affected it,
- their characteristics,
- technological advantages and disadvantages for each field.

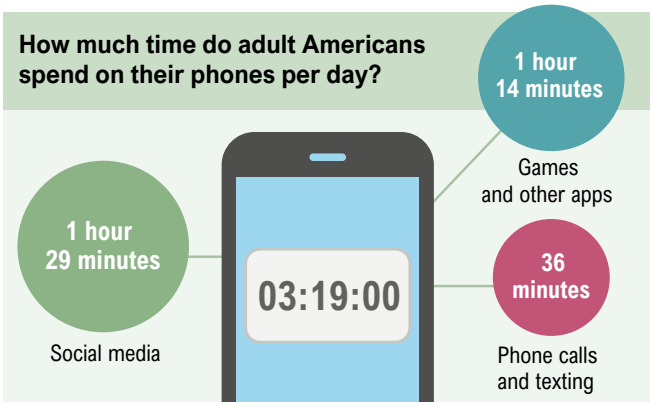
communication education medicine sport transport

Then, as a class, decide which two fields have been affected most by technology in the last ten years.

Students' own answers

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

12 SŁUCHANIE Dobieranie zdań do wypowiedzi



1 **Look at the diagram showing daily smartphone usage in the United States. In pairs, discuss whether you think your own usage is similar. Then answer the questions.** *Students' own answers*

- How soon after waking up do you check your phone?
- What is the longest time you have spent without your phone?
- In what situations is it not OK to check or use your phone?

TRENING MATURALNY

2 12 05 **Read the tip below. Then listen to two texts on the topic of smartphones and make notes.**

W zadaniu na dobieranie 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.

3 12 05 **Based on your notes in Exercise 2, 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*

ZADANIE MATURALNE

4 12 06 **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

5 **SŁOWNICTWO** **Complete the questions with the words from the box. There are two extra words.**

breakthrough device screen transformed upgrade vibrate virtual

1 What is the most useful electronic *device* you own?
2 When was the last time you had an automatic system *upgrade* on your phone?
3 Have you ever cracked the *screen* on your phone?
4 How have smartphones *transformed* the way people live and behave?
5 Which was a bigger technological *breakthrough*: the creation of mobile phones or laptops?

6 **In pairs, ask and answer the questions in Exercise 5. Is your smartphone your most treasured possession? Why? / Why not?** *Students' own answers*



Exercise 2
Suggested answers:
Text 1
1 a young woman
2 a friend
3 The speaker wants to chat about a mutual friend's unusual behaviour.
Text 2
1 a radio presenter
2 listeners
3 Discuss what to do with old phones.

Wybór wielokrotny

1 **If you could stay at a certain age without getting older, what age would you choose?** *Students' own answers*

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?**

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.

Humans might be able to live longer and treat serious diseases better.

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 wielokrotnego wyboru 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.

ZADANIE MATURALNE

4 12 08 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania: A–C albo 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 don't have to die 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.

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) ___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.

Exercise 3
extra quantity – boosted dose;
live a third longer – a thirty percent increase in life expectancy;
recovered … from – (were able to) overcome;
serious illness – life-threatening diseases;
seemed younger – appeared more youthful;
stronger – less frail;
an effective means – a useful tool;
at the moment – currently;
expect to live – average life expectancy

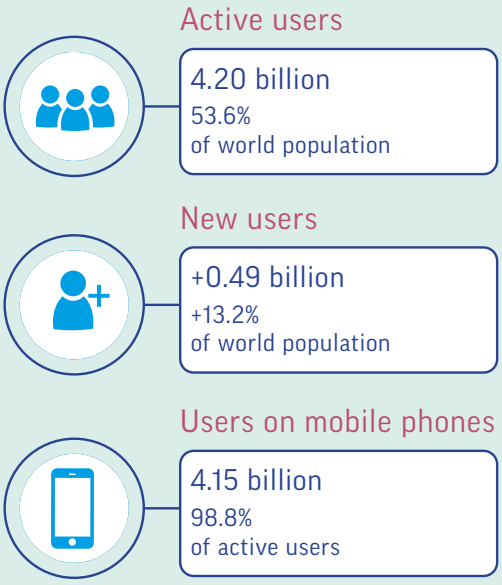


12 07 12 08

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

12 CZYTANIE Dobieranie wypowiedzi do zdań • Odpowiedzi na pytania

A SOCIAL MEDIA USERS AROUND THE WORLD IN JANUARY 2021



1 **How many hours a day do you spend online? What do you do? What devices do you use?** *Students' own answers*

TRENING MATURALNY

2 **Read the tip below. Then read the text and do the task.** *Suggested answers:*

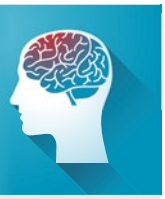
Everyone knows I'm not the kind of person who enjoys shopping, so it took me ages to make up my mind to change my phone. My old one was really out of date. It didn't have enough memory for all the new apps that are out there and the battery was so old I had to recharge it two or three times a day. Finally, I got a new one. It cost a fortune, but I'm delighted with it. I must say it was worth every penny. It's absolutely brilliant!

Find ...

1 a fact about David's old phone. *it was out of date / it didn't have enough memory / he had to charge it two or three times a day*
2 David's general opinion about the new phone. *it's absolutely brilliant / it's worth every penny*
3 a fact about David. *he doesn't enjoy shopping*

Podczas dobierania zdań do tekstów czasem trzeba odróżnić fakty od opinii. Te ostatnie są czasami wprowadzane słowami lub zwrotami *I think/believe, I must say, I'd say, In my view/opinion, I have no doubt that, My (first) impression is, As far as I'm concerned* itd. Zawierają również przymiotniki takie jak *terrible*, *awful*, *the worst*, *not too bad*, *brilliant*, *fantastic* lub *great*. Zdania przedstawiające fakty z reguły nie zawierają przymiotników wyrażających opinię bądź powyższych zwrotów.

B Does Too Much Tech Harm Your Brain?



Some research has demonstrated that using technology too much can cause unhappiness and problem behaviour. However, a new study carried out by the Oxford Internet Institute suggests the increase in use of technology is not leading to a rise in mental health problems. The researchers investigated the tech habits of over 430,000 British 10–15-year-olds. The results seem to prove that although kids today use social media and electronic devices a lot more, the connection between social media use and mental health problems is slightly weaker now than it was in 2010.

ZADANIE MATURALNE

3 **Przeczytaj teksty A–D. Do każdego zdania 1–3 dopasuj właściwy tekst A–D. Jeden tekst nie pasuje do żadnego zdania.**

1	This text focuses on different attitudes towards online addiction.	D
2	This text provides facts about online interactive communications.	A
3	This text describes a problem and requests assistance.	C

TRENING MATURALNY

4 **Read the tip below. Look at underlined words in questions 1 and 2. Then read the text in Exercise 2 again and answer the questions.**

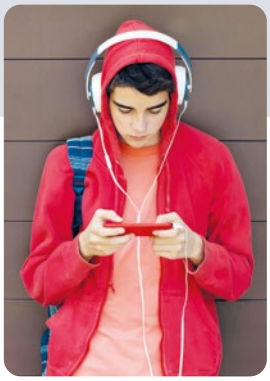
1 Why did David take a long time to buy a new phone? *Because he doesn't like shopping.*
2 What is his new phone like? *expensive but very good*

Uważnie przeczytaj pytania i upewnij się, że je rozumiesz. Nawet jeśli nie wszystko w pytaniu jest zrozumiałe, znajdź kluczowe słowa i następnie poszukaj zbliżonych słów i zwrotów w każdym tekście. Poszukiwana odpowiedź zazwyczaj znajduje się tuż po kluczowych słowach w tekście lub tuż przed nimi. Po zapisaniu odpowiedzi sprawdź, czy jest prawidłowo napisana.

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

C

RobbieMcK53



Help!
I'm a digital addict. My fingers itch when they don't have a phone, a gamepad or another gadget to hold. My ears feel strange when I'm not wearing a headset.
I read every text message as soon as I receive it. I even dream that I'm texting. I type and I swipe and I scroll in my sleep. I press invisible buttons on the table at breakfast. I browse the Internet when walking in the park. I panic when I can't find my phone charger. I sit on the floor near a socket so I can keep using my phone when the battery is dead. And the battery life of every electronic device I own is always too short. What can I do?

D

suzyQtee

Stop worrying about it. It's normal. You're a digital native. I don't believe that social media and gaming are any worse than sitting in front of a TV with a remote control in your hand. In fact, they're better, more active.

dooRsfK8

No way! To my mind, scrolling through social networking sites is passive. It's junk food for your brain. Most social media is empty, brainless rubbish.

3bcgmeT

I partly agree. My impression is that most people who chat or post photos or videos are wasting their time, but on the other hand, there are lots of things you can do online to develop your mind.

ZADANIE MATURALNE

5 Odpowiedz na pytania 1–4 zgodnie z treścią tekstów A–D tak, aby jak najbardziej precyzyjnie oddać ich sens. Odpowiedzi należy udzielić w języku angielskim.

1 What percentage of users access social media on their phones? *98.8%*
2 What was the objective of the Oxford study? *To examine/study the connection between social media use and mental health.*
3 How does RobbieMcK53 react when he can't use his phone? *He panics, he moves his fingers involuntarily, he even dreams he's on his phone.*
4 Why does suzyQtee think RobbieMcK53's problem is nothing to worry about? *Because spending time on social media and gaming is better than watching TV.*

6 SŁOWNICTWO Complete the questions with words from texts A–D. The first letter of each word has been given. Then in pairs, ask and answer the questions.

1 Do you know what all the buttons on your TV's **r***emote* control do?
2 Have you found any good websites when you were **b***rowsing* the web recently? Which was the best one?
3 Do you know any **d***igital* addicts? How do you know they're addicted?
4 On your phone, do you **s***wipe* up or down to access your notifications panel?
5 Do you read every text message you get as soon as you **r***eceive* it?
6 How good is the **b***attery* life on your phone?
7 How many fingers do you use when you type or **t***ext*? What about your parents?

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

1 Do you ever do any of the things that RobbieMcK53 describes in his post, e.g. do your fingers itch when you haven't got a device to hold?
2 How big a problem do you think digital addiction is in society?

LIFE SKILLS | Social media addiction

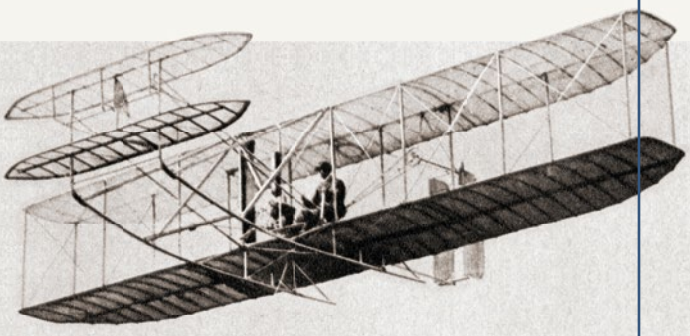
8 Look at these tips to avoid getting addicted to social media and choose the three most practical ones for you. *Students' own answers*

- allow yourself a maximum of X hours a day
- don't worry about your posts
- delete apps you don't need
- spend a whole day without your phone
- don't switch your phone on until after breakfast
- turn off notifications
- leave your phone in another room when you go to bed
- establish a timetable so you only use social media at specific times

9 In groups, agree on a list of four top tips to avoid digital addiction. Use the tips above and your own ideas. Then compare with other groups and give reasons for your choices. *Students' own answers*

ALSO AVAILABLE DIGITALLY
For the student: Smart hint

12 R 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.

ZADANIE MATURALNE

1 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.

2 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

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

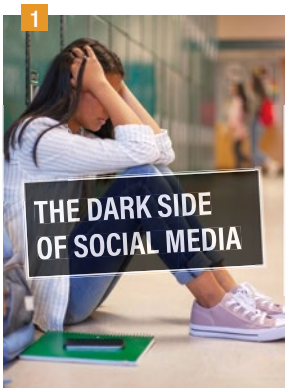
2 **In pairs, take it in turns to practise the task below. Choose a poster, justify your choice and explain why you didn't choose the other one.** *Students' own answers*

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 09 **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, does social media have more good points or bad points?

5 12 10 **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. 328

Expressing and justifying opinions

I think/believe ...

In my opinion/view, ... / If you ask me ... ✓

Providing arguments in a logical order

Firstly, / First of all, ... / Secondly, ...

In addition to that, ... ✓ / What is more, ...

On the one hand, ... ✓ On the other hand, ...

To sum up ... ✓ / In conclusion, ...

Providing examples

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

▶ ZESTAW ZADAŃ STR. 231

6 12 11 **In pairs, take it in turns to discuss questions 1 and 2. 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.

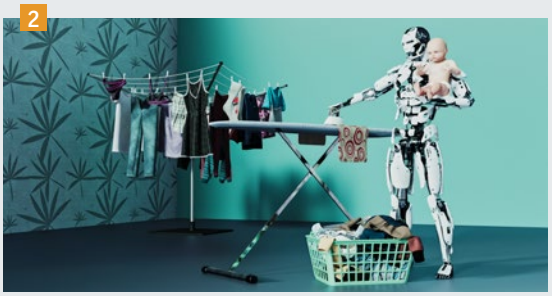
Musisz wybrać zdjęcie na slajd otwierający twoją prezentację dotyczącą potencjalnego udziału robotów w życiu codziennym. Która z propozycji, twoim zdaniem, najlepiej nadaje się do wykorzystania w prezentacji?

- Wybierz ilustrację, którą uważasz za najlepszą, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

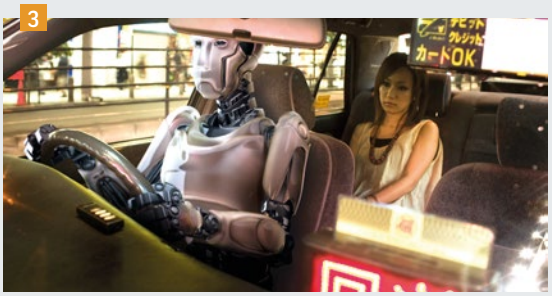
1



2



3



1 What sort of jobs do you think robots can do better than humans?

2 In your opinion, which jobs are robots unsuitable for? Why?

3 What risks are involved in the development of robots and artificial intelligence?

12 09 12 10 12 11

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 ŚRODKI JĘZYKOWE Dobieranie z przekształcaniem

GRAMATYKA

A Complete the sentences with adverbs formed from the adjectives in the box.

careful early happy hard hungry immediate possible

1 They have been *happily* married for twenty years.
2 Please, drive *carefully*.
3 All passengers are requested to *immediately* go to gate number five.
4 I hate getting up *early* on Saturdays.
5 Our boss makes us work really *hard*.
6 Could you *possibly* help me with my homework?
7 The dog ate his food *hungrily*.

▶ PRZYSŁÓWKI, STR. 308
▶ SŁOWOTWÓRSTWO, STR. 318

TRENING MATURALNY

1 Look at the words in the box. What other words can be formed from them?

announce appear fortunate real safe

2 Complete the sentences with words formed from the words from Exercise 1.

1 *Fortunately*, the new technological innovation is not expensive and will be accessible to everybody.
2 Our statistics course was supposed to be very practical, but in *reality*, we only learnt some theory.
3 Last year, the American electric car manufacturer officially *announced* the end of their production.
4 We were given some tips on how to use the Internet *safely* and protect our personal data.
5 The scientist giving a presentation was extremely knowledgeable, but I was distracted by the sudden *appearance* of a cat in the room.

Exercise 1
announce – announcement (rzeczownik), announced (czasownik w czasie przeszłym)
appear – disappear (czasownik), (dis) appearance (rzeczownik), appeared, disappeared (czasowniki w czasie przeszłym)
fortunate – unfortunate (przymiotnik), (un)fortunately (przysłówek), fortune (rzeczownik)
real – reality (rzeczownik), unreal (przymiotnik), really (przysłówek)
safe – safety (rzeczownik), unsafe (przymiotnik), safely (przysłówek)

W zadaniu na dobieranie i przekształcanie wyrazów testowanych jest zawsze kilka różnych części mowy. 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. Każdy błąd ortograficzny wpływa na ogólną ocenę zadania.

3 Complete the table with nouns formed from the verbs and adjectives from the box. Make all the necessary spelling changes.

~~arrive~~ arrange analyse conclude deliver differ discover emphasise enter explode fit happy imagine improve inform intelligent marry pass perform propose

-ance	-ence	-al	-age	-ment
entrance	*difference*	*arrival*	*marriage*	*arrangement*
performance	*intelligence*	*proposal*	*passage*	*improvement*

-ness	-sion	-ation	-y	-sis
fitness	*conclusion*	*imagination*	*delivery*	*analysis*
happiness	*explosion*	*information*	*discovery*	*emphasis*

4 Complete the questions with words formed from the words from the box. There are four extra words. Then ask and answer the questions in pairs.

advertise child hard important invent linguistic 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 If you saw a(n) *advertisement* for a device that could read other people's thoughts, would you buy it?

ZADANIE MATURALNE

5 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.

believable finish happy interact interrupt lonely

HOLIDAY WITHOUT A MOBILE PHONE?

The mobile phone is one of today's most popular electronic devices. It's [1] *unbelievable* how quickly this little device 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. Using our phone, however, could mean we are missing out on everything that we've gone on holiday to enjoy. Psychologists agree that what makes us experience positive emotions during a holiday is our [2] *interaction* with other people. By spending time together and talking to each other, we can improve our relationships, which is the shortest way to increase our [3] *happiness*. But modern technology can be a big distraction here. Conversations which are constantly [4] *interrupted* by the beeps and ringtones of our phones are never going to be deep or long. Our friends will feel annoyed or ignored. So why not try a phone-free holiday, then? Pack your suitcase but leave your mobile behind!

1 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___ 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 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.

2 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

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 universities ___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?

3 In pairs, ask and answer the questions in Exercise 2. Give more details about each answer. *Students' own answers*



ZADANIE MATURALNE

4 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. 230

12 PISANIE Wpis na forum internetowym

Udzielanie instrukcji i wskazówek

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!

1 **Do you ever need help with modern technology? Does anyone ever ask you for help?**
Students' own answers

2 **Read the sample task and the model answer above. How did the author help his/her grandmother? Do you agree with his/her suggestions? Give reasons for your answers.** *She showed her how to delete images and move files to a computer. Students' own answers*

3 **Read the Useful Phrases box. Then tick the phrases which appear in the sample answer above.**

USEFUL PHRASES ▶ STR. 337

Giving instructions and guidance

First, ... ✓ Then ... ✓ Next, ... After that, ... Now ... Finally, ...
Try to ...
Check / Make sure that ...
Remember (not) to ... / Be careful/sure (not) to ... ✓
It's important (not) to ... ✓ / It helps to ...
It's (not/never) a good idea to ... ✓ / It's better to ... ✓
If that doesn't work, try (writing it down). ✓
That's it! / That's right! / Well done! / You've done it!

4 **Rewrite the sentences with the words in brackets. Which advice is the most useful? Why?**

1 Don't forget to charge your phone. (remember)
2 I wouldn't write down all your passwords in a notebook. (idea)
3 Memorise your passwords instead. (better)
4 Never use your name or birthdate as a password. (important)
5 Look to see if the printer is plugged in. (check)
6 Update your anti-virus regularly. (careful)
7 Back up your files at least once a week. (sure)
8 If your computer freezes, restart it. (try)

TRENING MATURALNY

5 **Read the tip below. Then think of an electronic device. Imagine you are writing to someone who has never used it. Use the sequencers and the Useful Phrases to write down instructions on what to do and what not to do.**
Students' own answers

Jeśli w jednym akapicie swojej pracy pisemnej podajesz kilka argumentów, sposobów działania czy sugestii, rozpoczynaj kolejne z nich od takich słów jak *First*, *Then*, *Next* czy *Finally*. Dzięki temu tekst będzie klarowny i łatwiejszy w odbiorze.

6 **In groups, discuss why people do a digital detox.**
Students' own answers

ZADANIE MATURALNE

7 **Do the task.**

„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.

Exercise 4
1 Remember to charge your phone.
2 It's / It is not/never a good idea to write down all your passwords in a notebook.
3 It's / It is better to memorise your passwords instead.
4 It's / It is important not to use your name or birthdate as a password.
5 Check that the printer is plugged in.
6 Be careful to update your anti-virus regularly.
7 Make sure that you / Be sure to back up your files at least once a week.
8 If your computer freezes, try restarting it.
Students' own answers

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

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.

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.

1 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?

2 Complete the Useful Phrases box with words from the model text.

USEFUL PHRASES ▶ STR. 337

Give guidance with conditions

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.

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 understand 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.

▶ ZDANIA WARUNKOWE, STR. 303



3 Choose the correct words to complete the sentences.

1 You can go out *given* / *on condition* that you finish your Biology homework.

2 *If* / *Unless* you pay attention, you won't know what to do.

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 If she were to explain the concept again, I *will* / *would* understand it better.

ZADANIE MATURALNE

4 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.

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

12 LISTA SŁOWNICTWA

SCIENCES | DZIEDZINY NAUKI

anthropology – antropologia
archaeology – archeologia
astronomy – astronomia
biology – biologia
chemistry – chemia
computer science – informatyka
economics – ekonomia
geography – geografia
geology – geologia
linguistics – językoznawstwo
mathematics/maths – matematyka
medicine – medycyna
veterinary ~ – weterynaria
psychology – psychologia
physics – fizyka
nuclear ~ – fizyka jądrowa
sociology – socjologia
engineering – inżynieria R
civil ~ – inżynieria lądowa
● **genetic ~** – inżynieria genetyczna
mechanical ~ – inżynieria mechaniczna

SCIENTISTS | LUDZIE NAUKI

anthropologist – antropolog, antropolożka
archaeologist – archeolog, archeolożka
astronomer – astronom, astronomka
biologist – biolog, biolożka
chemist – chemik, chemiczka
computer scientist – informatyk, informatyczka
economist – ekonomista, ekonomistka
engineer – inżynier
geographer – geograf, geografka
geologist – geolog, geolożka
linguist – językoznawca, językoznawczyni
mathematician – matematyk, matematyczka
psychologist – psycholog, psycholożka
physicist – fizyk, fizyczka
scientist – naukowiec, naukowczyni
sociologist – socjolog, socjolożka
therapist – terapeuta, terapeutka
technologist – technolog

SCIENTIFIC DISCOVERIES AND INVENTIONS | ODKRYCIA NAUKOWE I WYNALAZKI

advancement – postęp
analysis – analiza
analyses – analizy
appearance – pojawienie się
● **breakthrough** – przełom
conclusion – wniosek
curiosity – ciekawość
disappearance – zniknięcie
discoverer – odkrywca, odkrywczyni
discovery – odkrycie
experiment – doświadczenie, eksperyment
experimenter – eksperymentator, eksperymentatorka
findings – wyniki (badań)
fraction – ułamek
hypothesis – hipoteza
importance – waga, znaczenie
invention – wynalazek
inventor – wynalazca, wynalazczyni
knowledge – wiedza
knowledgeable – zorientowany, znający się na rzeczy
laboratory/lab – laboratorium
observation – obserwacja
observer – obserwator, obserwatorka
powered (by steam) – napędzany (parą)
reality – rzeczywistość
in ~ – w rzeczywistości
record – zapis, protokół
research – badania
researcher – pracownik naukowy, pracowniczka naukowa, badacz, badaczka
results – wyniki (badań)
scientific – naukowy
~ journal – czasopismo naukowe
~ method – metoda naukowa
~ theory – teoria naukowa
scientifically – naukowo
statistical data – dane statystyczne
statistically – statystycznie
statistics – statystyka, statystyki
study – badanie
survey – badanie, sondaż
test – próba, analiza
theory – teoria
unbelievable – niewiarygodny
abbreviation – skrót R
accuracy – dokładność
coat – fartuch
● **contact lenses** – szkła kontaktowe
evidence – dowód
formula – równanie
● **groundbreaking** – przełomowy
intern – stażysta, stażystka
internship – staż
lab technician – technik laboratoryjny, techniczka laboratoryjna
proof – dowód
research grant – dofinansowanie do badań, grant naukowy
scientific paper – publikacja naukowa

VERBS | CZASOWNIKI

accept – przyjmować, akceptować
add – dodawać
● **analyse** – analizować
announce – ogłaszać
appear – pojawiać się
clarify – wyjaśniać
confirm – potwierdzać
demonstrate – pokazać, wykazać
determine – ustalać, określać
disappear – znikać
discover – odkryć
divide – dzielić
estimate – oszacować
experiment – przeprowadzać doświadczenia
find out – odkryć
invent – wynaleźć
investigate – badać
multiply – mnożyć
observe – obserwować
obtain – otrzymać
predict – przewidywać
prove – udowodnić, dowieść
reject – odrzucić
research – badać
subtract – odejmować
study – badać

PHRASES | ZWROTY

be awarded / receive/win the Nobel prize in (physics) – otrzymać Nagrodę Nobla w dziedzinie (fizyki)
● **carry out / do / conduct an analysis/experiment** – przeprowadzać analizę/eksperyment
carry out / do / conduct a survey – przeprowadzać ankietę
carry out / do / undertake research – przeprowadzać badania
come to / draw / arrive at the conclusion – dojść do wniosku
keep records – prowadzić dokumentację
make a breakthrough – dokonać przełomu
make a discovery – dokonać odkrycia
patent an invention – opatentować wynalazek
access data – mieć dostęp do danych R
be scientifically proven – zostać udowodnionym naukowo
collect data – zbierać dane
● **debunk a myth** – obalać mit
find a clue – znaleźć wskazówkę
● **formulate/challenge/confirm a hypothesis** – sformułować/zakwestionować/potwierdzić hipotezę
make predictions – prognozować przyszłość
make a hypothetical assumption – założyć hipotetycznie
present research findings – prezentować wyniki badań
reverse (the aging) process – odwrócić proces (starzenia się)
specialise in sth – specjalizować się w czymś

NATURAL SCIENCES | NAUKI PRZYRODNICZE

bacteria – bakterie
carbon dioxide – dwutlenek węgla
cell – komórka
chemical element – pierwiastek chemiczny
chemical reaction – reakcja chemiczna
formula – wzór, formuła
gas – gaz
genetically modified (GM) food – żywność modyfikowana genetycznie
germ – zarazek
gravity – grawitacja
magnetic forces – siły magnetyczne
microbe – drobnoustrój
solid – ciało stałe
state of matter – stan materii
steam – para
theory of evolution – teoria ewolucji
● **atom** – atom R
molecule – cząsteczka, molekuła
protein – białko
proton – proton
● **quantum mechanics** – mechanika kwantowa
● **test tube** – probówka
● **theory of relativity** – teoria względności
● **wormhole** – tunel czasoprzestrzenny

VERBS | CZASOWNIKI

assimilate – przyswajać
consist of sth – składać się z czegoś
contain – zawierać
evaporate – parować, wyparować
freeze – zamrozić, zamarzać
melt – topnieć
react – wchodzić w reakcję

USE OF DEVICES | KORZYSTANIE Z PODSTAWOWYCH URZĄDZEŃ TECHNICZNYCH

aerial – antena
application/app – aplikacja / aplikacja mobilna
battery – bateria, akumulator
● **~ life** – żywotność baterii
button – przycisk
cable – kabel
camera – aparat fotograficzny
case – etui
charger – ładowarka
controls – układ sterowania
● **device** – urządzenie
gadget – przyrząd, gadżet
headphones – słuchawki
headset – zestaw słuchawkowy
key – klawisz
keyboard – klawiatura
lens – soczewka
microphone/mike – mikrofon
mouse – mysz
MP3 player – odtwarzacz MP3
personal computer / PC – komputer osobisty
photocopier – kserokopiarka
plug – wtyczka
printer – drukarka
all-in-one ~ – drukarka wielofunkcyjna
colour ~ – drukarka kolorowa
inkjet ~ – drukarka atramentowa
laser ~ – drukarka laserowa
● **remote control** – pilot (urządzenie)
scanner – skaner
● **screen** – ekran
flat ~/monitor – płaski ekran/monitor
socket – gniazdko, kontakt
speaker – głośnik
storage space – przestrzeń do przechowywania (tu: danych)
switch – przełącznik
on-off ~ – włącznik
technology – technika
three-dimensional (3-D) – trójwymiarowy
webcam – kamera internetowa
wireless – bezprzewodowy

● SŁOWNICTWO – SŁUCHANIE ● SŁOWNICTWO – CZYTANIE

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

charge – ładować
come on – zapalać się
come out – ukazywać się
die – rozładować się (o baterii)
key in – wprowadzać, wpisywać
log in/on – zalogować się
log out/off – wylogować się
plug in – podłączać, włączać do kontaktu
press a button – nacisnąć przycisk
put together – złożyć, zmontować
scan – skanować
set up – ustawiać, konfigurować
sign in – zalogować się
sign out – wylogować się
shut down (a computer) – wyłączać (komputer)
switch/turn off – wyłączać
switch/turn on – włączać
take apart – rozkładać na części
● **transform** – przekształcać
turn up/down – pogłośnić/ściszyć
work – działać

FAILURES | AWARIE

blank screen – pusty ekran
backup – kopia zapasowa
broken – zepsuty
corrupt – uszkodzony
crash – awaria
disable – odłączyć
error – błąd
~ message – komunikat o błędzie
flat battery – wyczerpana bateria
help desk – dział pomocy
invalid – nieprawidłowy
out of order – zepsuty
paper jam – zator papieru
power/electricity cut/blackout – przerwa w dostawie prądu
spare parts – części zamienne
troubleshooting guide – zasady postępowania w przypadku wystąpienia problemów
blurry – rozmazany, nieostry R

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

back up (files) – sporządzić kopię zapasową (plików)
block – blokować się
blow – przepalić się
bounce back – odbić się (o niedostarczonej wiadomości e-mail)
break down – zepsuć się
crack the screen – spowodować pęknięcie ekranu
crash – zepsuć się, zawiesić się
delete – skasować, usuwać
fix – naprawić
freeze up – zawiesić się
go dead – paść, rozładować się
jam – zaciąć się, zaklinować się
lose a document – stracić dokument
lower the risk – zmniejszyć ryzyko
make funny noises – wydawać dziwne dźwięki
mend – naprawić
repair – naprawić
restart a computer – restartować komputer
stop responding – przestać reagować (na komendy)

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES | KORZYSTANIE Z TECHNOLOGII INFORMACYJNO-KOMUNIKACYJNYCH

artificial intelligence (AI) – sztuczna inteligencja
attachment – załącznik
broadband – szerokopasmowy dostęp do internetu
browser – przeglądarka
busy – zajęty
computer program – program komputerowy
computer programmer – programista, programistka
cursor – kursor
data – dane
database – baza danych
● **digital** – cyfrowy
~ native – cyfrowy tubylec (osoba urodzona w erze cyfrowej)
disk – dysk
hard ~ – twardy dysk
drive – napęd
CD-ROM ~ – napęd CD-ROM
DVD ~ – napęd DVD
external ~ – dysk zewnętrzny
hard ~ – twardy dysk
pen ~ – przenośna pamięć USB
email program – program pocztowy
engaged – zajęty
external memory – pamięć zewnętrzna
file – plik
folder – katalog
icon – ikona
ICT (Information and Communication Technology) – TIK (technologie informacyjno-komunikacyjne)
information technology / IT – informatyka
instant messaging app – komunikator internetowy
Internet connection – łącze internetowe
notification – powiadomienie
online – w sieci
operating system – system operacyjny
prompt – powiadomienie
ringtone – dzwonek
search engine – wyszukiwarka internetowa
social networking site – portal społecznościowy
software – oprogramowanie
anti-virus ~ – oprogramowanie antywirusowe
design ~ – oprogramowanie do projektowania
photo/video editing ~ – oprogramowanie do edycji zdjęć/filmów
tech habits – nawyki związane z korzystaniem z technologii
(text) message – SMS
● **upgrade** – aktualizacja
● **virtual reality** – rzeczywistość wirtualna
website – strona internetowa
word processor – edytor tekstu
adapter – przejściówka R
character – znak, litera
lowercase ~ – mała litera
uppercase ~ – wielka litera
extension lead – przedłużacz
predictive text – funkcja przewidywania tekstu
reception – zasięg; odbiór

VERBS | CZASOWNIKI

attach – załączać
● **browse** – przeglądać
chat – rozmawiać na czacie
click – kliknąć
download – ściągać
install – instalować
pop up – wyskoczyć
post – publikować
print – drukować
save – zapisywać
scroll down/up – przewijać w dół/górę
search – wyszukiwać
share – udostępniać
● **swipe** – przesuwać palcem po ekranie
● **text** – pisać SMS
upload – umieszczać, wrzucać, wysyłać (na serwer internetowy)
reinstall – zainstalować ponownie R
uninstall – odinstalować
upgrade – aktualizować

PHRASES | ZWROTY

be cut off – stracić połączenie
create a document – tworzyć dokument
double click – kliknąć dwa razy
filter messages – filtrować wiadomości
manage files and folders – zarządzać plikami i folderami
memorise a password – zapamiętać hasło
process data – przetwarzać dane
● **receive a message/text** – otrzymać SMS
record a podcast/webinar – nagrywać podcast/webinarium
share content – udostępniać pliki
store data – przechowywać dane
surf the net – surfować po internecie
use a template – używać szablonu
change your screen's display resolution – zmieniać rozdzielczość ekranu R
compress a file – kompresować plik
get notifications – dostawać powiadomienia
recover (your password / a file) – odzyskiwać (hasło/plik)
reset a password – resetować hasło

TECHNOLOGICAL OPPORTUNITIES AND DANGERS | SZANSE I ZAGROŻENIA ZWIĄZANE Z TECHNOLOGIĄ

ban – zakazywać
bug – błąd; wirus
digital detox – detoks cyfrowy
hack – hakować
hacker – haker, hakerka
harmful content – szkodliwe treści
monitor children's smartphones – kontrolować telefony dzieci
offensive/aggressive/harmful comment – obraźliwy/agresywny/szkodliwy komentarz
technological innovation – innowacja technologiczna
wipe – wyczyścić (dane)
disclose – ujawniać R
encounter a problem – napotkać problem
firewall – zapora sieciowa
Internet scam – oszustwo internetowe
leak – wyciek; wyciekać (o danych)
malware – złośliwe oprogramowanie
piracy – piractwo
safe/unsafe – bezpieczny/niebezpieczny
safely – bezpiecznie
safety precautions/measures – środki bezpieczeństwa
security alert – alert bezpieczeństwa
security question – pytanie kontrolne

SCIENTIFIC AND TECHNICAL PROGRESS: RISKS AND BENEFITS | KORZYŚCI I ZAGROŻENIA WYNIKAJĄCE Z POSTĘPU NAUKOWO-TECHNICZNEGO

globalisation – globalizacja R
identity theft – kradzież tożsamości
phishing – wyłudzanie danych
streaming services – usługi streamingowe
technological and scientific advances – postęp technologiczny i naukowy

IDIOMS | IDIOMY

be on the same wavelength (as sb) – nadawać na tych samych falach (jak ktoś) R
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
reinvent the wheel – kombinować, niepotrzebnie szukać nowego sposobu na zrobienie czegoś
run out of steam – opaść z sił, stracić motywację, wypalić się

LISTA 12 PODSTAWOWA

LISTA 12 PODSTAWOWA +ROZSZERZONA

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.

appear centre invent real release store

When the Roman Empire collapsed in approximately 395 CE, the brilliant innovations of the ancient Romans did not [1] *disappear* with them. Thousands of years later, their [2] *inventions* and technologies continue to influence the modern world that we live in. One of these is the hypocaust system which was an early method to distribute heat in a building in a safe way. Today, we call it [3] *central* heating. It was based on the idea that heat rises. For its time, this was an advanced system that consisted of an open space below a floor where wood was burned slowly throughout the day, if necessary, and on cold winter nights. The hot air from the fire rose up into the rooms above through hollow walls, heating the whole house, and smoke was [4] *released* through chimneys.

DOBIERANIE Z PRZEKSZTAŁCANIEM R

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.

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.

TEKST Z WYBOREM WIELOKROTNYM R

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.

CAN MODERN TECHNOLOGY ACCURATELY TRACK YOUR HEALTH?

An extensive study has found significant problems with wearable fitness trackers, which are popular tools for health monitoring. 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, implying that sleep was longer than it really was 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 fitness trackers, 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, helping consumers make better choices about their lifestyles. Another difficulty for the consumer is the fact that many current models of fitness 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

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. 367

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 12 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A–C.**

Tekst 1

1 In the talk the girl

A recommends the Cadets programme to teenagers who want to get trained in first-aid.

B describes an experience that helped her reach a decision about her future profession.

C gives advice on how to get a job in the health service.

Tekst 2

2 People who want to become volunteers have to

A visit people in their homes.

B have had experience of working with old people.

C be at least 18 years old.

3 The job would not suit someone who

A can only work for one or two hours a week.

B wishes to be flexible with the hours they work.

C prefers phone conversations to talking face to face.

Tekst 3

4 From the interview, we find out that the St John's Ambulance organisation

A started in the 11th century.

B is only found in English-speaking countries.

C had branches overseas before the 20th century.

5 Johanniter International

A was set up by the St John's Ambulance organisation.

B is an overseas branch of the St John's Ambulance organisation.

C is an organisation to which the St John's Ambulance organisation belongs.

6 From what the speaker says, which of these can we say is definitely true about St John's Ambulance volunteers?

A They are always prepared to offer medical help.

B They take ill people to hospital.

C They wear badges to identify themselves.

DOBIERANIE ZDAŃ DO WYPOWIEDZI

R

2 12 13 **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

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.

advance arrive draw invent know profession

Retro gadgets

Social networking is still a fairly new idea and, like much of today's technology, would have been unbelievable even thirty years ago. In a similar way, today's younger generation would find it hard to imagine life without texts, apps and other advantages which have come with the rapid [1] *advancement/advances* of technology. However, sometimes the past and present come together in unusual ways. One example is the sort of small, cheap, plastic camera that was popular at the turn of the millennium. No-one really needs one of these now. Any smartphone lens is capable of producing photos that look far more [2] *professional* than those taken by old, plastic cameras. However, they are colourful and fun and they have become quite fashionable, with several celebrities from the world of fashion, music and film being seen with them.

Interestingly, though, when these are shown online, we aren't looking at photos taken with these cameras, we are looking at photos of the cameras. An obvious conclusion can be [3] *drawn* from our observations. The technological innovations of the past are now no more than the amusing fashion accessories of the present. And, with the rate of progress in technology increasing all the time, the new gadgets today's younger generation are using will be nothing more than amusing, old-fashioned [4] *inventions* by the time the next generation comes along.

DOBIERANIE Z PRZEKSZTAŁCANIEM

4 **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.**

catch conscious good ill hurt real

Under the weather

There are a number of phrases we can use in English to say we aren't feeling great. One of the most commonly used when we feel tired, worn out or just a bit unwell is 'under the weather'. The phrase can be used to describe how you feel if you have [1] *caught* a slight cold, for example, or have a headache. It isn't used to talk about a serious [2] *illness*. When you are under the weather, you don't need to be in hospital or see a doctor to get a diagnosis.

The phrase has its origins in the past, in the days of old sailing ships. Any sailor who was feeling ill would be sent below the deck* to get [3] *better* and protect him from the weather. Being below deck, the sailor would [4] *really* be under the weather. In those days, of course, people often had stomachaches on long sea voyages because it was difficult to keep food fresh, and they often became sick due to living together in small spaces with poor hygiene.

** deck = pokład (statku lub łodzi)*

SŁOWOTWÓRSTWO R

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.**

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.

SETY LEKSYKALNE R

6 **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 stay at home today and call the doctor.
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 at his school 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 anything that contains 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.

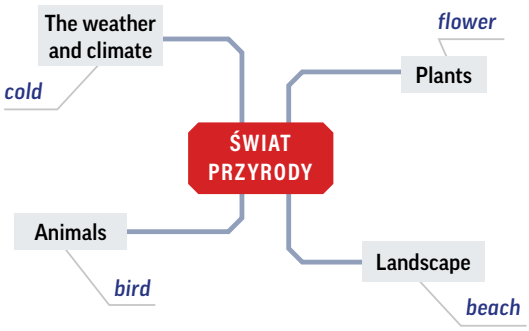
5 *take*
We often ... healthcare for granted, and don't realise how lucky we are to have it.
If you ... preventative measures, like avoiding crowded places, you might be able to avoid the flu.
Youth unemployment will ... centre stage in the debates before the election.

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 13 01 **Listen to four weather reports. Match the photos to the reports.**

1 _d_ 2 _a_ 3 _b_ 4 _c_

3 13 01 **Listen again and complete the notes.**

Recording 1

1 Temperatures _below zero_ are forecast for tonight and tomorrow.

2 The forecast for tomorrow is _frost_ in the morning and heavy _snow_ during the day.

Recording 2

3 Sudden warm weather has caused thick _fog_.

4 Today it's expected to be _cloudy_ all day with some _rain_ in the afternoon.

5 The highest temperature tomorrow is expected to be _ten_ degrees Celsius.

Recording 3

6 People are advised to stay indoors due to _high_ temperatures and _dry_ conditions.

7 Daytime temperatures are forecast to be 15 degrees higher than the _average_ for this season.

Recording 4

8 A cold _front_ will cause heavy rain, storms, thunder and lightning.

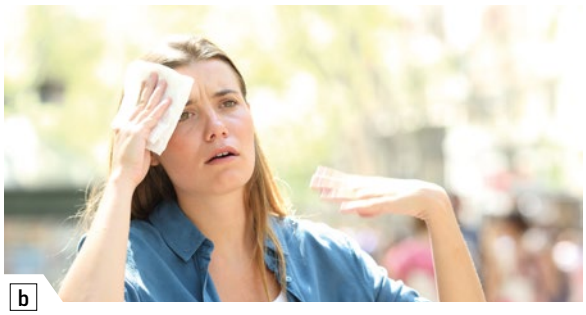
9 There will be 10 mm of _rain(fall)_ per hour.

4 **With which seasons do you normally associate the weather descriptions in recordings 1–4 in Exercises 2 and 3? Which is your favourite season and why?**

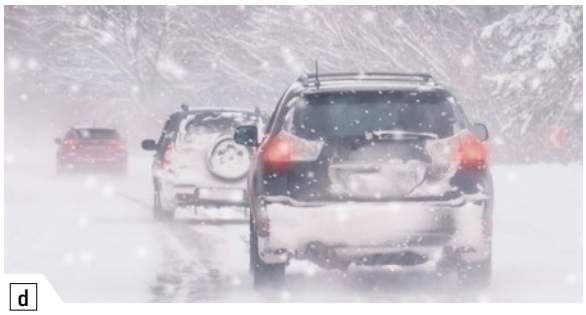
1 _winter_ 2 _spring_

3 _summer_ 4 _autumn_


a


b


c


d

5 **ŚRODKI JĘZYKOWE** **Complete the sentences with words formed from the words in brackets.**

1 The _windy_ (WIND) weather conditions were perfect for flying kites in the park.

2 Due to the _stormy_ (STORM) weather, we weren't able to go out on the boat.

3 Did you know that the Sahara Desert can get _freezing_ (FREEZE) cold at night?

4 After several days of _pouring_ (POUR) rain, it's finally looking like it's starting to brighten up.

5 Don't buy these plants if your garden doesn't get much sunshine – they grow best in _sunny_ (SUN) areas.

6 A _meteorologist_ (METEOROLOGY) is a scientist who studies weather and the climate.

PLANTS | ROŚLINY

6 Answer the questions using the words from the box. Which of these trees and flowers grow in your country?

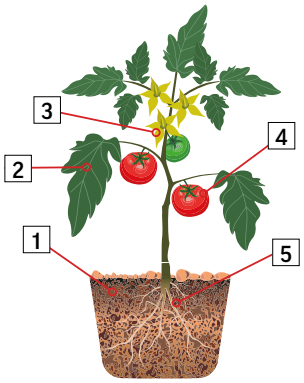
branch chestnut crown herb lily maple oak poppy rose seed spruce trunk vegetable violet willow

Which are ...

1 trees? *chestnut, maple, oak, spruce, willow*
2 parts of a tree? *branch, crown, trunk*
3 flowers? *lily, poppy, rose, violet*
4 things that you eat? *chestnut, herb, seed, vegetable*

7 Match items 1–5 in the picture to words a–e.

a flower *3*
b fruit *4*
c leaf *2*
d root *5*
e soil *1*



ANIMALS | ZWIERZĘTA

8 Can you guess the animals in the photos? Match the words from the box to the photos. There are three extra words.

alligator ant bat bee bull crab goat herring parrot whale


1 *goat*

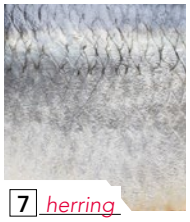

2 *bat*


3 *bee*


4 *alligator*


5 *parrot*


6 *whale*


7 *herring*

9 Put the animals from the box into the correct part of the table. Then add the animals from Exercise 8. Some animals can go into more than one category.

badger butterfly crocodile duck hamster lizard mosquito salmon tuna

Pets	*hamster, lizard*
Farm animals	*duck*
Birds	*duck*
Fish	*salmon, tuna*
Insects	*butterfly, mosquito*
Mammals	*cadger, hamster*
Reptiles	*crocodile, lizard*

10 Which animals make these sounds? Have you ever encountered any of these animals? Where was it?

bark buzz miaow moo roar

R

11 Choose the correct words to complete the sentences. Then in pairs, explain the meanings of the idioms.

1 Even though our dog is the biggest one in the neighbourhood, he wouldn't hurt a *bee* / *bird* / *fly*.
2 After chasing the sheep around the muddy farm, she looked like something the *cat* / *rat* / *dog* dragged in.
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*.
4 You can keep trying to convince me until the *dogs* / *cows* / *bulls* come home, but I won't change my mind.
5 I didn't know anyone at the environment conference, so I felt a bit like a *whale* / *shark* / *fish* out of water.

LANDSCAPE | KRAJOBRAZ

12 Read the sentences and complete the words. The first letter of each word has been given.

1 The largest **c***ontinent* in the world – in terms of both size and population – is Asia, which covers an area of 44.58 million km² and is inhabited by over 4.5 billion people.
2 The longest **r***iver* in Poland is the Vistula, which flows into the Baltic **S***ea*.
3 The only **d***esert* in Poland, and the largest one in Europe, sometimes described as the 'Polish Sahara,' is called Błędowska.
4 The length of Poland's Baltic **c***oastline* is approximately 770 km.
5 The largest **r***ainforest* in the world is the Amazon. Around 290 trillion trees grow there.

Exercise 10
Suggested answers
bark: dog
buzz: bee, fly, other insects
miaow: cat
moo: cow
roar: lion, tiger, bear

Exercise 11
Suggested answers
1 used to say that someone is very gentle and is not likely to hurt anyone
2 to look very dirty or untidy
3 used humorously to say that an area or room is not very big
4 for a very long time, or for ever
5 to feel uncomfortable because you feel you do not belong in a place or situation

13 SŁOWNICTWO

13 **Match the words from the box to make as many collocations as you can.**

area beach cliff coastline hill mountain path scenery shore slope town view village

1 coastal *area/cliff/path/scenery/town/view/village*
2 rural *area/beach/scenery*
3 rocky *area/beach/cliff/coastline/hill/mountain/path/scenery/shore/slope*
4 sandy *beach/path/shore/slope*

14 **In pairs, describe the landscape where you live or in a place you know well. Use the words from Exercises 12 and 13.** *Students' own answers*

ENVIRONMENTAL THREATS AND PROTECTION | ZAGROŻENIA I OCHRONA ŚRODOWISKA NATURALNEGO

15 **Complete the sentences with the correct prepositions. Then match each sentence with a problem from the box. There is one extra problem. Which of these problems do you think is the most serious? Why?**

air pollution animals becoming extinct deforestation global warming littering

Stop the cutting [1]*down (deforestation)* of forests in our country!

Pick [2]*up (littering)* after yourselves when you have a picnic in the park.

Turn [3]*off (air pollution)* your engine when waiting for someone!

Reduce the emissions [4]*of (global warming)* greenhouse gases.

16 13 02 **Do the quiz. Count how many As, Bs and Cs you have. Then listen to the results. In pairs, discuss your results and say what more you could do to be environmentally-friendly.** *Students' own answers*



How environmentally-friendly are you?

1 **How do you get to school?**
- a On a bike or walk.
- b By public transport.
- c By car.

2 **Do you turn off the lights when you leave a room?**
- a Yes, always.
- b Sometimes.
- c I often forget to do that.

17 13 02 **ŚRODKI JĘZYKOWE** **Which options complete the sentences correctly? Then listen again and check.**

1 You're on the right track when it comes to ____ global warming.
a protecting (b) preventing c preserving

2 Make sure you switch off the lights so that you don't ____ energy.
a leave b recycle (c) waste

3 It's important you stop ____ the environment.
(a) damaging b using c cutting

18 **What do these actions from the quiz help with? Match 1–5 to a–e.**

1 go by bike/walk *b*
2 turn off the lights *e*
3 take short showers *d*
4 don't pack food individually *c*
5 sort waste *a*

a recycling to reduce waste
b reducing car exhaust fumes
c reducing packaging
d reducing water consumption
e saving energy

19 13 03 **Listen to four speakers. Match problems a–h to speakers 1–4. Use each speaker twice. What other solutions can you think of for the problems described by each speaker?** R

a choose eco-friendly goods *1*
b consume less *1*
c don't buy packaged food *3*
d generate less pollution *4*
e leave animals in the wild *2*
f protect endangered species *2*
g reduce traffic congestion *4*
h use environmentally-friendly bags and containers *3*

3 **What do you do?**
- a Take short showers.
- b Take baths, but never add more warm water.
- c Take baths and keep adding more warm water.

4 **How do you pack your fruit and vegetables in a supermarket?**
- a I don't pack them individually.
- b I bring my own containers/recyclable bags.
- c I use the plastic bags that the supermarket provides.

5 **What do you do with all of your waste?**
- a I sort it by type (glass, plastic, paper, etc.).
- b I sort some of it, but not all of it.
- c I throw everything out into one bin.

20 **Match the words in the box to the definitions. Which of these do you think is the best alternative source of energy and why?**

fossil fuel hydroelectricity nuclear energy solar power wind power

1 The energy that you get from the sun. *solar power*
2 Coal, gas and petroleum are all forms of this. *fossil fuel*
3 A system that uses water for power. *hydroelectricity*
4 Using the movement of air to generate power and electricity. *wind energy*
5 Energy that comes from the bonds that make up atoms. *nuclear energy*

SPACE | PRZESTRZEŃ KOSMICZNA

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

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.

NATURAL AND ECOLOGICAL DISASTERS | KLĘSKI ŻYWIOŁOWE I KATASTROFY EKOLOGICZNE

22 13 04 **Listen to four recordings. Match the natural disasters from the box to the speakers. There is one extra word. In pairs, talk about the natural disasters that recently happened in Poland or in other countries that you know.**

avalanche drought earthquake flood hurricane

1 *flood* 2 *drought*
3 *avalanche* 4 *earthquake*

23 **Label the photos with the words from the box. There are two extra words.** R

extinction landslide nuclear explosion oil slick soil contamination tsunami typhoon volcanic eruption


1 *soil contamination*


2 *nuclear explosion*


3 *tsunami*


4 *landslide*


5 *oil slick*


6 *volcanic eruption*

24 **Copy the table and complete it with the words from Exercise 23. Then in pairs, discuss what natural and ecological disasters happen in Poland.**

Natural disasters	*extinction, landslide, tsunami, typhoon, volcanic eruption*
Ecological disasters	*deforestation, extinction, oil slick, soil contamination*

GO FOR IT

25 **In groups of three or four, do the task. Your school is organising an event to help students understand the importance of protecting the environment. Discuss one of the problems from the box. Talk about:**
Students' own answers
- its causes,
- the effect on your local environment and community,
- what students can do to reduce its effects.

Present your ideas to the class and have a vote for the best ideas.

air pollution drought littering wasting energy

13 04

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

13 SŁUCHANIE Uzupełnianie luk

1 **In pairs, list places where you can find lots of trees in your area. Think of local parks, woods or forests. Then answer the questions.** *Students' own answers*

1 How many types of tree can you name? Do you have a favourite type of tree?
2 What is the best time of year to see trees in Poland?
3 Should the authorities plant more trees? Why? / Why not?

TRENING MATURALNY

2 **Read the leaflet. In pairs, think about what type of word could complete each gap and discuss the options in the box.**

Asia / Brazil animal farming / industrial use
agriculture / construction sea levels / danger of extinction
2,300 / 10,000

Deforestation – The plain facts

Speaker: **Rose Wood** – entrepreneur and passionate environmentalist, whose latest project is to buy up land to replant trees that have been lost due to [1] *an activity*.

Main topics:

- The importance of trees to humans. How much we all depend on trees for things like fuel and materials for [2] *noun*.
- The importance of trees to nature. For instance, a single tree species can feed and protect approximately [3] *number* other types of wildlife.
- Urgent problems facing trees and the planet, including the fact that twenty percent of the different tree types in [4] *country/region* are at risk and the damage that deforestation is causing, for example increased temperatures and higher [5] *noun*.

Come and find out what we can do about it.

3 13 05 **Read the tip below. Then listen to a conversation between two friends who are thinking about going to the lecture and check your ideas in Exercise 2.**
1 animal farming 2 construction 3 2,300 4 Brazil 5 sea levels

Wyraz lub wyrażenie, którym należy wypełnić lukę, czasami pojawia się w nagraniu w takiej samej formie, jaka jest wymagana w tekście. Uwaga! Mogą mu towarzyszyć inne, podobne słowa (np. te same części mowy), które jednak nie są właściwymi odpowiedziami. Przykładowo, jeśli w luce brakuje liczebnika, w nagraniu najprawdopodobniej usłyszysz więcej liczb, ale tylko jedna z nich poprawnie uzupełni tekst.

4 13 05 **Listen again and note down the alternatives to the underlined words and phrases in the leaflet that are used in the recording. Check your answers in the audioscript.** *buy up – purchase; how much we all – all the ways we; approximately – about; twenty percent of the different tree types – one in five tree species*

ZADANIE MATURALNE

5 13 06 **Usłyszysz dwukrotnie rozmowę na temat sadzenia drzew. 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.**

Plant a tree today

Why?
Trees play an important role because they take CO_2 out of the air and [1] *store it*. Although planting a tree is great, we should try to [2] *decrease/reduce* our use of fossil fuels.

Which tree?
Choose a species which [3] *is like / is similar to* others growing in or near the area where you want to plant it.

Where?
Give your tree plenty of space to grow – it needs to be more than [4] *two/2 metres* away from the next tree or bush.

How?
Make a hole that is deep enough for the roots, and make sure you [5] *don't damage them / the roots* when planting the tree. Then make sure you support your young tree and protect it.

Only One Earth Let's look after it!

6 **SŁOWNICTWO** **Match the words from boxes A and B to make compound nouns from the lesson.**
carbon dioxide climate change sea level wildlife conservation

A | carbon climate sea wildlife
B | change conservation dioxide level

7 **In pairs, take it in turns to make true sentences about nature and the environment using the words or phrases in Exercise 6. Score one point for each correct sentence.** *Students' own answers*

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

1 What do you think about the ideas in Exercise 2 and Exercise 5?
2 What tree would you like to plant and where would you plant it?
3 How important is deforestation compared to other factors causing climate change?

Dobieranie zdań do wypowiedzi

R 13



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 Mercury Venus Earth Mars
Jupiter Saturn Uranus Neptune

2 13 07 **Listen to a lecturer talking about setting up a base on another planet. What is the major challenge she identifies?**
how to feed people / how to produce food

TRENING MATURALNY

3 13 07 **Read the tip below. Then choose the correct alternative in each case so that all four sentences match the recording. Listen and check.**

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.

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*).

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 ...

ZADANIE MATURALNE

5 13 08 **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

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 CZYTANIE Dobieranie zdań do luk w tekście

CLEANING FROM A KAYAK



Teenager William Darling from Norfolk, England, knew how littering can harm the environment. [1] C He wanted to clean it up to protect wildlife and repair the damage to its habitats. But there was a problem. It wasn't easy to reach the rubbish from the river bank. [2] D He cleaned up the river, not from the riverside path, but from his kayak.

In a relatively short time, this young ecological activist cleaned up rubbish from 160 kilometres of rivers and lakes. [3] E It was mostly plastic bags, bottles, food wrappers and aerosols. But he even found car tyres and a portable toilet!

During the following summer, William travelled abroad to help build schools and houses in Tanzania, East Africa. [4] A He cleaned plastic from the shores of the Indian Ocean and recycled rubbish into useful objects. Back home, William decided to work hard to clean up his local waterways again.

1 **In pairs, answer the questions. Then read the text to see what a teenage boy did to keep his local area clean.**
Students' own answers; William used his kayak to keep his local waterways litter free.

1 How do you feel when you see someone dropping litter on the street? What about if it's in the countryside?
2 What can you do to keep your town or local countryside clean?

TRENING MATURALNY

2 **Read the tip. Then choose the correct words to complete the sentences.**

1 I really care about the quality of the air I breathe. *However*, / *That's why* I encourage people to cycle or walk instead of driving.
2 A lot more people volunteered to pick up rubbish than we expected. *Despite this* / *So* we're going to be able to clean up the whole area in just a few hours.
3 The weather was terrible during the charity walk: it rained all day. *Although* / *What's more* we all got wet, we had a good time.
4 **A:** What environmental *problems* / *solutions* are you considering?
B: Well, we're going to make people pay ten pence for plastic bags.

Gdy rozwiązujesz zadanie na dobieranie zdań do luk, zastanów się również, czy dane zdanie pasuje do otoczenia luki. Czy informuje o przyczynie (*so*, *that's why*, *as a result*)? Czy skupia się na zjawiskach przeciwstawnych (*however*, *despite this*, *although*)? Czy dostarcza informacji dodatkowych (*besides*, *what's more*, *moreover*)? Czy słownictwo jest powiązane, np. za pomocą synonimów? Czy stanowi część serii pytań i odpowiedzi?

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 Although the work was hard, he still had time to get involved in another conservation project.
B Besides working so hard to clean up the river, William also started an environmental blog.
C So he felt sad when one day he found sixty-five pieces of rubbish on the river near his home.
D That's why he decided to do it from the water.
E What kind of litter did he pick out of the water?

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

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

1 What do you think of William's environmental work?
2 Have you ever taken part in any environmental activity to clean up the countryside?

5 **SŁOWNICTWO** **Complete the text with the correct form of words from the article. The first letter of each word has been given.**

I don't live near the sea or the [1]**o***cean*, but there's a lot of water near my home. There are all sorts of waterways: several streams, a river, a canal and a lake. I'm really into nature photography, so I often walk along [2]**r***iverside* paths or around the lake. The river, in particular, is a wonderful [3]**h***abitat* for wildlife.

The other day, I was standing on the river [4]**b***ank*, watching a family of ducks, when I noticed that someone had painted their name on a tree and then thrown the [5]**a***erosol* can into the river. It made me sad. Why do some people just not care about the nature whereas others get involved in [6]**c***onservation* projects?

6 **SŁOWNICTWO** **Choose the correct words to complete the questions. Then ask and answer them in pairs. Give reasons for your answers.**

- Would you like to get involved in a great new ecological [1]*project* / *blog*?
- Do you think it's time to [2]*make* / *repair* the damage caused by pollution?
- Do you feel sad when you see people [3]*harm* / *suffer* the environment?
- Do you think it's important to [4]*protect* / *reach* wildlife?
- Are you ready to get your hands dirty and [5]*clean* / *wash* up rubbish from our local beaches?

LIFE SKILLS | Finding a creative solution

7 **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.
- Think of other problems you've solved and see how those solutions could be adapted.

ZADANIE MATURALNE

1 **Przeczytaj tekst A na str. 242. 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 <u>not</u> 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.

ZADANIE MATURALNE

2 **Przeczytaj tekst B na str. 242. 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 wyrazów. 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.

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

13 R CZYTANIE

A

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)

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.

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*



Glossary:
sting – *użądlić*
pollinate – *zapylać*

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 09 **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 to interventions 1–3.**

Interventions

1 That sounds good, but I'm not sure people are very interested in bees. _c_
2 How will you get people to come to your Bee Day? _b_
3 What about if your beekeeper couldn't come for some reason? _a_

Responses

a I'm sure another beekeeper would agree to come instead.
b I have several ideas for promotion.
c It's our job to make them interested.

W zadaniu z odgrywaniem roli, 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. 251

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. 328

Negotiating, providing arguments and alternative solutions

You're right, but ...
That's true, but ...
Well, that may be so, but ...
I know what you mean, but ...
Even if that is so ...
Another thing (about / you can do is) ...
That's not a problem.
That's not something I'm worried about.

Explaining something in detail

In other words, ...
In fact, ... / The fact is ...
I mean, ...
One of the (big) problems is that ...
What I mean / I'm trying to say is ...

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

Exercise 4
Suggested answers:
a That's not a problem. / That's not something I'm worried about.
b That's not a problem. / That's not something I'm worried about.
c You're right, but … / That's true, but … / Well, that may be so, but … / I know what you mean, but …

5 13 09 **Listen again and tick the phrases in the Useful Phrases box which are used in the model role-play.**
Well, that may be so, but …
That's not something I'm worried about.
That's not a problem.

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

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. 367

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

13 09

13 ŚRODKI JĘZYKOWE Tekst z lukami

GRAMATYKA

A Complete the sentences with the words from the box.

another each other other others the other themselves yourself you

1 You were lucky you didn't hurt ___yourself___.
2 That's not correct, have ___another___ guess.
3 My two little cousins arrived yesterday and quickly made ___themselves___ at home.
4 Stop arguing with ___each other___ and start tidying up your bedrooms, please.
5 You should always remember not to put ___others___ or yourself in danger.
6 ___You___ should always be careful while crossing a busy road.
7 I think you should learn at least two foreign languages while for ___other___ people one is enough.
8 One of my ears seems to be bigger than ___the other___ one.

B Complete the sentences with the correct relative pronouns. Sometimes there is more than one correct answer.

1 I don't like Mrs Sanders, ___who___ teaches Maths in our school.
2 I love the dress ___which/that___ you bought in France.
3 Winchester, ___where___ we met, has a very beautiful cathedral.
4 The boy ___whose___ cat went missing couldn't stop crying.
5 Sunday morning is a time ___when___ many people go jogging.
6 Do you know the girl ___who/that___ is dancing with Mark?
7 Bournemouth, ___which___ attracts many tourists in the summer, is very close to Poole.
8 He walked me home after the party, ___which___ was very kind of him.
9 Mr Smith is the man ___who/that___ teaches us English.
10 That's the boy ___whose___ brother is a famous musician.

C Choose the correct forms to complete the sentences.

1 I like our car much more than *their* / (*theirs*).
2 Could you stop using (*my*) / *mine* lipstick instead of yours?
3 *Mike's* / (*Mike*) and Mark's bedroom hasn't been tidied up for ages.
4 *Ours* / (*Our*) neighbours had a very loud party in their flat yesterday.
5 Her dress really suits me, but I'd rather borrow *your* / (*yours*).
6 *The meeting of tomorrow* / (*Tomorrow's meeting*) has been postponed.

▶ ZAIMKI, STR. 310
▶ ZDANIA PRZYDAWKOWE, STR. 311
▶ FORMY DZIERŻAWCZE, STR. 313

TRENING MATURALNY

1 Read the tip below and complete the sentences with one word in each gap.

1 In my block of flats, almost ___everybody/everyone___ recycles as much as possible and tries to create less waste.
2 Apparently, there is no rescue strategy for polar bears ___that/which___ wander off to Iceland.
3 Over twenty environmentalists cooperated with ___another___ another to improve the quality of water in the area.
4 ___You___ should never feed animals in the zoo with your own 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.

Poniższe pytania pomogą ci uzupełnić zdania w ćwiczeniu 1:

1 Jaki zaimek nieokreślony oznacza „każdy" lub „wszyscy"?
2 Jakie dwa zaimki względne poprawnie uzupełniają tę lukę?
3 Jaki zaimek wzajemny używany jest przy opisie relacji trzech lub więcej osób?
4 Który z często używanych dwóch zaimków bezosobowych pasuje do tej luki?

2 Complete the sentences with one word in each gap.

1 Dr Fujita is the meteorologist ___who/that___ created the Fujita Scale – a system of classifying the intensity of tornadoes.
2 I'm afraid absolutely ___nothing___ has been done so far to protect our town from flooding in case of extreme rainfall.
3 Sarah got some help with her project about environmentally friendly products, while I did ___mine/it___ completely on my own.
4 Cornwall's landscape is breathtaking and ___its/the___ coastline stretches for over 300 miles.
5 My sister and I always remind each ___other___ to switch off the light before leaving our bedroom.
6 The vision of our organisation is a world ___where/whose___ animals live free from cruelty.

3 Complete the text with one word in each gap.



WAYS TO SAVE OUR PLANET

The future of our planet is in our hands. We are all responsible for damaging the environment, so [1] *everybody/everyone/you/we* should do something every single day to protect it. Doing small things or avoiding certain actions would make all the difference. For example, to save water at home, [2] *you* shouldn't leave the water running while brushing your teeth. It's a simple but effective way of reducing water waste. This is just one example of what can be done on a regular basis by all of us. Governments and people in power also have a very important role to play. At the moment, some politicians take global warming very seriously, while [3] *others* are not concerned about it at all. This is worrying, because if governments of different countries don't work with [4] *one* another to solve issues concerning global warming, climate change will have very negative consequences in the very near future. Most experts seem to agree that one of the most important questions now is [5] *how* to produce energy without emitting planet-warming greenhouse gases. Some people claim goods and services [6] *that/which* harm the environment should be taxed more heavily. And since cars have a negative impact on the environment, [7] *they* should be completely banned from city centres.

ZADANIE MATURALNE

4 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

WORLD ENVIRONMENT DAY



YOUR TURN FOR ACTION!

It's 5th of June today and officially World Environment Day! Do you know that it's been celebrated since 1974? The global campaign sets out to restore land and water through the actions of both institutions and individuals in more than 100 countries. This is the day to do [1] *something*, even very small, to protect the planet and celebrate!

If you want to make a change this World Environment Day, but aren't sure [2] *where/how* to begin, here are three simple ideas for a good start:

1 Shop locally, but remember to take a reusable bag to cut down on plastic use. (It may be a small step, [3] *but/yet* it's an important one.)
2 Join a tree-planting project. Or maybe you could plant your own tree [4] *if/when/should* you have the chance.
3 Take photos and write about your projects on social media. This may sound like silly advice, but it helps to spread the initiative. Now is the time for everybody to get involved in the protection of our planet. Why not make every day World Environment Day, and make [5] *these/our* single actions count?

▶ ZADANIA DODATKOWE STR. 250

1 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 an interesting article 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 Lowering CO_2 emissions has become an urgent priority for our business – the CEO of our company should have dealt with it *himself/herself* rather than waiting for government regulations.
6 In my opinion, *everything* possible should be done to bring the excessive use of plastics under control.
7 The atmospheres of *both* Mars and Venus have similar components to the Earth's but in different proportions.

ZADANIE MATURALNE

2 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.

13 PISANIE E-mail

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Chcesz wziąć udział w weekendowej akcji sprzątania lasu. W e-mailu do koleżanki:

- przedstaw szczegóły organizacyjne akcji,
- zaproś ją do wzięcia udziału w wydarzeniu i wyjaśnij, czemu to dobry pomysł,
- poproś o pożyczenie plecaka i uzasadnij prośbę,
- odpowiedz na jej prośbę o zaopiekowanie się psem w czasie wakacji.

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

Dear Lindsay,

Have you heard about the 'clean up our forest' activity that's taking place next weekend?

It's at the New Forest from Saturday morning until Sunday evening. You can either go for just a few hours or you can take a tent and spend the whole weekend there.

If you're free next weekend, why don't you come along with me? There are people coming from all over the country, so it's sure to be fun, and it's good for the environment, too. I really hope you can make it.

Also, I have a favour to ask: would it be all right if I borrowed your green backpack? I've only got a small one, and it's not big enough for all my things.

By the way, I'd really love to look after Luna at my place, but I can't. My brother is allergic to fur and he gets terribly sick when dogs are around. I'm really sorry about it!

Let me know about next weekend.

Best,
XYZ



1 **In pairs, make a list of things that you and your friends could do to help protect the environment. Then say which things are the most useful and which are the most practical.** *Students' own answers*

2 **Read the sample task and the model answer above. Then in pairs, find a request and a response to a request.** *Request: … would it be all right if I borrowed your green backpack?*
Response to a request: … I'd really love to look after Luna at my place, but I can't.

TRENING MATURALNY

3 **Read the tip below. Then in groups, discuss the differences between being polite in English and in Polish.** *Students' own answers*

W języku angielskim krótkie, bezpośrednie prośby mogą wydawać się nieuprzejme. Znacznie grzeczniej zabrzmi dłuższa prośba wyrażona nie wprost. Przykładowo, gdy ktoś siedzi zbyt blisko ciebie, bezpośrednie *Can you move?* jest mniej uprzejme niż *I wonder if you could possibly move over, please.*

Elementem uprzejmości jest też dodawanie do prośby uzasadnienia, np. *Would you mind moving over a little bit? There isn't much room on this sofa.*

Podobnie gdy chcemy komuś odmówić – uprzejmie jest dodać powód odmowy: *I'm sorry, I can't help you at the moment. I'm really busy.*

Prośby wyrażone pisemnie są najczęściej bardziej formalne od ustnych.

USEFUL PHRASES ▶ STR. 337

Expressing a request

I have a favour to ask.
Do you think I/we could …?
Would it be all right if I (borrowed your …)?
Would you mind (lending me your …)?
Could you (possibly) …?
I wonder if you could …
I'd really appreciate it if you could …

Accepting a request

Of course, I can do that for you.
I'd be delighted/happy to help you out.
Sure, no problem.

Refusing a request

I'm (really) sorry, but I can't / won't be able to …
I'd rather not / you didn't …
I'd love to, but …

4 **Read the Useful Phrases box. Rewrite sentences 1–6 using the words in brackets to make them more polite.**

Possible answers:

1 Can you switch off the light? (possibly)
Could you possibly switch off the light?
2 Can I borrow your bike? (all right)
Would it be all right if I borrowed your bike?
3 Help me with my homework. (appreciate) *I'd really appreciate it if you could help me with my homework.*
4 Can you take the rubbish out? (mind)
Would you mind taking the rubbish out?
5 Can we have the party at your house? (think)
Do you think we could have the party at your house?
6 Feed my pets while I'm on holiday, all right? (wonder)
I wonder if you could feed my pets while I'm on holiday.

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

5 **Rewrite the underlined sections in this email to make it more polite.**

To: Sasha
From: Alex

Hi Sasha

[1]I can't come round to yours this evening. Sorry. [2]Come to mine instead.

Listen, my parents want me to go camping in the mountains with them next weekend. I don't want to go on my own, so [3]come with us! [4]Go on, you'll make me happy if you come! There's nothing to do there in the evenings, so [5]bring that card game we played last week. Speaking of games, [6]lend me that new video game you got for your birthday.

Cheers,
Alex

6 **Work in pairs. Write a short message with a request (up to fifty words). Then read your partner's message and write a short reply. Compare your messages with another pair.** *Students' own answers*

UCZEŃ A

1 Poproś kolegę/koleżankę o pomoc w pracach w ogrodzie. Uzasadnij swoją prośbę.
2 Przeczytaj tekst ucznia B. Wyraź zgodę i w zamian poproś kolegę/koleżankę o pożyczenie czegoś innego. Uzasadnij prośbę.

UCZEŃ B

1 Poproś kolegę/koleżankę o pożyczenie namiotu i uzasadnij prośbę.
2 Przeczytaj tekst ucznia A. Uprzejmie odmów i szczegółowo uzasadnij odmowę.

CULTURE BIT | The British and words of affection

British people often address friends and even complete strangers with words of affection. This can seem very strange to foreign visitors. For example, in Devon and Cornwall in the south-west of England, a shop assistant might call you *my lover*. Other words used in different parts of the country are: *darling*, *sweetie*, *love*, *hon* (*honey*), *mate*, *pal*, *sis*, *duck* and the more recent American terms *bro* and *dude*.

8 **Imagine you have to do an environmental project at school. In pairs, agree on what project you could do. Then ask your partner politely to do different parts of the project. Respond appropriately.** *Students' own answers*

ZADANIE MATURALNE

9 **Do the task.**

Wraz z kolegami i koleżankami z klasy organizujecie akcję informacyjną na temat alternatywnych źródeł energii. Chcesz zaangażować do współpracy kolegę z wymiany uczniowskiej. W e-mailu do niego:

- wyjaśnij, dlaczego taka akcja jest ważna,
- poproś go o pomoc, informując, jakie zadania zostały jeszcze do wykonania,
- napisz, co już zdążyliście zrobić,
- zaproś go do współpracy i obiecaj dobrą zabawę.

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

Hi Eddie,

Only three days to go until the start of the Green Energy project at my school.

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

Exercise 5
Possible answers:
1 I'm sorry, but I won't be able to come round to yours this evening.
2 How about coming to mine instead?
3 if you're free, why don't you come with us?
4 I'd really appreciate it if you could come.
5 … would you mind bringing that card game …?
6 … I wonder if you could lend me that new video game … .

LIFE SKILLS | Interpersonal communication

7 **In pairs, discuss how important it is to be polite in different situations. Then match the tips for being polite 1–7 with reasons a–g. Do you find these tips useful?**

1 You shouldn't interrupt people when they're talking. _c_
2 You shouldn't touch or stand too close to people you don't know well. _e_
3 You shouldn't laugh at people when they do something wrong. _a_
4 You should say *please* and *thank you* when you ask someone to do something. _f_
5 You should answer emails, letters and texts quickly. _b_
6 You should apologise when you can't do something for someone or when you get something wrong. _g_
7 You shouldn't point your finger at people or shout at them. _d_

a We should be kind when people make mistakes because we all make them.
b There is no reason to make other people wait when it's not necessary.
c It's important to listen to other people's opinions.
d If you're aggressive to people, they are less likely to cooperate with you.
e Different cultures have different ideas on appropriate physical contact.
f They're only small words, but they show you respect others.
g When you say sorry, people are usually ready to forgive you.

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

13 LISTA SŁOWNICTWA

THE WEATHER | POGODA

above/below zero – powyżej/poniżej zera
blow – wiać
breeze – lekki wiatr
brighten up – rozpogadzać się, przejaśniać się
chilly – zimny, zimno
clear (up) – rozpogadzać się, przejaśniać się
cloud – chmura
cloudy – pochmurny, pochmurno
cold – zimny, zimno
~ **front** – zimny front
cool – chłodny, chłodno
degrees Celsius/Centigrade – stopnie Celsjusza
drop to (zero degrees) – spaść do (zera stopni)
extreme weather conditions / temperatures – ekstremalne warunki pogodowe / temperatury
fog – mgła
thick ~ – gęsta mgła
foggy – mglisty, mglisto
forecast – prognozować
freezing – przenikliwie zimny/zimno
frost – mróz
frosty – mroźny, mroźno
heat – upał
hot – gorący, gorąco
ice – lód
icy – lodowaty
lightning – błyskawica, piorun
meteorologist – meteorolog
meteorology – meteorologia
mist – lekka mgła
misty – mglisty, mglisto
pour down / pour (with rain) – lać, padać obficie
pressure – ciśnienie
air ~ – ciśnienie powietrza
high/low ~ – wysokie/niskie ciśnienie
rain – deszcz
freezing ~ – marznący deszcz
heavy/pouring ~ – ulewny deszcz
light ~ – lekki deszcz
rain – padać (o deszczu)
rainfall – opady deszczu
rainy – deszczowy, deszczowo
rise – wzrosnąć
shine – świecić
shower – przelotny deszcz
showery – z przelotnymi opadami deszczu
sky – niebo
clear ~ – bezchmurne niebo
snow – śnieg
heavy ~ – obfity śnieg
snow – padać (o śniegu)
snowy – śnieżny, śnieżnie
storm – burza
stormy – burzowy, burzowo
sun – słońce
sunny – słoneczny, słonecznie
sunshine – światło słoneczne, słońce
temperature – temperatura
average ~ – średnia temperatura
thunder – grzmot
thunderstorm – burza z piorunami
warm – ciepły, ciepło
weather – pogoda
~ **forecast/report** – prognoza pogody
~ **warning** – ostrzeżenie pogodowe
wet – mokry, mokro
wind – wiatr
windy – wietrzny, wietrznie

SEASONS | PORY ROKU

autumn – jesień
dry season – pora sucha
rainy season – pora deszczowa
spring – wiosna
summer – lato
wet season – pora deszczowa
winter – zima
solstice – przesilenie zimowe/letnie

CLIMATE | KLIMAT

● **atmosphere** – atmosfera
● **climate change** – zmiana klimatu
dry – suchy, sucho
hot climate – klimat gorący
humid – wilgotny, wilgotno
mild climate – klimat łagodny
moderate climate – klimat umiarkowany

PLANTS AND ANIMALS | ROŚLINY I ZWIERZĘTA

PLANTS | ROŚLINY

branch – gałąź
bush – krzak
crop – uprawa, plon
crown – korona (drzewa)
flower – kwiat
fruit – owoc
grass – trawa
herb – roślina zielna
leaf – liść
leaves – liście
root – korzeń
seed – nasiono, ziarno
soil – gleba
species – gatunek
stem – łodyga
trunk – pień

FLOWERS | KWIATY

lily – lilia
poppy – mak
rose – róża
sunflower – słonecznik
tulip – tulipan
violet – fiołek

TREES | DRZEWA

chestnut – kasztan
maple – klon
oak – dąb
spruce – świerk
willow – wierzba

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

cut down a tree – wyciąć drzewo
grow – rosnąć; uprawiać
grow plants – hodować rośliny
harvest – zbierać (plony)
pick fruit – zbierać owoce
plant – sadzić
water – podlewać

ANIMALS | ZWIERZĘTA

creature – stworzenie
domestic animal – zwierzę domowe
in the wild – na wolności
mammal – ssak
reptile – gad
tame – oswojony

FARM ANIMALS | ZWIERZĘTA GOSPODARSKIE

bull – byk
cow – krowa
donkey – osioł
duck – kaczka
goat – koza
hen – kura
horse – koń
lamb – jagnię, owieczka
pig – świnia
rabbit – królik
sheep – owca, owce

PETS | ZWIERZĘTA DOMOWE

guinea pig – świnka morska
hamster – chomik
kitten – kocię, kociak
puppy – szczenię, szczeniak

WILD ANIMALS | DZIKIE ZWIERZĘTA

alligator – aligator
badger – borsuk
bat – nietoperz
bear – niedźwiedź
polar ~ – niedźwiedź polarny
camel – wielbłąd
chimpanzee/chimp – szympans
crab – krab
crocodile – krokodyl
deer – sarna, jeleń
dolphin – delfin
elephant – słoń
fox – lis
hare – zając
lion – lew
lizard – jaszczurka
monkey – małpa
rat – szczur
seal – foka
snake – wąż
squirrel – wiewiórka
tiger – tygrys
whale – wieloryb
wild boar – dzik
wolf – wilk

BIRDS | PTAKI

owl – sowa
parrot – papuga
pelican – pelikan
penguin – pingwin
pigeon – gołąb
swan – łabędź

FISH | RYBY

herring – śledź
salmon – łosoś
sardine – sardynka
tuna – tuńczyk

INSECTS | OWADY

ant – mrówka
bee – pszczoła
beetle – chrząszcz
butterfly – motyl
fly – mucha
mosquito – komar

ANIMAL BODY PARTS | CZĘŚCI CIAŁ ZWIERZĄT

beak – dziób
feather – pióro
flipper – płetwa (wieloryba, delfina, foki)
horn – róg
scales – łuski
tail – ogon
wing – skrzydło

VERBS | CZASOWNIKI

bark – szczekać
bite – gryźć
breed – hodować (zwierzęta)
buzz – brzęczeć
feed – żywić się; karmić
miaow – miauczeć
moo – muczeć
roar – ryczeć

IDIOMS | IDIOMY

R
be/feel like a fish out of water – czuć się nieswojo
He wouldn't hurt a fly. – Nie skrzywdziłby nawet muchy.
look like something the cat dragged in – wyglądać jak siedem nieszczęść, być w opłakanym stanie
there is not enough room to swing a cat – nie ma się tu gdzie obrócić, jest za mało miejsca
till the cows come home – bez końca, w nieskończoność

LANDSCAPE | KRAJOBRAZ

bay – zatoka
beach – plaża
rocky/sandy ~ – skalista/piaszczysta plaża
canal – kanał
canyon – kanion
cave – jaskinia
cliff – klif, urwisko
coast – wybrzeże
coastline – linia brzegowa
continent – kontynent
coral reef – rafa koralowa
desert – pustynia
farmland – tereny uprawne
field – pole
forest – las
glacier – lodowiec
hill – wzgórze, pagórek
island – wyspa
lake – jezioro
landscape – krajobraz
mountain – góra
~ **range/top** – łańcuch/szczyt górski
● **ocean** – ocean
path – ścieżka
pond – staw
rainforest – las deszczowy
reservoir – zbiornik
river – rzeka
● **river bank / riverside** – brzeg rzeki
sand – piasek
scenery – pejzaż, krajobraz
sea – morze
shore – brzeg (morza, jeziora)
slope – zbocze, stok

stream – strumień
valley – dolina
volcano – wulkan
waterfall – wodospad
waterway – droga wodna
wave – fala
wood / the woods – las

ADJECTIVES | PRZYMIOTNIKI

coastal – przybrzeżny, nadmorski
rocky – skalisty
rugged – nierówny, wyboisty
rural – wiejski
sandy – piaszczysty

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

cover an area – występować na obszarze, pokrywać obszar
flow – płynąć
~ into a sea – wpadać do morza
~ through a country – przepływać przez kraj
lie – leżeć
stretch from sth to sth – rozciągać się od czegoś do czegoś
surround – otaczać

ENVIRONMENTAL THREATS AND PROTECTION | ZAGROŻENIA I OCHRONA ŚRODOWISKA NATURALNEGO

● **aerosol** – aerozol
● **carbon dioxide** – dwutlenek węgla
coal – węgiel
consumerism – konsumpcjonizm
consumption – konsumpcja, zużycie
disposable – jednorazowego użytku
disposal of sth – usuwanie, pozbywanie się czegoś
dump – wysypisko śmieci
● **ecological** – ekologiczny, związany z ekologią
energy-saving – energooszczędny
environment – środowisko naturalne
environmentalist – ekolog, ekolożka
environmentally friendly products – produkty przyjazne dla środowiska
exhaust fumes – spaliny
green issues – kwestie związane z ekologią
green products – produkty ekologiczne
greenhouse gas – gaz cieplarniany
● **habitat** – środowisko życia, siedlisko
litter – śmieci
littering – zaśmiecanie
natural resources – zasoby naturalne
organic – naturalny, ekologiczny
ozone layer – powłoka ozonowa
hole in the ~ – dziura ozonowa
ozone-friendly – bezpieczny dla powłoki ozonowej
packaging – opakowanie
pollution – zanieczyszczenie
air/soil/water ~ – zanieczyszczenie powietrza/gleby/wody
industrial ~ – zanieczyszczenia przemysłowe
protection – ochrona
recyclable – nadający się do przetworzenia
recycling – recykling
rise in temperature – wzrost temperatury
● **rising sea level** – podnoszący się poziom mórz
smog – smog
waste – odpady
● **(wildlife) conservation** – ochrona przyrody
contaminated air – skażone powietrze R
carbon footprint – ślad węglowy
eco-friendly goods – towary przyjazne dla środowiska
endangered – zagrożony
landfill site – składowisko odpadów
negative impact on sth – negatywny wpływ na coś
packaged food – żywność paczkowana
reusable – wielokrotnego użytku
sustain – podtrzymywać
sustainable – nienaruszający równowagi ekologicznej
~ agriculture – rolnictwo zrównoważone
~ development – zrównoważony rozwój
traffic congestion – korki
unsustainable – naruszający równowagę ekologiczną

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

ban (cars from city centres) – zakazać (wjazdu samochodów do centrów miast)
be green – być nastawionym proekologicznie
● **clean up litter** – sprzątać śmieci
conserve the environment – chronić środowisko naturalne
cut down forests – wycinać lasy
cut down on sth – ograniczyć, redukować coś
damage the environment – niszczyć środowisko
● **harm the environment** – szkodzić środowisku
leave the water running – zostawić odkręcony kran
pick up litter – sprzątać śmieci
preserve sth for future generations – zachować coś dla przyszłych pokoleń
prevent global warming – zapobiegać globalnemu ociepleniu
protect – chronić
● **~ wildlife** – chronić dziką przyrodę
recycle paper/glass/plastic/waste – przetwarzać / ponownie wykorzystywać papier/szkło/plastik/odpady
reduce (the emissions of sth) – zmniejszać, ograniczać (emisję czegoś)
● **repair the damage** – naprawiać szkody
save energy/water – oszczędzać energię/wodę
sort waste – segregować odpady
turn off your engine – wyłączać silnik
waste energy/resources – marnować energię/zasoby
absorb – wchłaniać, absorbować R
consume (less) – (mniej) zużywać, konsumować
give off oxygen – wydzielać tlen
lower CO_2 emissions – obniżyć emisję CO_2

ALTERNATIVE SOURCES OF ENERGY | ALTERNATYWNE ŹRÓDŁA ENERGII

energy – energia
clean ~ – czysta energia
generate/produce ~ – wytwarzać energię
nuclear ~ – energia nuklearna
renewable ~ – energia odnawialna
source of ~ – źródło energii
fuel – paliwo
fossil ~ – paliwo kopalne
hydroelectricity – energia elektryczna z hydroelektrowni
natural gas – gaz ziemny
oil – ropa naftowa
petrol – benzyna
petroleum – ropa naftowa
power – energia
electric/solar/water/wind ~ – energia elektryczna/słoneczna/wodna/wiatrowa
power plant/station – elektrownia
solar/wind farm – elektrownia słoneczna/wiatrowa
store sth – magazynować coś

ECOLOGICAL DISASTERS | KATASTROFY EKOLOGICZNE

become extinct – wymierać
deforestation – wylesianie
destruction (of the coral reef) – zniszczenie (rafy koralowej)
ecological/environmental catastrophy/disaster – katastrofa ekologiczna
global warming – globalne ocieplenie
melt – topnieć
extinction – wymarcie, wytępienie R
be on the brink of ~ – być bliskim wyginięcia
ultimate ~ – ostateczne wyginięcie
nuclear explosion – wybuch atomowy
oil slick – plama ropy
soil contamination – skażenie gleby

NATURAL DISASTERS | KLĘSKI ŻYWIOŁOWE

avalanche – lawina
destruction – zniszczenie
disaster area – obszar klęski
drought – susza
earthquake – trzęsienie ziemi
evacuation – ewakuacja
famine – głód
fire – pożar
bush/forest ~ – pożar buszu/lasu
flood – powódź
hurricane – huragan
lava – lawa
state of emergency – stan zagrożenia, stan wyjątkowy
tornado – tornado, trąba powietrzna
tsunami – tsunami
victim – ofiara
landslide – osuwisko R
typhoon – tajfun
volcanic eruption – wybuch wulkanu

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

alert – zaalarmować
collapse – zawalić się, runąć
destroy – zniszczyć
erupt – wybuchnąć (o wulkanie)
evacuate – ewakuować
flood – zalać, zatopić
overflow – wystąpić z brzegów (o rzece)
panic – panikować
pose a serious threat (to sb) – stanowić poważne zagrożenie (dla kogoś)
rescue – ratunek, pomoc
~ services – służby ratunkowe
shake – zatrząść się
survive – przeżyć, przetrwać
threaten – zagrażać
warn against sth – ostrzegać przed czymś

SPACE | PRZESTRZEŃ KOSMICZNA

astronaut – astronauta, astronautka R
astronautics – astronautyka
exploration – badanie, eksploracja
● **horizon** – horyzont
International Space Station (ISS) – Międzynarodowa Stacja Kosmiczna
● **launch** – wystrzelić
lift off – wystartować, oderwać się od ziemi (o rakiecie, statku kosmicznym)
Moon – Księżyc
● **new moon** – nów (faza Księżyca)
● **orbit** – orbita
outer space – przestrzeń kosmiczna
● **satellite** – satelita
● **shooting star** – spadająca gwiazda
● **solar system** – Układ Słoneczny
space junk/debris – kosmiczne śmieci
● **spacecraft** – statek kosmiczny
Sun – Słońce
● **UFO** – ufo
universe – wszechświat

LISTA 13 PODSTAWOWA

LISTA 13 PODSTAWOWA +ROZSZERZONA

TEKST Z LUKAMI

1 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

Alligator vs crocodile

Alligators and crocodiles look alike because they share a common ancestor. They both have long bodies with prominent bellies and short legs. Strong tails help both creatures move through the water quickly. They can also use their tail to defend [1] *themselves* if they are attacked. Both animals lay eggs and hunt in the water and on the land [2] *where* they live.

However, millions of years ago they began to evolve differently to each [3] *other*, and they now belong to two different families. [4] *If/When* you compare them side by side, you can see that adult crocodiles are larger than alligators. They are also a lighter colour and their head and mouth – known as the snout – is narrower and V-shaped. [5] *Because* of the specific shape of their snout, crocodiles are unable to hide their teeth. Alligators, on the other hand, have shorter, U-shaped snouts and, when the mouth is closed, you can't see their lower teeth.

TEKST Z LUKAMI R

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 R

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. 367

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



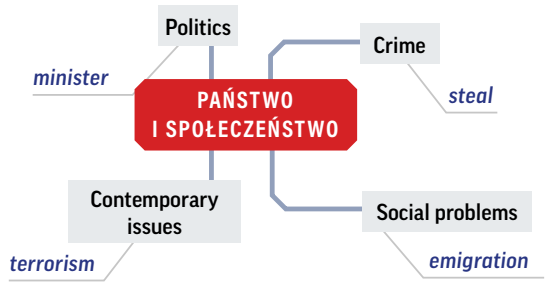
1



2

LOOK BACK

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



STATE | PAŃSTWO

2 **Look at photos 1 and 2 above. Do you know these buildings? Where are they? What is their function? Then choose the correct words to complete the texts.** R

Photo 1 shows the US [1]*Capitol* / *Presidential* Building in Washington, DC. It's where the United States [2]*Congress* / *Mayors* meets. This is the legislative branch of the US [3]*institution* / *government*, which is made up of the [4]*Cabinet* / *Senate* and the [5]*House of Representatives* / *House of Lords*. It is also here where all [6]*presidents* / *councillors* since Thomas Jefferson have been inaugurated.

Photo 2 shows 10 Downing Street, the official residence of the British [7]*prime minister* / *president*, who is the head of the UK government. However, a monarch (a king or queen) is the head of [8]*country* / *state*. All the laws in the UK are made by the [9]*authorities* / *parliament*, which consists of the House of Commons and the House of Lords. The House of Commons consists of 650 [10]*Representatives* / *Members* of Parliament who are chosen by the British public in a voting process. The number of members in the House of Lords is not fixed and one can become a member by appointment or recommendation.

3 **Complete the text with the words from the box. There are two extra words. Then in pairs, cover the text and use the words from the box to say what you know about the Polish government.** R

applied Cabinet chancellor courts implement judiciary passes prosecution ratifies resolves state



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.

4 **Choose the correct words to complete the sentences. More than one answer might be correct.** R

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 At the beginning of 2025, there were around 37.5 million *inhabitants* / *residents* living in Poland, which means that Poland has the fifth-largest population among the member states of the European Union (after Germany, France, Italy and Spain).
5 Poland's national *song* / *anthem* is called *Poland Is Not Yet Lost* and was written by Józef Wybicki in 1797.
6 It was estimated at the end of 2023 that there were around 1.5 million Polish *citizens* / *nations* living in other European countries, most of whom stayed in the EU member states.



CONTEMPORARY ISSUES | PROBLEMY WSPÓŁCZESNEGO ŚWIATA

5 14 01 **Listen to the news report and complete the notes with one word in each gap.**

Riots in the main square

Earlier in the day, an angry [1] *mob/group/crowd* was occupying the main square. They were [2] *protesting* against the newly-appointed president. They started demonstrating [3] *peacefully*, but that turned into [4] *violence* very quickly. Unfortunately, the police had to ask the [5] *military* to get involved in order to control the protesters. In the end, the protesters had to [6] *surrender*.



6 **Complete the table with the correct forms. Which of these crimes do you hear about in the news most often?**

Verb	Crime	Person
[1] *burgle*	[2] *burglary*	burglar
deal drugs	[3] *drug dealing*	[4] *drug dealer*
kidnap	[5] *kidnapping*	[6] *kidnapper*
[7] *murder*	murder	[8] *murderer*
pick sb's pocket	[9] *pickpocketing*	pickpocket
[10] *rob*	[11] *robbery*	robber
[12] *shoplift*	shoplifting	[13] *shoplifter*
smuggle	[14] *smuggling*	[15] *smuggler*
	[16] *theft*	thief

7 **Complete the sentences with words formed from the words *burglar*, *robber* and *thief*. More than one answer might be correct.**

1 It was reported on the news that there was an armed *robbery* at our local bank.
2 When we woke up, we realised that we had been *burgled/robbed*. Our TV and tablets were missing.
3 Once lessons finished, I realised that a *thief* had taken my bike that was chained to the bike rack outside the school.
4 When I was shopping yesterday, someone took my wallet, so I reported the *theft/robbery* to the police.
5 The police believe that there were two *burglars* who had got in through the kitchen window.

8 **ŚRODKI JĘZYKOWE** **Complete the sentences with the words formed from the words in brackets.**

1 The *criminal* (CRIME) was sentenced to five years in prison.
2 The *defence/defence's/defendant's* (DEFEND) lawyer tried to negotiate a deal for her client.
3 All of the *evidence* (EVIDENT) pointed towards the woman, including her fingerprints.
4 His parents wanted him to get away with it, but his *punishment* (PUNISH) for spray-painting the school was 300 hours of community service.
5 He was driving 80 kph in a 60 kph zone and was given a ticket for *speeding* (SPEED).
6 The playground equipment needs to be replaced due to acts of *vandalism* (VANDAL).

14 SŁOWNICTWO

9 **Match the words from the box to photos 1–5. In pairs, describe what you think is happening in the photos. What other people do you know related to crime?**

hacker private detective suspect victim witness



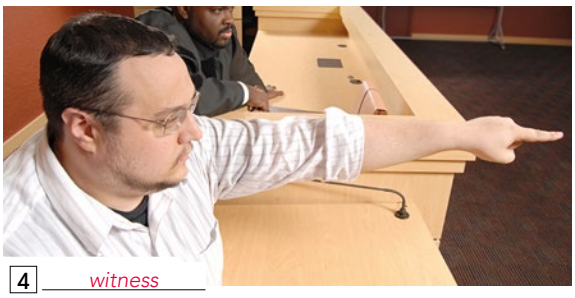
1 *suspect*



2 *private detective*



3 *hacker*



4 *witness*



5 *victim*

10 **Match the people from Exercise 9 to quotes 1–5. Then write your own quotes for the people you added in Exercise 9.**

1 I follow people, talk to witnesses and collect evidence so that the client can prove their case. *private detective*

2 I saw it happening. The man ran up to her and pulled her bag, and then ran away with it. She fell over when he did it. *witness*

3 The police are saying that I did it, but I wasn't even near the place when it happened. *suspect*

4 He sneaked up on me and took the purse from my bag before I could blink. *victim*

5 I break into computer systems and I steal data. You can make a lot of money from it. So far I haven't been caught. *hacker*

11 **ŚRODKI JĘZYKOWE** **Choose the correct option to complete each pair of sentences.**

1 I wasn't anywhere near where it happened and I didn't see anything, so I asked the prosecutor to ____ the charges.

As the scene unfolded, the police officer asked the man to ____ his weapon and raise his hands in the air.

a press **b** drop **c** shoot

2 It turned out that the accused ____ a long criminal record.

The police officers told us that we ____ the right to remain silent or anything that we said could be used against us.

a took **b** gave **c** had

3 The TV series was about a man who tried to ____ out of prison.

I overheard some people discussing how to ____ into the grocery shop.

a burgle **b** break **c** bribe

4 The woman was ____ on bail as the prosecutor didn't have much evidence against her.

I loved watching that TV mini-series and it was very emotional when the main character was ____ from prison right at the show end.

a released **b** imprisoned **c** committed

5 Do we as a society owe anything to people who choose to live a ____ of crime?

The famous actor Jack Cameron was found guilty of manslaughter and he was given a ____ sentence.

a trial **b** penalty **c** life

6 The authorities revealed that one of the ____ officers helped the criminals break out of jail.

He was already serving a ____ sentence when he found out that the investigators managed to find the money he had stolen.

a prison **b** security **c** ransom

12 Complete the text with the correct prepositions.

Last month a group of four men held [1] *up* the local bank. They threatened to blow [2] *up* the whole place if the bank employees didn't hand over the money.
A quick-thinking security guard pressed the silent emergency button and the police arrived within minutes. The robbers were put [3] *under* arrest and locked [4] *up* in prison. This week all four of them went [5] *on* trial accused [6] *of* armed robbery. They were all found guilty and sentenced [7] *to* ten years in prison.

13 Have these words and phrases got the same (S) or a different (D) meaning? R

1 juvenile delinquent | teenage delinquent *S*
2 murder | manslaughter *D*
(murder is deliberate, manslaughter is not)
3 charge somebody with something | accuse somebody of something *S*
(charging is formal; accusation isn't usually formal)
4 hold somebody in custody | sentence somebody to prison *D* *(a person can be held in custody before their trial; a person is sentenced to prison after being found guilty)*
5 find somebody guilty | plead guilty *D*
(a judge/jury can find sb guilty; it is the accused who pleads guilty)
6 bully | stalker *D* *(a bully uses their strength to hurt or frighten a weaker person; a stalker follows and watches another person)*

SOCIAL EVENTS AND PHENOMENA | WYDARZENIA I ZJAWISKA SPOŁECZNE

14 Match the issues from the box to headlines 1–6. There is one extra word. What are the biggest issues affecting Poland at the moment?

corruption discrimination drug abuse
homelessness poverty racism unemployment

1 **Number of Teenage Addicts Still on the Increase** *drug abuse*

2 **Get People Off the Streets Before Winter** *homelessness*

3 **Women Still Earn Less than Men** *discrimination*

15 ŚRODKI JĘZYKOWE Complete each set of expressions with one word. Use the word list on pages 266–267 to help you.

1 We discussed various *social* issues in class, such as poverty and inequality.
There are many families that rely on *social* services for support with their healthcare and housing needs.
2 The *welfare* state provides support to people in need, including healthcare.
Many individuals receive *welfare* benefits to help them cover basic living expenses.
3 The new *community* centre offers various activities and classes for people of all ages.
The criminal was found guilty and ordered by the judge to do *community* service helping to clean up the local park and other green areas.
4 Many families receive child *benefit* to help with the costs of raising their children.
He applied for unemployment *benefit* to support himself while he looked for a job.

GO FOR IT

16 In pairs, write and/or record a news item about a problem that is currently affecting your local area. Discuss the following:

- what problem you want to present and why,
- how the problem affects your area and what has been done to solve it,
- how you are going to present your problem (a written news report, a recorded news item, a series of social media posts, etc.).

Write your news item, script or posts and present to the class.
Students' own answers

4 **Mayor Accepts Bribes from Real Estate Developers** *corruption*

5 **27% of People Under 25 Out of Work** *unemployment*

6 **Almost 10% of People Worldwide Not Able to Meet their Basic Needs** *poverty*

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

14 SŁUCHANIE Dobieranie zdań do wypowiedzi

1 **In pairs, discuss which crimes from the box, if any, should be punished by imprisonment. What other forms of punishment could be used?**
Students' own answers

antisocial behaviour burglary drug dealing fraud kidnapping speeding theft vandalism

TRENING MATURALNY

2 14 02 **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.

W zadaniu na dobieranie, 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.

3 **In pairs, discuss how you would describe the type of recording you listened to in Exercise 2 and where you would expect to hear it.** *a very brief history of prisons, on a history podcast or maybe in a history module for school, or a commentary for visitors to a museum (or former prison)*

4 **In pairs, discuss what you know about the Tower of London – probably the UK's most famous prison. Read the Culture Bit below and check your ideas. Discuss famous prisoners across history and culture.** *Students' own answers*

ZADANIE MATURALNE

5 14 03 **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.**

The speaker ...

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

6 **SŁOWNICTWO** **Choose the correct option to complete the collocations. Write an example sentence for each one.**
Students' own answers

1 *make* / *cause* damage
2 *set* / *put* fire to something
3 *split* / *break* the law
4 a *riot* *breaks out* / *sets off*
5 *follow* / *do* orders
6 *put* / *bring* something (e.g. a riot) under control

7 **In groups, reflect on the comment from Exercise 5. 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?

CULTURE BIT | The Tower of London



Today the Tower of London is home to the Crown Jewels and one of the city's most popular tourist destinations. But it has a dark past as a prison and has held some famous prisoners over its 1000-year history. Guy Fawkes was imprisoned here in 1606 after trying to blow up parliament, and Anne Boleyn, second wife of Henry VIII, was executed here in 1536.
In the First and Second World Wars, the Tower was again used to hold prisoners of war. Among the most recent prisoners were the London gangsters, the Kray twins – held here for a short time in 1952. Prison certainly didn't work for the Krays. During the 1960s, they went on to form one of the most brutal organised crime gangs in London.

256

Uzupełnianie luk

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



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!

W zadaniu należy uzupełnić 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, in your notebook, complete gaps 1–4 in the leaflet in Exercise 2.** *1 South London 2 parcels/boxes 3 school holidays 4 downturn in the economy / economic downturn/problems*

4 **Read the gapped text in Exercise 5 and predict the type of information that is required to fill each gap.**
Possible answers: 1 an action 2 an action 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 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. 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 in this lesson. You can use the audioscript for more context.** *Students' own answers*

1 downturn in economy
2 low-income families
3 government spending
4 food poverty
5 sustainable economy

7 **Think about the central idea of Doughnut Economics – that you can meet the needs of everyone without destroying the planet. In pairs, discuss the questions 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?

14 CZYTANIE Wybór wielokrotny



1 **The poet John Donne said: 'No man is an island'. In pairs, discuss what you understand by that.**
Students' own answers, e.g. if you live in society, you must think of how your actions affect others.

TRENING MATURALNY

2 **Read the tip below. Then read the paragraph and choose the correct option a–d.**

I'd just gone to sleep last night when my upstairs neighbours came home. They immediately started playing really loud music and dancing. It woke me up. It sounded as if they were going to fall through the ceiling into my room. They opened the window and I could hear a lot of people talking. There was no way I was going to be able to sleep, so I got out of bed, got dressed and went upstairs. I rang the bell and, eventually, my neighbour Wilf opened the door. Behind him, I could see there was a party going on. Wilf smiled. He seemed really happy to see me and asked me in. I didn't know what to do.

a The party upstairs started just before the writer went to sleep.
b Someone at the party had an accident and fell down.
c There were only a few people at the party.
d The neighbour invited the writer to join the party.

W zadaniu wielokrotnego wyboru uważaj na nieprawidłowe odpowiedzi odnoszące się do:
- innego umiejscowienia w czasie niż w prawidłowej odpowiedzi (np. „tuż przed zaśnięciem" a „tuż po zaśnięciu"),
- czegoś, co autorowi się wydawało, ale się nie wydarzyło („jakby ktoś upadł" nie oznacza, że to nastąpiło),
- innych liczb niż te podane w tekście (np. „wiele osób" a „parę osób").

3 **In pairs, discuss what you would do if you were in the writer's situation. Give reasons for your answers.**
Students' own answers

How to Deal with Nightmare Neighbours

Six months ago, Linda Forbes got some new next-door-neighbours: the Martin family. From the beginning, they were guilty of antisocial behaviour. Their dogs barked for hours. The garden was a mess. They threw rubbish out on the street every day. At weekends, they had large parties that continued into the small hours of the morning. Their teenage daughter Tina played loud techno music late at night. Their son Marc repaired old motorcycles with roaring engines in front of the house.

Linda told them the rubbish was collected on Tuesdays and Fridays. She politely asked them to keep the noise down at night and to control their dogs. They listened and nodded, but nothing changed.

Linda didn't want a conflict with her neighbours, but she couldn't sleep. She felt terrible. One friend suggested she call the social services or the town council. Another said she should report the Martins to the police. But Linda had a better idea.

She baked a cake and took it round to her neighbours'. Nancy Martin accepted the cake without a smile or a thank you and closed the door. Linda went home, wondering why Nancy was so unfriendly. But she didn't give up. A few days later, she gave Nancy some plants and offered to help her make her garden look nice. For the first time, Nancy smiled. The two women worked together in the garden every day. Nancy discovered she loved growing flowers. Before long they grew close and became friends.

One day, over a cup of tea, Nancy explained that her husband, Francis, had been sent to jail for a crime he hadn't committed. He'd just been released from prison after serving a six-month sentence. Now he couldn't get a job. She explained that Tina had dropped out of school and that she and Marc were both on the dole. The family were surviving on welfare and unemployment benefits and Nancy's wage from her part-time job in a café.

Linda invited the Martins to lunch. She told Frank she did voluntary work for a local charity shop and persuaded him to volunteer three days a week. Six months later, he got a full-time, paid job with the charity. She told Tina about a Music Production course at the local college and helped her fill in the application form. Two weeks later, the girl was accepted on the course. She spoke to her brother George, who ran his own garage. George needed a new mechanic. He gave Marc a chance and the boy got the job.

Now, the Martins are perfect neighbours, their dogs hardly ever bark and every night Linda sleeps like a baby.

ZADANIE MATURALNE

4 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.

1 Which sentence is true about the Martin family?
- A They threw their rubbish in their garden.
- B Their parties often lasted all weekend.
- (C) Their children both made a lot of noise.
- D They changed their behaviour immediately.

2 What did Linda do about her problem with the Martins?
- A She contacted the public authorities.
- B She warned them she would call the police.
- C She ignored them and hoped the problem would go away.
- (D) She thought of ways to be kind and friendly with them.

3 Why was Nancy unhappy?
- (A) Her husband and children were unemployed.
- B Her husband was serving a prison sentence.
- C She didn't like her job.
- D Her garden was a mess.

4 How did Linda help the Martins?
- A She took them out for a meal.
- (B) She helped them find new opportunities.
- C She gave Frank Martin a job at her shop.
- D She persuaded her brother to lend them money.

5 What is the main point of this article?
- A To describe different kinds of antisocial behaviour.
- (B) To show one way of solving problems with antisocial neighbours.
- C To explain why some people behave in an antisocial way.
- D To prove that there is never any excuse for being antisocial.

5 In pairs, discuss how Linda helped the Martins to become better neighbours. What other ways of helping difficult neighbours can you think of? *She gave Mrs Martin a cake. She gave her plants and helped her with her garden. She talked to her and became her friend. She invited the Martins to lunch. She persuaded Mr Martin to help at a charity shop, where he eventually got a job. She helped Tina Martin to find a college course that suited her. She got her brother to give Marc Martin a job as a mechanic. Students' own answers*

6 SŁOWNICTWO Complete the text with words from the text. The first letter of each word has been given.

I used to be guilty of antisocial [1]**b***ehaviour*. I was really unhappy at the time. I was on the [2]**d***ole* and the money I got from unemployment [3]**b***enefit* wasn't enough to live on. I didn't want to have any kind of [4]**c***onflict* with the people next door, but I was bored at home all the time, so I must admit I wasn't a good neighbour. Fortunately, my uncle Rob worked for the town [5]**c***ouncil* and he put me in touch with some really helpful people from the social [6]**s***ervices*. They talked to me and helped me find a job. I'm much happier now, and so are my neighbours.

7 SŁOWNICTWO Complete the questions with the correct form of the phrases from the box. Then in pairs, ask and answer the questions.

be sent to jail claim benefits commit a crime
release sb from prison report sb to the police
serve a prison sentence

1 If your neighbours behaved badly, would you *report* them *to the police*?
2 Should everyone who *commits a crime* automatically go to prison?
3 If children steal things from a shop, should they be *sent to jail*?
4 If prisoners behave well should, the authorities *release* them *from prison* early?
5 What do you think people who are *serving a prison sentence* miss the most about freedom?
6 Do you think it should be easier or more difficult for people in need to *claim benefits*? Why?

8 Read the Culture Bit. In pairs, choose and discuss one of problems that featured in the TV series.
Students' own answers
1 What options did the neighbours have?
2 How do you think the situation developed?
3 What would you do if you had a similar problem with your neighbours?

CULTURE BIT | *The Nightmare Neighbour Next Door*

The Nightmare Neighbour Next Door is a British documentary TV series that's been shown since April 2014. The show reconstructs real events and interviews neighbours who have had disagreements, arguments and even fights. It covers all sorts of problems between neighbours. Here are two examples.
- Someone added a new room to their house and blocked out all the light from the neighbour's windows.
- A couple moved into a quiet neighbourhood. The only problem was they had twenty-two dogs.

LIFE SKILLS | Social responsibility

9 How would you define social responsibility? In pairs, talk about how your behaviour affects people in your life in both a good and a bad way. Use the ideas in the box. What practical steps could you and the people in your family take to be more socially responsible? *Students' own answers, e.g. Social responsibility could be defined as behaving in the best interests of your social environment.*

driving/cycling safely dropping litter
helping others looking after young children
making noise late at night
taking things that don't belong to you
tidying up after you visiting older relatives

14 R 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.

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 jego przyczyna (*because*, *since*).

TRENING MATURALNY

1 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.

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** 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.

3 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.

MÓWIENIE Wypowiedź na podstawie materiału stymulującego

TRENING MATURALNY

1 14 06 **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 07 **Listen and compare the model answers to your ideas in Exercise 2.** *Students' own answers*

▶ ZESTAW ZADAŃ STR. 269

4 14 07 **Read the Useful Phrases box. Then listen to the model answers in Exercise 3 again. Which phrases can you hear?**

USEFUL PHRASES ▶ STR. 328

Describing a problem
One of the (biggest) problems/issues is … ✓
The main problem/issue (here) is … ✓
The best way of describing …
In other words …

Suggesting solutions
One (obvious) way (of dealing with this issue) is to … ✓
It might be possible to …
Another way / An alternative solution would/could be to … ✓

Speculating
If …, it/they would(n't) / could(n't) / may (not) / might (not) … ✓

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

▶ ZDANIA WARUNKOWE, STR. 303
▶ CZASOWNIKI MODALNE, STR. 284

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

ZADANIE MATURALNE

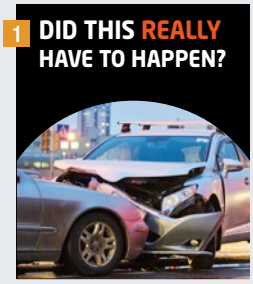
5 **In pairs, take it in turns to do the task below and answer the questions.**

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

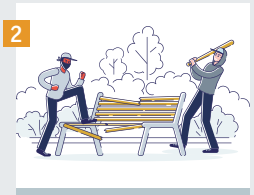
Zdjęcia i ilustracje przedstawiają trzy plakaty promujące lokalną kampanię na rzecz zwiększenia bezpieczeństwa na ulicy. Która z propozycji, twoim zdaniem, najbardziej przemówi do mieszkańców miasta?

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

1



2



3



1 What are the most common threats to public safety where you live?
2 Is the world around you getting safer or more dangerous?
3 What would be the consequences of having security cameras all over your city or town?

14 ŚRODKI JĘZYKOWE Transformacje zdań

GRAMATYKA

A Read the answers and complete the questions.

1 Who *did you go to the cinema with?*?
I went to the cinema with my friends.

2 How often *did you use to go swimming*?
We used to go swimming three times a week.

3 What *are Ian and Dave talking about*?
Ian and Dave are talking about yesterday's match.

4 How many times *has she seen this film*?
She has seen this film twice.

5 Who *is he going to buy a silver necklace for*?
He is going to buy a silver necklace for his girlfriend.

6 Where *should we wait for the teacher*?
You should wait for the teacher in front of the theatre.

B Complete indirect questions using the words below.

1 tell / film / the / you / when / me / starts
Could *you tell me when the film starts?*?

2 have / money / what / wonder / with / done / you / the
I *wonder what you have done with the money*.

3 ticket / much / know / would / you / how / cost / single / a
Do *you know how much a single ticket would cost*?

4 is / you / toilet / here / idea / any / whether / a / there
Have *you any idea whether there is a toilet here*?

5 know / you / surname / happen / his / to / is / what
Do *you happen to know what his surname is*?

C Choose the correct words to complete the sentences.

1 I've been to London many times, (*but*) / *and* / so I have never visited Kew Gardens.

2 Make sure you switch off all the lights *while* / *until* / (*before*) you go home.

3 *Although* / (*Since*) / *While* we were late, we missed the boat we were supposed to take.

4 I wanted to have a good seat, (*so*) / *because* / *and* I ordered a ticket online two weeks before the concert.

5 I'd love to move to Spain, (*while*) / *and* / *so* my wife would rather live where we live now.

6 You can't go out *after* / (*until*) / *while* you've cleaned your room.

▶ PYTANIA, STR. 314
▶ PYTANIA POŚREDNIE, STR. 316
▶ ZDANIA OKOLICZNIKOWE, STR. 317

TRENING MATURALNY

1 Read the tip below. Decide which option a–c completes the second sentence so it means the same as the original sentence. You can use up to four words, including the word given in capitals. Then answer questions 1 and 2.

I want to know the amount they raised for charity yesterday. MUCH
How _____ for charity yesterday?

a much money did they raise
b much they raised
(**c**) much did they raise

1 Która odpowiedź jest odpowiedzią właściwą, ponieważ po jej wstawieniu zdanie oddaje sens zdania wyjściowego, jest poprawne gramatycznie i nie przekracza określonego w poleceniu limitu wyrazów?

2 Która odpowiedź jest odpowiedzią niewłaściwą, ponieważ po jej wstawieniu:
a zdanie jest gramatycznie poprawne, ale przekracza podaną w poleceniu maksymalną liczbę wyrazów? *a*
b zdanie jest gramatycznie niepoprawne? *b*

Po wpisaniu odpowiedzi w zadaniu otwartym polegającym na parafrazowaniu zdań przeczytaj uzupełnione zdanie jeszcze raz i sprawdź, czy spełnia ono następujące trzy warunki:
- zachowuje sens zdania wyjściowego,
- jest poprawne pod względem ortograficznym i gramatycznym,
- nie przekracza liczby wyrazów określonej w poleceniu.

W zadaniu otwartym polegającym na parafrazowaniu zdań może, ale nie musi, być podany wyraz, którego należy użyć w odpowiedzi.

2 Complete the second sentence in each pair so that it means the same as the original sentence. You can use up to five words in each gap.

1 What's the number of protesters arrested yesterday by the police?
How many *protesters did the police arrest* yesterday?

2 Where is the weapon? Unfortunately, the police don't know.
The police don't know *where the weapon is* unfortunately.

3 When exactly is the start of the demonstration tomorrow?
What time exactly *does/will the demonstration start* tomorrow?

4 Tell me the candidate's age when he joined the organisation.
How *old was the candidate* when he joined the organisation?

3 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 I'm interested in the characteristics of the government in your country. LIKE
What *is the government like* in your country?

2 I'd like to know what the witnesses discussed during the trial. ABOUT
What *did the witnesses talk about* during the trial?

3 Could you tell me your grandfather's place of birth? COUNTRY
What *country was your grandfather born* in?

4 I have no idea about the rate of burglaries here. HAPPEN
I have no idea *how often/many burglaries happen* here.

4 Complete the questions so the meaning is the same as in the sentences. Use the words in capitals, but do not change their form. Use up to five words in each gap.

1 I want to know the number of non-profit organisations in our city. ARE
How *many non-profit organisations are there* in our city?

2 I want to know last year's population of our country. BIG
How *big was the population* of our country last year?

ZADANIE MATURALNE

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 Did the robber get away with the bank robbery yesterday?
I wonder *if/whether the robber got away* with the bank robbery yesterday.

2 At first, nobody introduced me to the other volunteers in the community centre.
At first, I *wasn't / was not introduced* to the other volunteers in the community centre.

3 The last time the minister discussed the new school-leaving exams was three weeks ago.
The minister *hasn't / has not discussed* the new school-leaving exams for three weeks.

4 My advice for you is to call the passport office and ask what documents you need.
If I *were you*, I would call the passport office and ask what documents you need.

5 I want to know the number of people she saw in the town hall.
How *many people did she see* in the town hall?

▶ ZADANIA DODATKOWE STR. 268

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. 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.

Sprawdź, czy uzupełnione zdanie zachowuje sens zdania wyjściowego, oraz czy jest poprawne pod względem ortograficznym i gramatycznym. Upewnij się, że 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.

ZADANIE MATURALNE

2 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.

14 PISANIE Wpis na blogu

Ostrzeganie i udzielanie wskazówek

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.

1 **If your local bus company permanently cancelled a bus line that you use regularly, what could you do to protest? Discuss in pairs.** *Students' own answers*

2 **Read the sample task and the model answer above. Did the author of the text use any of your ideas from Exercise 1?** *Students' own answers*

3 **Read the Useful Phrases box. Tick the phrases which appear in the blog post.**

Exercise 3
Watch out for …
Whatever you do, don't …
If I were you, I wouldn't …
I'd never recommend walking home alone.

USEFUL PHRASES ▶ STR. 337

Warnings and recommendations

- You must be careful to / not to …
- Be careful of … / Watch out for …
- Whatever you do, don't …
- If I were you, I wouldn't …
- Take care (not) to …
- Mind you don't …
- You can't be too careful.
- I wouldn't / I'd never recommend + *-ing.*
- It's never a good idea to …

4 **Complete these warnings with one word in each gap.**

1 *Whatever* you do, don't cycle without a helmet.
2 Watch out *for* e-scooters on the pavement.
3 I would never *recommend* counting your money on a crowded bus.
4 It's not a good *idea* to wear earphones while you're cycling.
5 Be careful *not* to forget your phone when you leave a café.
6 If I *were* you, I wouldn't cross the street when the light is red.
7 You must be *careful* to look both ways before you cross the road.

Exercise 6
Students' own answers, e.g. you should speak quietly, listen, keep calm, look them in the eye, smile; you shouldn't shout, laugh. It may be a good idea to say nothing, call the police or keep your distance.

5 **In pairs, warn each other what to do or not to do in these situations.** *Students' own answers*

1 Someone pushes in front of you in a queue.
2 You see someone dropping litter in the street.
3 The driver of the car you're in is driving dangerously.
4 You see someone shoplifting.
5 Loud football fans are walking towards you in the street.

LIFE SKILLS | Conflict resolution

6 **In pairs, use the ideas below to help you decide how best to deal with someone who is acting violently.**

call the police hug them keep calm shout
keep your distance laugh listen speak quietly
look them in the eye run away say nothing

ZADANIE MATURALNE

7 **Do the task.**

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.

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

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?**

2 **Read the sample task and the model answer above. What particularly impressed the author about the new cultural centre? Why does he/she believe the mayor will enjoy the play?**

3 **Read the Useful Phrases box and complete it with words from the model text.**

USEFUL PHRASES ▶ STR. 337

Congratulating others

I am writing to congratulate you on/[1] *for* inauguratingthe 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

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.

Formal invitations

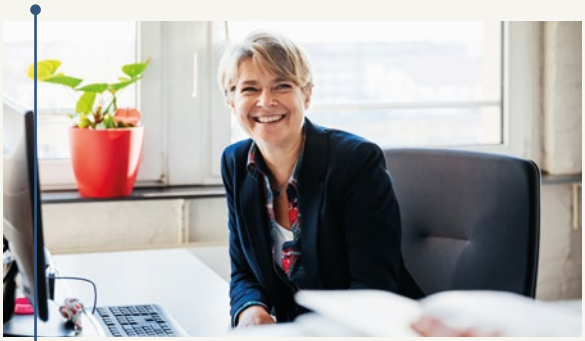
On [7] *behalf* of ..., I would like to invite you to ...

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 would like to take this *compliment* / *opportunity* / *wish* to thank you for the work you have done.
2 On behalf *for* / *of* / *on* our association, I would like to congratulate you.
3 I would like to *accept* / *offer* / *wish* you my most *delighted* / *sincere* / *warm* congratulations.
4 I must *compliment* / *extend* / *invite* you on your success.
5 Please accept my *congratulations* / *invitation* / *success* on completing the work.
6 We were most *determined* / *imaginative* / *impressed* with what you did.

ZADANIE MATURALNE

5 **Do the task.**

Konsulat brytyjski niedawno zorganizował konferencję na temat obecnych problemów politycznych i społecznych w Wielkiej Brytanii, adresowaną do młodych osób. Wydarzenie odniosło duży sukces i przybyło na nie wielu uczestników. 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.

Exercise 1
Possible answers: Defence and foreign affairs are clearly the responsibility of national government. Rubbish collection is clearly the responsibility of the town council. Other responsibilities can be shared at different levels of government, e.g. policing.

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.

ALSO AVAILABLE DIGITALLY
For the student: Flashcards

ALSO AVAILABLE DIGITALLY
For the teacher: Model answer

ALSO AVAILABLE DIGITALLY
For the student: Games • Interactive wordlist

14 LISTA SŁOWNICTWA

SOCIAL EVENTS AND PHENOMENA | WYDARZENIA I ZJAWISKA SPOŁECZNE

● **antisocial behaviour** – postawa aspołeczna
charity – organizacja charytatywna
child benefit – zasiłek na dziecko
community centre – ośrodek kultury
corruption – korupcja
demonstration – manifestacja
discrimination – dyskryminacja
drug abuse – narkomania
emigration – emigracja
equal/unequal – równy/nierówny
equality – równouprawnienie
foreigner – obcokrajowiec
government programme – program rządowy
home country / homeland – ojczyzna
homeless – bezdomny
homelessness – bezdomność
immigrant – imigrant, imigrantka
immigration – imigracja
nation – naród
opinion poll – badanie opinii publicznej
peaceful gathering – pokojowe zgromadzenie
policy – polityka (sposób postępowania)
social ~ – polityka społeczna
population – ludność
poverty – bieda
racism – rasizm
refugee – uchodźca, uchodźczyni
social issues – kwestie społeczne
● **social services** – pomoc społeczna
unemployment – bezrobocie
● **~ benefit** – zasiłek dla bezrobotnych
voluntary work – wolontariat
volunteer – wolontariusz, wolontariuszka
voting – głosowanie
~ age – wiek uprawniający do głosowania
welfare benefit – zasiłek z opieki społecznej
welfare state – państwo opiekuńcze
gender inequality – nierówności między kobietami i mężczyznami R
national identity – tożsamość narodowa
overpopulation – przeludnienie

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

● **be on the dole** – być na zasiłku dla bezrobotnych
be out of work – nie mieć pracy
● **claim benefits** – pobierać zasiłki
demonstrate – manifestować
discriminate against sb – dyskryminować kogoś
emigrate – emigrować
immigrate – imigrować
meet basic needs – zaspokajać podstawowe potrzeby
raise money – zbierać pieniądze
represent – reprezentować
vote – głosować

CONTEMPORARY ISSUES | PROBLEMY WSPÓŁCZESNEGO ŚWIATA

INTERNAL AND INTERNATIONAL CONFLICTS | KONFLIKTY WEWNĘTRZNE I MIĘDZYNARODOWE

civilian – cywil
front line – linia frontu
intervention – interwencja
liberation – wyzwolenie
march – marsz
mob – tłum
peace conference – konferencja pokojowa
protester – protestujący, protestująca
rebellion – bunt, rebelia
riots – zamieszki
soldier – żołnierz, żołnierka
tank – czołg
the military – wojsko, armia
weapon – broń
world peace – pokój na świecie
world war – wojna światowa
● **armed conflict** – konflikt zbrojny R
civil war – wojna domowa

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

● **break out** – wybuchnąć (o wojnie lub zamieszkach)
● **bring sth under control** – opanować coś, zapanować nad czymś
● **cause damage** – wyrządzić szkodę
declare war on sb – wypowiedzieć komuś wojnę
● **follow orders** – wykonywać rozkazy
invade – najeżdżać
march – maszerować
occupy – okupować
protest – protestować
surrender – poddać się
withdraw troops – wycofać wojsko R

CRIME | PRZESTĘPCZOŚĆ

arrest – aresztowanie
assault – napaść
ban – zakaz
stadium ~ – zakaz stadionowy
bribe – łapówka
burglar – włamywacz, włamywaczka
burglary – kradzież z włamaniem
capital punishment – kara śmierci
community service – prace społeczne
crime – przestępstwo
criminal – przestępca, przestępczyni
death penalty – kara śmierci
defence lawyer – obrońca, obrończyni
drug dealing/trafficking – handel narkotykami
evidence – dowód, dowody
fine – mandat, grzywna
fingerprint – odcisk palca
fraud – oszustwo
guilty – winny
hacker – haker, hakerka
hacking – hakerstwo
hold-up – napaść z bronią w ręku
hostage – zakładnik, zakładniczka
imprisonment – kara pozbawienia wolności
innocent – niewinny
investigation – śledztwo, dochodzenie
jail – więzienie
justice – sprawiedliwość
kidnapper – porywacz, porywaczka
kidnapping – porwanie
law – przepis, ustawa
life of crime – życie przestępcze
murder – morderstwo
murderer – morderca, morderczyni
offence – przestępstwo, wykroczenie
offender – sprawca, sprawczyni, przestępca, przestępczyni
pickpocket – kieszonkowiec
pickpocketing – kradzież kieszonkowa
pirate – pirat (np. komputerowy)
prison – więzienie
prisoner – więzień, więźniarka
prison officer – strażnik więzienny, strażniczka więzienna
private detective – prywatny detektyw, prywatna detektyw
prosecutor – oskarżyciel, oskarżycielka, prokurator, prokuratorka
punishment – kara
ransom – okup
robber – rabuś
robbery – napad rabunkowy
armed ~ – napad z bronią w ręku
security camera – kamera nadzorująca
sentence – wyrok
life ~ – dożywocie
(five-year) ~ – (pięć lat) pozbawienia wolności
prison ~ – kara pozbawienia wolności
suspended ~ – wyrok w zawieszeniu
severe punishment – surowa kara
shoplifter – złodziej sklepowy, złodziejka sklepowa
shoplifting – kradzież sklepowa
smuggler – przemytnik, przemytniczka
smuggling – przemyt
speeding – przekroczenie prędkości przez kierowcę
suspect – podejrzany, podejrzana
terrorism – terroryzm
terrorist – terrorysta, terrorystka
the accused – oskarżony, oskarżona
theft – kradzież
thief – złodziej, złodziejka
trial – rozprawa, proces
vandal – wandal, wandalka
vandalism – wandalizm
victim – ofiara
violence – przemoc
violent – agresywny, brutalny
witness – świadek
bully – osoba znęcająca się nad słabszymi R
court of law – sąd
juvenile/teenage delinquent – młodociany przestępca
manslaughter – nieumyślne spowodowanie śmierci
stalker – prześladowca, prześladowczyni
verdict – wyrok, werdykt

VERBS | CZASOWNIKI

assault – napadać, atakować
attack – atakować
attempt – próbować, usiłować
blow up – wysadzić w powietrze
bribe – przekupić
burgle – włamać się i okraść
deny – zaprzeczać
fake – podrobić, udawać
hack – hakować
investigate – prowadzić dochodzenie
kidnap – porwać
mug – napaść (na ulicy)
murder – zamordować
prove – udowodnić
punish – karać
rob – obrabować
shoplift – kraść w sklepie
smuggle – przemycać
steal – kraść
threaten – grozić

PHRASES | ZWROTY

accept a bribe – przyjąć łapówkę
be accused of sth – zostać oskarżonym o coś
be executed – zostać straconym
be identified – zostać zidentyfikowanym
be sentenced to (three years) – być skazanym na (trzy lata)
be under arrest – być aresztowanym
break into sth – włamać się do czegoś

break out (of prison) – uciec (z więzienia)
● **break the law** – złamać prawo
● **commit a crime** – popełnić przestępstwo
deal drugs – handlować narkotykami
drop charges – wycofać oskarżenie
drop your weapon – rzucić broń
get away with sth – uniknąć kary za coś
give sb a ticket for (speeding) – dać komuś mandat za (przekroczenie prędkości)
go on trial – stanąć przed sądem
have a criminal record – być notowanym (przez policję)
have the right to remain silent – mieć prawo zachować milczenie
hold up sth – napadać (np. na bank)
lock sb up – zamykać kogoś w areszcie/więzieniu
negotiate a deal – negocjować układ
pick sb's pocket – dokonać kradzieży kieszonkowej
put under arrest – aresztować
● **release from prison** – zwolnić z więzienia
release sb on bail – zwolnić kogoś za kaucją
● **report sth/sb to the police** – zgłosić coś/kogoś na policji
● **send sb to jail** – wysłać kogoś do więzienia
● **serve a (prison) sentence** – odbywać karę (więzienia)
● **set fire to sth** – podpalić coś
shoot sb/sth down – zastrzelić kogoś / zestrzelić coś (np. samolot)
sneak up on sb – podkraść się do kogoś
suspect sb of sth – podejrzewać kogoś o coś
accuse sb of sth – oskarżyć kogoś o coś R
charge sb with sth – oskarżyć kogoś o coś
find sb guilty – uznać kogoś za winnego
hold sb in custody – trzymać kogoś w areszcie
plead guilty – przyznać się do winy
plead not guilty / innocent – nie przyznać się do winy
sentence to prison – skazać na więzienie

BASIC CONCEPTS RELATED TO POLITICS AND THE ECONOMY | PODSTAWOWE ZAGADNIENIA ZWIĄZANE Z POLITYKĄ I GOSPODARKĄ

STATE | PAŃSTWO

authorities – władze R
balance of power – równowaga sił
border – granica
~ country – kraj sąsiadujący
Cabinet – rząd, gabinet, Rada Ministrów
cabinet minister – minister, członek Rady Ministrów
capital (of Poland) – stolica (Polski)
chamber – izba
the lower/upper ~ – izba niższa/wyższa
chancellor – kanclerz
citizen – obywatel, obywatelka
● **city/town council** – rada miejska
city/town councillor – radny, radna
city/town hall – ratusz
civil servant – urzędnik państwowy, urzędniczka państwowa
county – hrabstwo, powiat
current constitution – obecna konstytucja
Defence Ministry – Ministerstwo Obrony
democratic state – państwo demokratyczne
Department for Education/Transport – Ministerstwo Edukacji/Transportu
executive branch/power – władza wykonawcza
government – rząd
federal ~ – rząd federalny
head of ~ – szef, szefowa rządu
inaugurate – wprowadzić na urząd, inaugurować
inhabitant – mieszkaniec, mieszkanka
institution – instytucja
judicial power – władza sądownicza
judiciary – sądownictwo, władza sądownicza
legislative branch – władza ustawodawcza
legislature – zgromadzenie ustawodawcze
mayor – burmistrz
Member of Parliament (MP) – poseł, posłanka
minister – minister
Ministry of Defence/Justice – Ministerstwo Obrony/Sprawiedliwości
national anthem – hymn państwowy R
neighbouring country – kraj sąsiadujący
official residence – oficjalna rezydencja
parliament – parlament
passport office – urząd paszportowy
president – prezydent
Prime Minister (PM) – premier
prosecution – oskarżenie
representative – przedstawiciel, przedstawicielka
resident – mieszkaniec, mieszkanka
state – państwo
head of ~ – głowa państwa
tax office – urząd skarbowy
the Capitol (Building) – Kapitol
the Constitutional Tribunal – Trybunał Konstytucyjny
the Council of Ministers – Rada Ministrów
the House of Commons – Izba Gmin
the House of Lords – Izba Lordów
the House of Representatives – Izba Reprezentantów
the Senate – senat
the Supreme Court – Sąd Najwyższy
the Tribunal of State – Trybunał Stanu
the United States Congress – Kongres Stanów Zjednoczonych

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

apply the law – stosować prawo R
exercise power – sprawować władzę
implement – wdrażać, wprowadzać w życie
pass a new law/bill – przyjąć nowe prawo / nową ustawę
ratify treaties – ratyfikować traktaty
resolve disputes – rozstrzygać spory
vest power – nadawać władzę

POLITICS | POLITYKA

assembly – zgromadzenie R
conservative – konserwatywny
democracy – demokracja
election – wybory
general ~ – wybory powszechne
local ~ – wybory samorządowe
presidential ~ – wybory prezydenckie
(election) manifesto – program (wyborczy)
leadership – przywództwo
left-wing – lewicowy
liberal – liberalny R
political – polityczny
~ leader – przywódca polityczny, przywódczyni polityczna
~ scene – scena polityczna
polling station – lokal wyborczy
referendum – referendum
right-wing – prawicowy
supporter – zwolennik,zwolenniczka
unanimously – jednogłośnie, jednomyślnie
vote-winning strategy – strategia zdobywająca głosy (wyborców)

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

abstain – wstrzymać się od głosu R
be in office – sprawować władzę, piastować urząd
elect – wybierać
eligible to vote – uprawniony do głosowania
hold an election – zorganizować wybory
impeach – postawić w stan oskarżenia
resign – złożyć rezygnację
step down – złożyć rezygnację (ze stanowiska)
support – popierać, wspierać

THE ECONOMY | GOSPODARKA

decrease – spadać; spadek R
demand – popyt
● **downturn** – spadek, schyłek koniunktury
economic crisis – kryzys gospodarczy
economic growth – wzrost gospodarczy
economic recovery – uzdrowienie gospodarki
economics – ekonomia
fall – spadać; spadek
food bank – bank żywności
● **food poverty** – niedostatek żywności
increase borrowing – zwiększyć zadłużenie
investment – inwestycja
● **low-income** – o niskich dochodach
● **public/government spending** – wydatki publiczne
supply – podaż
● **sustainable economy** – gospodarka zrównoważona

LISTA 14 PODSTAWOWA LISTA 14 PODSTAWOWA +ROZSZERZONA

14 MATURA BOOSTER

ŚRODKI JĘZYKOWE | ZADANIA DODATKOWE

TRANSFORMACJE ZDAŃ

1 Uzupełnij podane zdania 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 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.

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 Jane *had been out of work* (*nie miała pracy*) since December the previous year, but then she found a well-paid position in a bank.

2 *He was suspected of fraud* (*Podejrzewano go o oszustwo*), but it turned out he was innocent and the charges were dropped.

3 If we had known that our neighbour was a vandal, we *would have reported it/him to* (*zgłosilibyśmy to na*) the police.

4 The prison authorities assured the public that the riots *were brought under control* (*zostały opanowane*) on Friday night and that the prisoners responsible would be punished.

5 Jim *was given a ticket for* (*otrzymał mandat za*) speeding and, as a result, had to retake the driving license exam.

6 The politician would never *admit (to) breaking the law* (*przyznałby się do złamania prawa*), even if he was caught red-handed.

TEKST Z LUKAMI

R

3 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i gramatycznie poprawny tekst.

VOLUNTEERING LEAVE

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

R

4 Uzupełnij podane zdania 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 I got the impression that someone was observing us.
I got the impression that we *were being observed*.

2 People believe that the previous government 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?

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. 367

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.

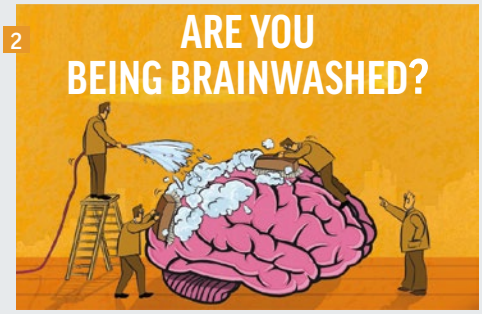
Wspólnie z uczniami ze szkoły w Szkocji bierzecie udział w kampanii zachęcającej do ostrożnego i krytycznego podejścia do informacji znajdowanych w środkach masowego przekazu. Opracowaliście trzy propozycje plakatów reklamujących waszą kampanię.

- 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

UZUPEŁNIANIE LUK

1 14 08 **Usłyszysz dwukrotnie wypowiedź na temat nietypowej gry w karty. 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.**

More Than One Story: A Unique Game
On TV tonight
Channel 7, 8:30 – 9:30 pm

Who developed 'More Than One Story'?
Local authorities and [1] *young people* in Simrishamn, Sweden.

What is it?
A special card game.

Why was it created?
To help [2] *immigrants (and refugees)/refugees / people* who had been victims of discrimination or racism.

Where can it be played?
In schools, clubs or places where people [3] *work / come to work*.

How many people can play?
Ideally up to eight, minimum [4] *two / 2*, maximum thirty.

How to play?
Players must start with [5] *a brief talk* about themselves.



WYBÓR WIELOKROTNY

R

2 14 09 **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.

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.

Young people and crime

In the UK, people between ten and seventeen who commit a crime are known as young offenders. If the crime is not serious, they may receive [1] ___no___ punishment at all. Or they may have to do community service, [2] ___which___ is a type of voluntary work that helps the community. If the crime is serious or the person has committed crimes before, they will probably serve a sentence. However, young offenders [3] ___are___ not sent to adult jails, but to special centres for young people.

At the centres, the younger ones continue to do school lessons. Those who are older and have decided to quit school learn skills that will help them get a job when they are released. All of [4] ___them___ take part in programmes to improve their behaviour so that they do not [5] *break/disobey* the law again. They also participate in sport and other activities to keep fit and healthy.

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.

ID cards

In many countries, [1] *everyone/everybody/anyone/anybody* reaching 18 years of age receives an official ID card, which is all they need to open a bank account, vote or, within the Schengen Area, travel freely without a passport. In the UK, though, there is no official ID. Of course, many people have a driving licence or a passport, but those who have [2] *neither* of these have to find a different way to identify themselves. This can be a bill or a bank statement [3] *which/that* has your address on it, or an official letter from an employer or university office.

Some governments have proposed introducing ID cards, but opinion polls always show a strong resistance to these. As [4] *well* as objecting to their loss of freedom, many people also worry about the cost and the danger of losing their card.

A national ID card would almost certainly make life easier for British people but no-one has been able to convince [5] *them* that the benefits outweigh the disadvantages yet.

TRANSFORMACJE ZDAŃ

R

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.

TRANSFORMACJE ZDAŃ

R

6 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 *a standing ovation* from the audience.

2 I bought this book because I hadn't read the reviews.
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 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.

GRAMATYKA
CZASY TERAŹNIEJSZE

▶ **TABELE** STR. 321–322

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)

R
- 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:
  *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.*

OPIS ILUSTRACJI

1 Wybierz poprawne formy czasowników.



I can see several people in the park or countryside. They [1] *are walking* (walk) with a dog on a lead. The dog is small, but [2] *looks* (look) quite active. I'm sure he [3] *needs* (need) a lot of long walks! The woman [4] *is holding* (hold) the dog tightly on the lead. I [5] *don't / do not think* (not/think) she could let him run free – he would probably escape. The young boy on the left is about twelve years old. He [6] *'s/is keeping* (keep) himself a little bit apart from the rest of the family. Behind the woman and the boy, I can see four other people. The adults [7] *are chatting* (chat) with one another and the little girl [8] *is sitting* (sit) on her father's shoulders.

▶ TABELE STR. 321–322

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 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: R
  *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.*~~

GRAMATYKA CZASY TERAŹNIEJSZE

▶ TABELE STR. 321–322

1 Które zakończenia zdań pasują do początków?

A 1 She has been baking ***b***
2 She has baked *a*
a three cakes so far.
b for two hours.

B 1 They've been living in Bath *a*
2 They've lived here *b*
a since October.
b all their life.

C 1 I've been writing *a*
2 I've written *b*
a this essay since 2 o'clock.
b five pages.

D 1 You've been eating *b*
2 You've eaten *a*
a all my sweets.
b too many sweets recently.

E 1 I've been doing *b*
2 I've done *a*
a my English project already.
b my English project all evening.

2 Której formy czasownika należy użyć w poniższych sytuacjach?

1 Czekasz już ponad godzinę na koleżankę. Pada deszcz i zastanawiasz się, czy czekać dalej.

I've *waited* / *been waiting* for over an hour – I'm completely soaked. Perhaps I should just go home.

2 Twoja koleżanka przygotowuje się do egzaminu na prawo jazdy.

How many driving lessons have you *had* / *been having*?

3 Wchodzisz do pokoju i widzisz swoją młodszą siostrę we łzach.

What's *happened* / *been happening*?

4 Rozmawiasz z kimś na temat ulubionych gier zespołowych.

I love basketball. I've *played* / *been playing* it three times this week.

5 Plotkujesz z koleżanką o wspólnych znajomych.

Tom's *seen* / *been seeing* a lot of Anna recently.

6 Ktoś zauważa, że wyglądasz na bardzo zmęczonego/zmęczoną.

I've *ironed* / *been ironing* all afternoon.

7 Rozmawiasz z kolegą o swoim planowanym wyjeździe do Grecji.

Have you ever *visited* / *been visiting* Crete?

ROZMOWA WSTĘPNA

3 Które formy czasowników w nawiasach w czasach Present Perfect lub Present Perfect Continuous poprawnie uzupełniają zdania?

ŻYWIENIE

Do you enjoy cooking? Why? / Why not?

Yes, I love cooking. I [1] ***have been experimenting*** (experiment) with different recipes since I was a little girl. For me, cooking is a kind of art.

ŻYCIE RODZINNE I TOWARZYSKIE

Do you have a close friend? Tell me about him or her.

My best friend is my boyfriend Tom. I [2] *'ve/have known* (know) him since I was a child and we [3] *'ve/have been going out* (go out) together for a year.

KULTURA

Can you play a musical instrument? Tell me about it.

Yes, I can play the piano. I [4] *'ve/have been playing* (play) it since the beginning of primary school, so I'm quite good at it. I can also play a tune or two on the trumpet. I [5] *'ve/have just started* (just/start) learning to play it, so I can't play very well yet.

4 Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach. R

Lucy [1] *has been a student* (*jest studentką*) for two years and she [2] *'s/is planning* (*planuje*) to graduate next June. [3] *I don't / do not think* (*Nie sądzę*) she will have problems finding a job in IT. She [4] *'s/has been dreaming* (*marzy*) of becoming a video game designer all her life.

5 Jakie formy czasowników zapisanych wielkimi literami poprawnie uzupełniają 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/Can you speak* German? SPEAK
B: Only a little. I started my course last month.

6 A: Is it the first time *you've / you have visited* Paris? VISIT
B: No, it's not. I was here on holiday last year.

▶ TABELE STR. 321–322

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 May, 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:
  *They **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.*
- 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.*

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.*~~

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)

- w wyrażeniach typu *it was the first time:* R
  ***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

GRAMATYKA CZASY PRZESZŁE

▶ TABELE STR. 321–322

PAST PERFECT SIMPLE A PAST SIMPLE

Mówiąc o pojedynczym zdarzeniu lub sytuacji, która miała miejsce i zakończyła się w konkretnym momencie w przeszłości, używamy czasu Past Simple:

*Robert **twisted** his ankle while stepping off a curb yesterday.* – NIE: ~~*Robert had twisted his ankle while stepping off a curb yesterday.*~~

Czasu Past Perfect Simple używamy, gdy opisujemy co najmniej dwa zdarzenia z przeszłości i chcemy podkreślić, że jedno z nich poprzedzało drugie:

*When she **gave** me a call, I **had managed** to fix her computer.* (dwa zdarzenia; drugie zdarzenie miało miejsce wcześniej niż pierwsze: najpierw naprawiłem jej komputer, a potem ona do mnie zadzwoniła)

*I **had never won** an athletics competition before the long jump last week.* (dwa zdarzenia: skok w dal i inne zawody lekkoatletyczne; pierwsze zdarzenie miało miejsce wcześniej niż drugie: nigdy nie wygrałem żadnych zawodów lekkoatletycznych aż do czasu wygrania skoku w dal w zeszłym tygodniu)

Jeżeli wydarzenia opisujemy w kolejności chronologicznej, użycie czasu Past Perfect Simple nie jest konieczne.

*Because they **(had) offered** me a job in Australia, I moved there with my wife and children.*

Użycie czasu Past Perfect Simple w takim kontekście ma na celu podkreślenie, że pierwsza czynność została całkowicie zakończona przed rozpoczęciem drugiej:

*When I **had gathered** all the information about the incident, I wrote an article for a local newspaper.* (najpierw zgromadziłem wszystkie informacje, a dopiero potem napisałem artykuł)

USED TO, WOULD

Wyrażenia ***used to*** używamy, mówiąc o stanach i czynnościach, które powtarzały się w przeszłości, a 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.*

1 Jakie słowa poprawnie uzupełniają odpowiedzi?

1 Did you have a good time at the house-warming party last night?
Yes, ***I did***.
2 Was it raining when you woke up?
No, *it wasn't*.
3 Did they use to come here every day after school?
No, *they didn't*.
4 Was Robert listening to the teacher's instructions carefully?
No, *he wasn't*.
5 Had you visited Singapore or Kuala Lumpur before your last trip?
Yes, *I had*.
6 Did she apologise to you for her behaviour the other day?
Yes, *she did*.
7 Were you both very tired after your long journey?
No, *we weren't*.
8 Had they already left when you arrived?
No, *they hadn't*.

2 Jakie formy czasowników w nawiasach w czasach Past Simple, Past Continuous, Past Perfect Simple lub z wyrażeniami *used to* i *would* poprawnie uzupełniają zdania?

1 By the time we got home, the children ***had gone*** (go) to bed.
2 They *met* (meet) while they were working in the same company in Katowice.
3 I admit I *didn't / didn't (use to) like* (not/like) him, but now I think he's quite a nice chap.
4 He took several photographs while the bride and groom *were walking* (walk) down the aisle.
5 Until I met Matthew, I *'d/had never had* (never/have) a true friend.
6 My grandmother *worked* (work) hard all her life.
7 When I walked in, my parents *were arguing* (argue) about something.
8 She spends weekends at home now, but she *used to / would go out* (go out) a lot when she was at college.

3 Jakie czasowniki w formie twierdzącej (+), przeczącej (–) lub pytającej (?) poprawnie uzupełniają zdania?

1 I talked to your Maths teacher, but ***I didn't talk to*** (–) your History teacher.
2 I know you met George before, but *have you met / did you meet* (?) his sister-in-law, too?
3 She didn't take the train to Paris; *she took* (+) the plane.
4 We used to go to the cinema regularly, but *we didn't / did not use to go* (–) to the theatre very often.
5 He was cooking something for himself, but *wasn't / was not cooking* (–) anything for us.
6 I didn't feel angry at Alexandra; *I felt* (+) absolutely furious.

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▶ TABELE STR. 321–322

4 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. *Suggested answers*

1 It was John's first time on a plane. BEFORE
John had never been on a plane before.

2 Robert finished writing his essay and then he went out with his friends. WHEN
When Robert had finished writing his essay, he went out with his friends.

3 I walked into the classroom in the middle of her conversation with the teacher. WAS
When I walked into the classroom, she was talking to the teacher.

4 I don't see Gill as often as before. USED
I used to see Gill more often.

5 Brenda didn't want to have lunch after eating two bars of chocolate. BECAUSE
Brenda didn't / did not want to have lunch because she'd / she had eaten two bars of chocolate.

6 We were both very busy yesterday evening: me with my Maths homework and James with the ironing. WHILE
We were both very busy yesterday evening: I was doing my Maths homework while James was ironing / doing the ironing.

7 The Perkins are very rich now, but this was not the case before. DIDN'T
The Perkins didn't use to be (very) rich.

8 When I was a child, we visited our grandparents every Saturday. WOULD
When I was a child, we'd / we would visit our grandparents every Saturday.

9 Robin changed her clothes and then she went running. AFTER
After Robin had changed her clothes, she went running.

5 Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.

1 In 1970, ***my grandparents sold their house*** (*moi dziadkowie sprzedali dom*) and moved to a big city.

2 When I met John and Mary, they *'d/had been married for* (*byli małżeństwem od*) three years.

3 *It was getting dark* (*Robiło się ciemno*), so we decided to look for a good place to camp.

4 When *did you start learning* (*zaczęłeś się uczyć*) Japanese?

5 By the time we got there, all *the guests/visitors had already left* (*goście już wyszli*).

6 What *were George and Paul doing* (*robili George i Paul*) when the boss entered the conference room?

7 The lights in the whole house went out while we *were watching the news* (*oglądaliśmy wiadomości*) on TV last night.

8 They *used to / would go abroad on holiday / spend their holiday abroad* (*wyjeżdżali na wakacje za granicę*) every summer, but they can't afford it anymore.

ODPOWIEDZI NA PYTANIA

6 Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?

Tell me about your best or worst holiday.

My worst holiday [1]*was* (be) three years ago when my family [2]*decided* (decide) to go to Italy. We [3]*'d/had visited* (visit) Italy before, but this was our first time in Rome. The problems [4]*started* (start) already at the airport. While we [5]*were waiting* (wait) in the departure lounge for our plane, my younger sister [6]*got* (get) lost and we [7]*spent* (spend) over an hour looking for her. When we finally [8]*made* (make) it to the departure gate, it [9]*'d/had already closed* (already/close). As a result, we [10]*had to* (have to) take the plane the next day and [11]*missed* (miss) one day of our holidays. The first day in Rome [12]*didn't / did not look* (not/look) very promising, either. I [13]*slipped* (slip) while I [14]*was going* (go) down the stairs in our hotel and [15]*broke* (break) my leg! It was quite a shock for me since I [16]*'d/had never broken* (never/break) anything before. I ended up on crutches for four weeks and the whole holiday was ruined.

7 Przeczytaj wiadomości umieszczone na forum internetowym dotyczącym zwyczaju prokrastynacji, czyli odkładania spraw na później. Które formy czasowników poprawnie uzupełnią teksty?

A I [1]*tried* / *have been trying* to deal with my procrastination for a long time now, but [2]*have failed* / *have been failing* a number of times. I [3]*don't know* / *didn't know* what to do. It's a battle. Can anybody help?

B I [4]*have been procrastinating* / *am procrastinating* for about ten years, which means I [5]*use* / *have been using* delaying tactics since I was a child. I [6]*am thinking* / *think* I am making progress. I [7]*start* / *have started* using different strategies to deal with my procrastination. I try to make lists of things to do every day but sometimes, when I have a difficult or big task to do, it [8]*has made* / *makes* me go back to my old behaviour.

C I [9]*would* / *used to* be a master procrastinator, but I [10]*am* / *have been* procrastination-free for over a year. It can be done! Think about the unnecessary stress and anxiety caused by postponing things. Think and do something about it now! And say hello to the rest of your life. I [11]*have* / *had* and it feels great!

D I [12]*have stopped* / *stopped* procrastinating two months ago. My main strategy is to divide bigger tasks into smaller ones. And you should all know that I [13]*do* / *am doing* GREAT. It makes me feel good to say, 'I [14]*am not putting* / *don't put* things off.' Thank you very much for all your advice. It [15]*has worked* / *had worked*!

GRAMATYKA CZASY PRZESZŁE

▶ TABELE STR. 321–322

8 Uzupełnij dialog poprawnymi formami czasowników w nawiasach.

Mum: Henry, [1]*are you doing* (you/do) anything important? I could do with some help with lunch.

Henry: Can't now, Mum. I [2]*'ve/have been looking for* (look for) my collection of toy soldiers for about an hour, but I [3]*haven't / have not found* (not/find) them all yet.

Mum: What [4]*do you need* (you/need) your soldier collection for now? You [5]*'ve/have had* (have) it for years, but I don't remember when you [6]*last played* (last/play) with it.

Henry: Well, we [7]*'ve/have been studying* (study) the Second World War at school recently and I [8]*'m/am / 've/have been thinking* (think) of preparing a presentation about it.

Mum: That [9]*sounds* (sound) like a good idea. But how [10]*do you want* (you/want) to use your toy soldiers?

Henry: I [11]*haven't / have not thought* (not/think) it over yet. But I might use them to present a typical Second World War soldier's uniform. What [12]*do you think* (you/think), Mum?

Mum: Well, I'm not sure, Henry. They [13]*seem* (seem) too small to me. [14]*Have you used* (you/use) them for a class presentation before?

Henry: No ... But Sam [15]*has brought* (bring) his toy animal collection to school a couple of times. Once it was for our Science class and everybody [16]*liked* (like) his presentation.

Mum: In that case, I can't see why not. Oh, I need to go and check on our lunch. I can't believe we [17]*'ve/have been talking* (talk) for over ten minutes!

9 Przeczytaj fragmenty rozmowy studentki ze współlokatorką. Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.

a Last weekend [1]*you invited* (*zaprosiłaś*) quite a few people round, but [2]*you hadn't informed/told me / didn't inform/tell* (*nie poinformowałaś mnie*) about it before. Don't get me wrong – I have nothing against your friends. And [3]*I enjoyed myself / had fun* (*naprawdę dobrze się bawiłam*) on Saturday. But I'd like to know in advance when they're coming. OK?

b To be honest, I'm not happy with the situation as it is now. [4]*I've / I have already cleaned* (*Posprzątałam już*) our flat twice this week. You promised to do the washing-up, remember? And how many times [5]*have you done it/that* (*zrobiłaś to*) so far? Not even once.

c Yes, [6]*I borrowed* (*pożyczyłam*) your T-shirt the other day without permission. And I'm sorry about it. But as far as I know, [7]*you took* (*ty wzięłaś*) my handbag without asking yesterday. Not to mention my cosmetics. And [8]*I've / I have never said* (*nigdy nie powiedziałam*) a word against you, while [9]*you've / you have been complaining* (*narzekasz*) since we started sharing a flat. It's really not fair!

10 Które formy czasowników poprawnie uzupełniają dialogi? R

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: Is Robert Alexia's boyfriend?
B: Yes, they *are going out* / *have been going out* with each other for three months now.

7 A: Olivia has changed a lot, don't you think?
B: Yes, she *used to* / *would* be very bad-tempered when she was younger.

11 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 already eaten* (*już zjedli*) almost everything. And drinks? I [3]*don't / do not 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]*'ve/have 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]*'ve/have 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]*'s/has been raining* (*pada deszcz*) for three days now and it [9]*doesn't / does not look* (*nie wygląda*) like the weather is going to change at the weekend. Let's have our farewell party at school. We [10]*'ve/have already had* (*już mieliśmy*) one party at school, 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]*haven't / have not played* (*nie grałam*) it for ages!

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 are *twenty girls in my dance group.*
There isn't *any cake left for you.*
There aren't *any keys on the desk.*

Forma czasownika *to be* występującego po *there* zależy od następującego po nim rzeczownika:

There ***is*** *a fountain in the middle of the garden.* (l. poj.)
There ***are*** *two new programmes on TV tonight.* (l. mn.)

Konstrukcji tej możemy użyć w różnych czasach, zmieniając odpowiednio formę czasownika *to be*:

There have been *several outbreaks of flu since 2010.*
There weren't *any complaints about the accommodation.*
There might be *more tea in the other pot. I'm not sure.*

There + be (w odpowiedniej formie) często używamy z następującymi słowami/wyrażeniami:

- *a lot of, many, much* (dużo, wiele):
  There is too ***much*** *noise in here.*
  There are too ***many*** *people in here.*
- *more* (więcej):
  There are ***more*** *seats than passengers.*
- *some, any* (trochę):
  There is ***some*** *justice in this world after all.*
  There isn't ***any*** *butter in the fridge.*
- *enough / not enough* (wystarczająco/niewystarczająco):
  There will be ***enough*** *time to finish it tomorrow.*
  *There wo****n't*** *be* ***enough*** *time to finish it today.*

KONSTRUKCJA *IT IS*

Konstrukcji ***it + be*** używamy:

- odnosząc się do rzeczy, czynności lub sytuacji:
  I like your kitchen. ***It's*** *very spacious.* (*it* odnosi się do kuchni)
  Why do you keep buying these magazines? ***It's*** *a waste of money.* (*it* odnosi się do kupowania czasopism)
  Jill's friends didn't offer her any support when she needed it. ***It was*** *very disappointing.* (*it* odnosi się do sytuacji)
- mówiąc o godzinach, dniach tygodnia, datach, pogodzie lub odległościach:
  It's *half past three.*
  It's *Wednesday today.* ***It's*** *December 12, 2021.*
  It was *freezing cold yesterday.* ***It's*** *sunny today.*
  It's *about two hundred miles from here.*
- jako podmiotu w zdaniach, w których występuje bezokolicznik z *to* lub konstrukcja z *that*:
  It was *wonderful to see you again.*
  It's *a shame that your team lost the match yesterday.*
- jako podmiotu w zdaniach, w których występuje *for/of* + dopełnienie + bezokolicznik:
  It was *really hard for me to follow the lecture in French.*
  It's *very kind of you to let me stay.*
- w wyrażeniu *it's worth* (warto) + rzeczownik / czasownik + *-ing*:
  I have a tablet and personally think ***it's worth*** *the money.*
  This film has good reviews. ***It's*** *worth watching.*
- w wyrażeniu *it's no use* (nie ma sensu) + czasownik + *-ing*:
  It's no use *crying over spilt milk.*
  It's no use *trying to influence his behaviour.*

THERE IS/ARE I *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)

1 Na podstawie podanych sytuacji ułóż pytania, używając *there + be* lub *it + be* w odpowiedniej formie. Zapisz odpowiedzi w zeszycie. *Suggested answers*

1 Chcesz się dowiedzieć, ilu uczniów jest w klasie twojego kolegi.
How many students are there in your class?

2 Przed spotkaniem z przyjaciółmi w twoim domu, pytasz siostrę, czy będzie wystarczająco dużo jedzenia dla wszystkich.
Will there be enough food for everyone?

3 Pytasz przyjaciela, czy było mu trudno znaleźć pierwszą pracę.
Was it difficult for you to find your first job?

4 Wchodzisz do domu i pytasz brata, czy były jakieś listy do ciebie.
Have there been any letters for me?

ROZMOWA WSTĘPNA

2 Jakie formy *there + be* lub *it + be* poprawnie uzupełniają wypowiedź ucznia?

Could you describe your bedroom?

I like my bedroom very much. [1]*It is* quite small, but very cosy. In fact, [2]*it's* much smaller than my sister's bedroom, but I wouldn't swap it with hers. [3]*There are* two quite big windows in my bedroom, so [4]*it's* very light. I've got a bed, a wardrobe, a small desk with a computer and two chairs. [5]*There were* three chairs before, but I got rid of one and [6]*there's* more space now. I love spending time in my bedroom. [7]*It's* my favourite room in the house.

GRAMATYKA WYRAŻANIE PRZYSZŁOŚCI

▶ TABELE STR. 321–322

FUTURE SIMPLE

Will/won't + bezokolicznika bez *to* używamy:

- przewidując, co się zdarzy, na podstawie własnych opinii, przeczuć lub doświadczeń:
  *I'm sure your German teacher **will be** disappointed that you've decided to give up German.* (mam bardzo silne przeczucie)
- podejmując spontaniczne decyzje:
  *I'**ll answer** the phone.* (podjąłem decyzję w tej chwili)
  *OK, I'**ll look into** that matter as soon as possible.* (zgodziłem się na to w tej chwili)
- formułując obietnice, propozycje lub groźby:
  *I'**ll show** you around if you want.*
  *I'**ll** never **lie** to you again.*

FUTURE CONTINUOUS

Will/won't + ***be*** + ***-ing*** używamy:

- opisując czynności, które będą trwały w określonym momencie w przyszłości:
  *I **will be driving** to Kraków at 10 o'clock tonight.*
  ***Will** you still **be working** on your essay at 11 p.m.?*
- mówiąc o przyszłych zdarzeniach, które są nieuchronne lub mają charakter rutynowy:
  *They'**ll be staying** with their family.* (zawsze to robią)
  *I'**ll be going** to the supermarket on Saturday, so I can get some charcoal for the barbecue.* (w soboty zwykle jeżdżę do supermarketu)
- formułując prośby w sposób pośredni:
  ***Will** you **be using** your laptop tomorrow?* (bo chciałbym z niego skorzystać)

Czasowniki statyczne (*be, know, believe, forget, like, want* itp.) nie występują w czasie Future Continuous:
*This time tomorrow I **will know** the exam results.*

BE GOING TO

Konstrukcji ***be going to*** używamy:

- mówiąc o planach i zamiarach, które mogą ulec zmianie:
  *We **are going to raise** money for 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.*

ROZMOWA WSTĘPNA

1 Uzupełnij wypowiedzi poprawnymi formami czasowników w nawiasach. Następnie dopasuj odpowiedzi do pytań nauczyciela.

a Yes, we have already planned everything. My parents and I [1]*are going* (go) to America. On August 1st, we [2]*'re/are flying* (fly) to Washington, D.C. Then we [3]*'re/are going to rent / 're/are renting* (rent) a car for four weeks. Our plan is to drive from the East to the West Coast.

b It's definitely the Internet. I can't imagine my life without it. It has affected the way we do things nowadays and I'm sure it [4]*'ll/will keep* (keep) growing in its capacity and importance. I'm very much into computers and I [5]*'m/am going to do* (do) an Information Technology degree online in the future.

c I don't know yet, to be honest. I'm good at Maths and Physics and next week I [6]*'m/am taking* (take) my Matura exam in those subjects. I hope I [7]*'ll/will pass / 'm/am going to pass / pass* (pass) with good grades and get a place at the University of Technology. I'd like my work to be connected with science.

PRACA

1 Where would you like to work in the future? Why? *c*

PODRÓŻOWANIE I TURYSTYKA

2 Have you got any plans for your summer holidays this year? *a*

NAUKA I TECHNIKA

3 What is your favourite invention? Why? *b*

▶ TABELE STR. 321–322

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.*

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 / I am going to cut down on eating sugary snacks.

3 Oferujesz swoją pomoc przy rozbijaniu namiotu i rozpalaniu ogniska.
*I'**m giving** you a hand with putting up the tent and starting a fire.*
I'll / I will give you a hand with putting up the tent and starting a fire.

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'll / 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:** That's it, Rob! You're grounded for the next week!
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: 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 *'ll/will keep* (keep) in touch after the course.
3 We can't put you up in August. Richard's brother *is 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 *isn't / is not / '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 *'m/am going to be* (be) sick! The meat they served us must have been off.

4 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. *Suggested answers:*

1 The last day of school this year is the 24th of June. UP
School breaks up on the 24th of June.

2 I'm sure you'll recognise my sister at the station – she'll have her red coat on. WEARING
I'm sure you'll recognise my sister at the station – she'll be wearing her red coat.

3 This March is my grandparents' fiftieth wedding anniversary. WILL
In March this year, my grandparents will have been married for fifty years.

4 Will you need your car at the weekend? USING
Will you be using your car at the weekend?

GRAMATYKA PRZYMIOTNIKI

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*** *bigg**er*** *slimm**er***	podwajamy końcową spółgłoskę i dodajemy końcówkę ***-est*** *the bigg**est*** *the slimm**est***
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*)

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** competitive of all the ones we've seen so far.*
*She is **the least** competitive person in class.*

STOPIEŃ WYŻSZY + *AND* + STOPIEŃ WYŻSZY

W celu pokazania, że jakaś cecha wzrasta lub maleje, używamy konstrukcji stopień wyższy + *and* + stopień wyższy:

*It was getting **darker and darker**.*
*Petrol is getting **more and more expensive**.*
*Holidays abroad are becoming **less and less popular**.*

***THE* + STOPIEŃ WYŻSZY, *THE* + STOPIEŃ WYŻSZY**

W celu pokazania, że dwie rzeczy zmieniają się jednocześnie lub że jedna rzecz jest zależna od drugiej, używamy konstrukcji: *the* + stopień wyższy, *the* + stopień wyższy:

***The older** she becomes, **the more beautiful** she gets.*
***The faster** you are, **the higher score** you will get.*

TOO, (NOT) ENOUGH, AS ... AS

Porównując osoby lub rzeczy, możemy posłużyć się także następującymi wyrażeniami:

- ***too*** (zbyt):
  *This cake is **too** sweet for me.*
- ***(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 teacher is **not as** patient **as** Mrs Smith.*

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.*

1 Jaka powinna być poprawna kolejność przymiotników?

1 some girls (young/Spanish/pretty)
some pretty young Spanish girls
2 a scarf (silk/grey/new)
a new grey silk scarf
3 a meal (huge/Chinese/delicious)
a delicious huge Chinese meal
4 shoes (leather/elegant/black)
elegant black leather shoes
5 some buildings (new/concrete/impressive)
some impressive new concrete buildings
6 a dining table (oval/old/wooden)
an old oval wooden dining table
7 some baby hamsters (sweet/pink/tiny)
some sweet tiny pink baby hamsters

2 Uzupełnij zdania, wpisując w luki pary wyrazów i wyrażeń z ramki we właściwej formie.

> the last person/leave disappointed/miss
> ~~sorry/hear~~ too difficult/explain the first/arrive

1 I was ***sorry to hear*** about your mother's illness.
2 Robert was *the first to arrive* at the meeting point.
3 This grammatical rule is *too difficult to explain* without giving examples.
4 We were *disappointed to miss* such a good match.
5 Mr Jones was *the last person to leave* the building before it caught fire.

3 Jakie formy przymiotników w stopniu wyższym poprawnie uzupełniają zdania?

1 These trousers are too big. I need a ***smaller*** size. (SMALL)
2 I don't want to be late. I'll try to catch an *earlier* bus. (EARLY)
3 The new television was *more expensive* than we expected. (EXPENSIVE)
4 The distance between the first and second runner is getting *bigger*. (BIG)
5 Peter's exam results were *worse* than last year. (BAD)
6 It's good to have a successful career, but family life is *more important* to me. (IMPORTANT)

4 Ułóż pytania z podanych wyrazów, używając przymiotników w stopniu najwyższym.

1 (what / is / long / river / world)
What is the longest river in the world?
2 (what / is / valuable thing / you / have ever lost)
What is the most valuable thing you have ever lost?
3 (who / is / famous person / your country)
Who is the most famous person in your country?
4 (what / your / happy memory / as / a child)
What is your happiest memory as a child?
5 (what / is / strange thing / you / have ever eaten)
What is the strangest thing you have ever eaten?

5 Jakie formy przymiotników z ramki w stopniu wyższym lub najwyższym poprawnie uzupełniają zdania?

> cheap good ~~hot~~ lazy popular slim

1 July is ***the hottest*** month in my country.
2 My T-shirt cost only $10, it was much *cheaper* than yours.
3 Why haven't you tidied up your room yet? You're *the laziest* person I know.
4 Were you born in France? Your French accent is even *better* than our teacher's.
5 Everyone likes Hannah. She is *the most popular* girl in our school.
6 The first two weeks of the new diet were difficult, but now I'm *slimmer* than ever before.

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.* (bardzo bym chciał)
  *I **must** give Robbie a hand with renovating his flat.* (naprawdę chciałbym to zrobić)
- konstrukcji ***have to***, jeśli opisujemy przymus zewnętrzny, wynikający z reguł, przepisów albo nakazów innych osób:
  *We **have to** be at school ten minutes before the first class.* (takie są reguły obowiązujące w naszej szkole)
  *You **have to** take this medicine twice a day.* (nakaz lekarza)
  *You **have to** stop when the traffic lights are red.* (takie są przepisy ruchu drogowego)
  *I **have to** stop taking this medication.* (lekarz mi to zalecił)
- konstrukcji ***need to***, jeśli opisujemy potrzebę lub konieczność:
  *I **need to** take a nap now.*
  *They **need to** know the exact date of delivery.*

DON'T HAVE TO, DON'T NEED TO, NEEDN'T

Aby wyrazić brak przymusu lub brak konieczności, używamy:

- konstrukcji ***don't have to***:
  *You **don't have to** bring any food.*
  *She **doesn't have to** help with the housework.*
- konstrukcji ***don't need to***:
  *You **don't need to** do the shopping today.*
- konstrukcji ***needn't***:
  *You **needn't** tell your sister about it.*
  *She **needn't** be afraid of me.*

NEEDN'T + HAVE + PAST PARTICIPLE

R

Wyrażając opinię, że to, co ktoś zrobił, było niepotrzebne, używamy ***needn't + have* + past participle**:

*My parents **needn't have worried** about me because I was perfectly safe.* – Moi rodzice niepotrzebnie się o mnie martwili.

Struktura ***needn't + have* + past participle** ma inne znaczenie niż struktury *didn't have to / didn't need to*:

*She **needn't have put on** elegant clothes.* (ubrała się elegancko, choć nie było to konieczne)

*She **didn't need to put on / didn't have to put on** elegant clothes.* (nie było to konieczne, więc nie ubrała się elegancko)

SHOULD, OUGHT TO

Wyrażając powinność lub udzielając rad, używamy ***should, shouldn't, ought*** i ***oughtn't to*** (które kładą słabszy nacisk na powinność niż *must*):

*I think everybody **should** help their elderly parents.* (powinność)

*He **shouldn't** eat so many sweets.* (moja rada)

*You **ought to** treat him with more respect.* (powinność)

OUGHT TO / SHOULD + HAVE + PAST PARTICIPLE

R

Wyrażając żal lub krytykę, że coś nie zdarzyło się w przeszłości, lub udzielając rad odnośnie przeszłości, używamy ***ought to / should + have* + past participle**:

*I **ought to / should have asked** her to dance.* (nie poprosiłem jej do tańca i teraz żałuję)

*You **ought to / should have paid off** your debts last year.* (to źle, że nie spłaciłeś długów – krytyka)

MUSTN'T, CAN'T/COULDN'T

Mówiąc o tym, czego nie wolno robić, używamy:

- ***mustn't*** i ***can't*** – w odniesieniu do chwili obecnej lub ogólnych zakazów, przy czym ***mustn't*** wyraża bardzo silny zakaz:
  *You **can't/mustn't** drive faster than 50 km/h in built-up areas.*
- ***couldn't*** – w odniesieniu do przeszłości:
  *When I was a teenager, I **couldn't** stay out as late as I wanted.*

COULD/MIGHT + HAVE + PAST PARTICIPLE

R

Wyrażając irytację, że ktoś czegoś nie zrobił w przeszłości, używamy ***could/might + have* + past participle**:

*They **could/might have informed** us about the meeting earlier.*

CAN, COULD

Mówiąc o umiejętnościach posiadanych obecnie lub kiedyś, używamy ***can, can't, could*** i ***couldn't***:

*I **can** use chopsticks quite well.*

*He **can't** drive a car.*

*When I was ten, I **could** sew, but I **couldn't** knit.*

CAN I *COULD* Z CZASOWNIKAMI STATYCZNYMI

Opisując zdarzenia lub stany za pomocą czasowników statycznych (*see, hear, taste, smell, understand, remember*) używamy ***can, can't, could, couldn't***. Tego typu zdania tłumaczymy na język polski z pominięciem czasownika modalnego:

Can *you see him?* – Widzisz go?
I ***can't*** *remember what she said.* – Nie pamiętam, co powiedziała.
I ***could*** *hear him humming the song.* – Słyszałem, jak nucił piosenkę.
To be honest, I ***couldn't*** *feel any pain.* – Mówiąc szczerze, nie czułem żadnego bólu.

BE ABLE TO

Mówiąc o możliwości wykonania jakiejś czynności lub posiadanych umiejętnościach, używamy struktury ***be able to***. Można ją stosować we wszystkich czasach. W czasie teraźniejszym Present Simple jest ona używana wymiennie z czasownikiem modalnym *can* (czasownika modalnego *can* używa się jednak dużo częściej):

I'm afraid I ***am not able to*** *do it. = I'm afraid I can't do it.*

CAN A *BE ABLE TO*

W czasie przeszłym Past Simple istnieje różnica pomiędzy *was/were able to* oraz *could*:

Unfortunately, I ***wasn't able to*** *finish the report yesterday.* – Niestety nie byłem w stanie skończyć wczoraj raportu. (konkretna sytuacja w przeszłości)
I ***couldn't*** *swim very well when I was a child.* – Jako dziecko nie umiałem dobrze pływać. (ogólna umiejętność w przeszłości)

W czasie przyszłym stosuje się tylko strukturę *be able to*:

I ***won't be able to*** *give you a hand tomorrow, I'm afraid.* – Obawiam się, że nie będę mógł ci jutro pomóc.

Be able to stosowane jest także we wszystkich innych strukturach gramatycznych:

You should ***be able to*** *pass your driving test with flying colours.*
I remember ***not being able to*** *walk after my surgery.*

CAN, COULD, MAY

Mówiąc o tym, co wolno robić lub przedstawiając prośbę, używamy:

- ***can*** i ***could*** (przy czym w prośbach *could* jest formą bardziej uprzejmą niż *can*):
  Can/Could *you do me a big favour?*
  When I was a child, I ***could*** *go to bed later on Saturdays.*
- ***may*** i ***can***, jeżeli udzielamy pozwolenia lub chcemy przedstawić prośbę w jeszcze bardziej uprzejmy sposób:
  You ***may*** *kiss the bride now.*
  May/Can *I leave a bit earlier today?*

WOULD LIKE, WILL, SHALL, WOULD

Wyrażając prośbę, propozycję lub zaproszenie, używamy ***would like***:

I' ***d like*** *two slices of smoked ham, please.*
Would *you* ***like*** *to join us?*

Wyrażając prośbę do kogoś w sposób bardziej formalny i bezpośredni, używamy ***will***:

Will *you wait here for a moment, please?*

Proponując, że coś dla kogoś zrobimy, oraz oferując lub prosząc o sugestie, używamy ***shall***:

Shall *I help you to unpack the suitcase?*
Shall *we stop here for a short break?*

Shall używane jest także w języku bardziej formalnym i prawniczym do wyrażania postanowienia lub nakazu:

All candidates ***shall*** *follow the instructions.* – Wszyscy kandydaci mają postępować zgodnie z instrukcjami.

R

Opisując typowe zachowanie w przeszłości, używamy ***would***:

As a child, I ***would*** *always drink a glass of milk in the evening.*

1 Co powiesz w następujących sytuacjach? Użyj czasowników modalnych.

1 Przekonujesz koleżankę, że nie ma potrzeby się spieszyć.
We don't have to hurry.
2 Masz gościa. Proponujesz mu coś do picia.
_____
3 Chcesz skorzystać z telefonu komórkowego kolegi.
_____
4 Zwracasz uwagę komuś, kto parkuje samochód przed bramą twojego domu.
_____
5 Tłumaczysz koledze, że nie musi oddać ci książki w tym tygodniu.
_____
6 Informujesz nauczyciela, ze nie będziesz w stanie napisać wypracowania na jutro.
_____

Exercise 1
Suggested answers
2 Would you like something to drink? / Shall/ Can I get you something to drink?
3 Can/Could/May I use your mobile phone?
4 You mustn't/can't park here.
5 You don't have to give me my book back this week.
6 I won't be able to write the essay for tomorrow.

2 Uzupełnij drugie zdanie w każdej parze, tak aby miało ono podobne znaczenie do pierwszego. Użyj podanych fragmentów zdań i czasowników modalnych.

1 It's against the rules to talk on your mobile here.
You *mustn't talk on your mobile here*.
2 I learnt to ride a bicycle when I was ten.
When I was eight, _____.
3 My advice is to talk to the teacher about it.
You _____.
4 Would you like me to pick you up from school?
Shall _____?
5 Fiona is quite a good singer.
Fiona _____ quite well.
6 It's not necessary to answer all the questions correctly.
You _____.
7 She can't help you on Monday afternoon because she has her choir practice.
She won't _____.

Exercise 2
2 I couldn't ride a bicycle
3 should talk to the teacher about it
4 I pick you up from school
5 can sing
6 don't have to answer all the questions correctly
7 be able to help you on Monday afternoon because she has her choir practice

3 Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj właściwych czasowników modalnych.

a But [1]*do we have to go* (*czy musimy jechać*) by car? How about the train? It's much faster than the car. [2]*Shall I look up / check* (*Czy mam sprawdzić*) the train timetable on the Internet or [3]*would you like to do* (*czy chciałbyś zrobić*) it yourself? We [4]*should buy* (*powinniśmy kupić*) the tickets fairly quickly.

b I don't think we [5]*should take* (*powinniśmy brać*) too much stuff – it will be too heavy to carry. We [6]*don't have to take / need to take / needn't take* (*nie musimy brać*) towels since we are going to stay in a hotel. I'm not sure about the hair dryer, though. [7]*Could you pack* (*Czy mógłbyś zapakować*) yours, just in case?

c To be perfectly honest, I'd rather stay in a bed and breakfast or a cheap hotel. I tried staying in a youth hostel once, but I [8]*couldn't get used* (*nie mogłem przyzwyczaić się*) to sleeping with so many people in one room. I know I [9]*should be* (*powinienem być*) more flexible, but ... I promise I will find something cheap.

d No, we [10]*can't/cannot go* (*nie możemy pojechać*) for two weeks. What about the school and our English lessons? One week will be OK, I think, but we still [11]*have to inform* (*musimy zawiadomić*) our teacher that we will be away.

ROZMOWA Z ODGRYWANIEM ROLI

4 Które z akapitów z ćwiczenia 4 pasują do czterech kwestii w poniższym zadaniu?

Jesteś na kursie językowym w Anglii. Twoja koleżanka proponuje ci wspólną wycieczkę do Szkocji. Porozmawiaj z nią o tej propozycji. Poniżej podane są cztery kwestie, które musisz omówić.

Długość wycieczki *d*

Środek transportu *a*

Zakwaterowanie *c*

Rzeczy do zabrania *b*

5 Przekształć zdania, używając podanych początków, zakończeń oraz czasowników modalnych tak, aby zachować znaczenie zdań wyjściowych. R

1 Shall I elaborate on that point?
Would *you like me to elaborate* on that point?

2 These items are not allowed to be carried onto the plane.
You *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.

6 Przeczytaj fragmenty rozmowy między koleżankami. Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj czasowników modalnych.

a I think we [1]*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. Aerobics, Pilates, Zumba®? Or maybe you [2]*could/can think* (*możesz pomyśleć*) of something else? It [3]*can't be* (*nie może być*) swimming though because I hate water and water sports. But on the other hand, we [4]*don't / do not have/need to do* (*nie musimy*) go to the same class.

b [5]*Would/Will you be able to go* (*Czy byłabyś w stanie chodzić*) at the weekend or during the week? Early morning would be ideal for me. But skipping our morning English class is out of the question – we [6]*mustn't/can't do* (*nie wolno nam tego robić*) it! So how about Saturday or Sunday morning? We [7]*will/would have to get used to* (*będziemy musiały się przyzwyczaić*) getting up a bit earlier at the weekend, but it [8]*shouldn't / should not be* (*nie powinno być*) such a big problem. What do you think?

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* (*Czy mam sprawdzić*) that? Obviously, in that case, we [11] (*musiałybyśmy chodzić*) at least once or even twice a week. We [12] (*nie musimy decydować*) now, but it's worth thinking about it.

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 pewien)

*Being a teacher, you **must have** a lot of patience.*

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)

MUST/MIGHT/MAY/COULD/CAN'T + BE + FORMA *-ING*

Wyrażając opinie lub przypuszczenia dotyczące zdarzeń, które odbywają się dokładnie w momencie mówienia, używamy konstrukcji ***must/might/may/could/can't* + *be* + *forma -ing***:

*This is not true! You **must be joking**!* (jestem pewien, że żartujesz)

*Sarah is not picking up the phone. She **might be driving** now.*

*You **can't be taking** their proposal seriously.* (jestem tego prawie pewien)

1 Których form można użyć w następujących sytuacjach?

1 Podchodząc do domu, widzisz zapalone światła.

Somebody *can* / *must* be in.

2 Masz bardzo dużo nauki przed egzaminem w poniedziałek.

I *might not* / *can* come to your party on Saturday.

3 Nie wierzysz w to, co opowiada ci twój kolega.

You *can't* / *may not* be serious.

4 Twój kolega z klasy jest bardzo smutny po sprawdzianie.

He *can't* / *must* have got the right answers.

5 Masz wątpliwości, czy warto szukać nowej pracy.

I *cannot* / *might not* change my job after all.

6 Widzisz, jak mały chłopiec potyka się i skręca kostkę.

He *must* / *can* be in terrible pain.

2 Jakie czasowniki modalne poprawnie uzupełniają dialog?

Ian: Hi, Dave. Have you seen Brian?

Dave: Yeah, I saw him in the computer room some time ago. He [1] *may/might/could* still be there.

Ian: No, he isn't. I've just come from the computer room.

Dave: I don't know then. Have you checked the gym? He [2] *may/might/could* be there playing football with his friend.

Ian: No, they [3] *can't* be there. The gym is closed today. But if they are playing football, they [4] *may/might/could* be in the playground.

Dave: In the playground? You [5] *must* be mad! It's pouring with rain!

Ian: OK, you [6] *might/may/could* be right there. But where [7] *could* he be? I've looked almost everywhere.

Dave: He [8] *may not / might not* be at school then – perhaps he has already gone home. Ian ... Look! Over there! Crossing the road ...

Ian: No, it [9] *can't* be Brian. He is much taller than that boy. I think I'll ask the teacher. She [10] *must* know if Brian's class is still at school.

OPIS ILUSTRACJI

3 Popatrz na zdjęcie. Które czasowniki modalne najlepiej uzupełniają jego opis?



There are two people in the foreground of this picture: an old man and a little girl. Just behind them, there is a group of other runners. They seem to be approaching the finishing line of some kind of a race. It [1] *may* / *can* / *must* be a competitive race because every participant has an official-looking race number on their chest. It [2] *must* / *can't* / *may* be a marathon, though, because the runners don't look particularly tired.

All the people have wide smiles on their faces – they [3] *may* / *can't* / *must* feel very happy about getting to the finishing line. I'm not sure, but the old man [4] *might* / *can't* / *must* be the little girl's grandfather. All the other runners look much younger than the man. They [5] *must* / *could* / *can't* be in their early or mid-twenties, but it's really difficult to say.

It seems to me that these people are running to collect money for some good cause in a charity event, or it [6] *may* / *can't* / *must* be a school Sports Day competition. It [7] *may not* / *can't* / *might not* be a school PE event, though, because the participants are of mixed ages, and include both children and adults.

GRAMATYKA R 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**

***Must* + *have* + past participle** wyraża bardzo silne przekonanie, że coś się zdarzyło:

*He **must have lived** in France. His French is perfect.* (jestem przekonany, że mieszkał we Francji)

***MIGHT/MAY/COULD* + *HAVE* + PAST PARTICIPLE**

Might, ***may*** oraz ***could* + *have* + past participle** wyrażają przypuszczenie, że coś się zdarzyło (w takim znaczeniu nie można użyć *can*):

*The boss **might/may/could have put off** the meeting until tomorrow.* (być może szef przełożył spotkanie)

***CAN'T* + *HAVE* + PAST PARTICIPLE**

***Can't* + *have* + past participle** wyraża bardzo silne przekonanie, że coś się nie zdarzyło:

*He **can't have paid** £50 for this fleece.* (to niemożliwe, że tyle zapłacił)

MUST/MIGHT/MAY/COULD/CAN'T + HAVE BEEN* + FORMA *-ING

Wyrażając opinie lub przypuszczenia dotyczące zdarzeń, które odbywały się w określonym momencie w przeszłości, używamy konstrukcji ***must/might/may/could/can't* + *have been* + forma *-ing***:

*I saw Chris running out of school. He **must have been rushing** home.* (jestem pewien, że spieszył się do domu)

*She **might have been trying** to cheer me up.* (być może ona próbowała mnie pocieszyć)

*You **can't have been waiting** for us for over two hours.* (jestem pewien, że na nas nie czekaliście)

Poszczególne czasowniki modalne wyrażają różny stopień pewności:

*They **must be** at school now.* – Oni na pewno są teraz w szkole.

*She **must have learnt** Italian as a child.* – Z pewnością nauczyła się włoskiego jako dziecko.

*They **might/may/could be** at school now.* – Być może są teraz w szkole.

*She **might/may/could have learnt** Italian as a child.* – Być może nauczyła się włoskiego jako dziecko.

*They **may/might not be** at school now.* – Być może nie są teraz w szkole.

*She **may/might not have learnt** Italian as a child.* – Prawdopodobnie nie nauczyła się włoskiego jako dziecko.

*They **can't be** at school now.* – Na pewno nie są teraz w szkole.

*She **can't have learnt** Italian as a child.* – Z pewnością nie nauczyła się włoskiego jako dziecko.

1 Jakie formy czasowników modalnych oraz czasowników w nawiasach poprawnie uzupełniają zdania?

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've always looked almost identical.
5 The builders *can't have finished* (finish) their work yet – there's still lots to do on the building site.
6 I understand, Georgia – the teacher *might/may not have explained* (explain) the meaning of this word very clearly, but you could have looked it up in a dictionary.
7 You *must be joking* (joke), Paul! What you're saying is just ridiculous!
8 That *can't be* (be) Francesca at the door – she's still at school at this time of the day.
9 Judging by her excellent exam results, she *must have studied / been studying* (study) very hard for the last two weeks.

2 Przekształć zdania, używając podanych początków, zakończeń oraz czasowników modalnych tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.

1 I am sure they were following us in the car.
They *must have been following us* in the car.
2 Perhaps your mother didn't mean what she said.
Your mother *might/may not have meant* what she said.
3 I'm sure that Tom hasn't been introduced to Mr Brown before.
Tom *can't have been introduced* to Mr Brown before.
4 Perhaps Christine and John decided to break up after their last fight.
Christine and John *might/may/could have decided to break up* after their last fight.
5 Surely the tickets for their concert are not sold out yet!
The tickets for their concert *can't be sold out* yet!
6 I'm certain she's still waiting for the visa to come through.
She *must still be waiting* for the visa to come through.
7 It's possible that the jury won't reach a unanimous verdict.
The jury *may/might not reach* a unanimous verdict.
8 I'm sure Matthew isn't feeling guilty about the whole thing.
Matthew *can't be feeling* guilty about the whole thing.

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*).

GRAMATYKA PRZEDIMKI

1 Których z podanych form należy użyć w następujących sytuacjach?

1 Wybierasz się do supermarketu, który znajduje się niedaleko twojego domu.

I'm going to *a* / (*the*) supermarket.

2 Rozmawiasz z koleżanką o zwierzętach.

I don't like (*cats*) / *the cats*.

3 Próbujesz przekonać swojego brata, żeby ustąpił ci miejsca przy komputerze.

I really need *a* / (*the*) computer now.

4 Rozmawiasz o nieobecności swojego nauczyciela języka polskiego.

I don't know why *a* / (*the*) teacher hasn't come today.

5 W czasie sprawdzianu wypisał ci się długopis.

Has anybody got (*a*) / *the* pen?

6 Zachwycasz się kwiatami, które ktoś ci podarował na imieniny.

Flowers / (*The flowers*) are really beautiful.

2 Które przedimki (*a/an/the* lub –) poprawnie uzupełniają tekst?



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.

3 Utwórz zdania z podanych wyrazów, dodając do nich co najmniej jeden przedimek.

1 David's / father / works / as / architect / in / France.
David's father works as an architect in France.
2 on / Monday / we / had / piece / of / toast / for / breakfast.
On Monday, we had a piece of toast for breakfast.
3 they / are / flying / to / Barcelona / from / Gatwick / airport / tomorrow / in / evening.
They are flying to Barcelona from Gatwick airport tomorrow in the evening.
4 boys / from / my / class / went / on / trip / to / Tatra mountains.
The boys from my class went on a trip to the Tatra mountains.
5 I / think / I / left / house keys / in / kitchen.
I think I left the house keys in the kitchen.
6 empathy / is / important / quality / to / teach / children.
Empathy is an important quality to teach children.

4 Które przedimki poprawnie uzupełniają zdania? R

1 Before – / *a* / (*the*) telephone was invented, communication was very expensive and time-consuming.
2 This is – / *a* / (*the*) man Sandra's engaged to.
3 Her uncle spent three years in (–) / *a* / *the* prison for fraud.
4 Have you ever been *to* – / (*a*) / *the* wedding in which the bride or groom didn't show up?
5 The possible presence of water on – / *a* / (*the*) Moon is a hotly debated topic.

5 Jakie przedimki poprawnie uzupełniają zdania?

1 *A* nine-month-old baby should be able to sit alone without support.
2 The Tower of London covers *an* area of seven hectares.
3 If you want Robert to buy all *the* ingredients, make a shopping list for him.
4 There was *a* time when the only temporary office staff were typists and telephonists.

6 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 Some children are afraid of dogs, while others can play with them for hours without 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.

4 **A:** Do you know Smith family who moved into our neighbourhood in March?
B: Yes, parents are teachers and their three daughters go to school in nearby town.

Exercise 6
2 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 **a** beautiful mountain village in **the** French Alps, and finished in Amsterdam, **the** capital city of **the** Netherlands.
4 A: Do you know **the** Smith family who moved into our neighbourhood in March?
B: Yes, **the** parents are teachers and their three daughters go to school in **a** nearby town.

COUNTABLE AND UNCOUNTABLE NOUNS | RZECZOWNIKI POLICZALNE I NIEPOLICZALNE

COUNTABLE NOUNS | RZECZOWNIKI POLICZALNE

- określają rzeczy, które można policzyć: *a* ***cat***, *five* ***books***
- występują zarówno w liczbie pojedynczej, jak i mnogiej:
  This ***watermelon*** *is absolutely delicious. These* ***watermelons*** *are absolutely delicious.*
- w przypadku rzeczowników pospolitych oznaczających ludzi w większości mają taką samą formę w odniesieniu do rodzaju męskiego i żeńskiego (np.: *journalist, student*), chociaż niektóre przybierają różne formy w zależności od płci, np.: *actor – actress, waiter – waitress, husband – wife, nephew – niece, uncle – aunt, hero – heroine, widower – widow,*
- 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* (patrz tabela poniżej).

Pytania	Zdania twierdzące	Zdania przeczące
Are there any tickets? *How many tickets are there?*	*There are some tickets.* *There are (a) few tickets.* *There are a lot of tickets.* *There are too many tickets.*	*There aren't any tickets.* *There aren't many tickets.* *There are no tickets.*

Liczba mnoga

Liczbę mnogą rzeczowników policzalnych tworzymy przez:

- dodanie końcówki ***-s*** (np.: *plan – plan**s**, girl – girl**s***),
- dodanie końcówki ***-es*** w przypadku rzeczowników zakończonych na ***-s***, ***-ss***, ***-x***, ***-sh*** i ***-ch*** (np.: *bus – bus**es**, dress – dress**es**, box – box**es**, bush – bush**es**, watch – watch**es***),
- dodanie końcówki ***-ies*** w przypadku rzeczowników zakończonych na spółgłoskę + ***-y*** (np.: *country – countr**ies**, story – stor**ies***),
- dodanie końcówki ***-s*** w przypadku rzeczowników zakończonych na samogłoskę + ***-y*** (np.: *day – day**s**, boy – boy**s***),
- dodanie końcówki ***-es*** w przypadku niektórych rzeczowników zakończonych na ***-o*** (np.: *potato – potato**es**, hero – hero**es***); wyjątki: *pianos, photos, zeros*,
- dodanie końcówki ***-ves*** w przypadku niektórych rzeczowników zakończonych na ***-f*** lub ***-fe*** (np.: *knife – kni**ves**, half – hal**ves***); wyjątki: *roofs, cliffs, chiefs,*
- zmianę formy w przypadku rzeczowników nieregularnych (np.: *man – **men**, woman – **women**, child – **children**, foot – feet, tooth – **teeth**, mouse – **mice***).

Niektóre rzeczowniki mają tę samą formę w liczbie pojedynczej i mnogiej (np.: ***fish***, ***sheep***, ***deer***).

Liczbę mnogą rzeczowników złożonych tworzymy, dodając odpowiednią końcówkę:

- do drugiego rzeczownika, gdy rzeczownik złożony tworzą dwa rzeczowniki (np.: *bedroom – bedroom**s**, pocket knife – pocket kni**ves***),
- do rzeczownika, gdy rzeczownik jest złożony z rzeczownika i przymiotnika (np.: *washing machine – washing machine**s***),
- do pierwszego rzeczownika, jeżeli rzeczownik złożony tworzą jeden lub dwa rzeczowniki i przyimek (np.: *sister-in-law – sister**s**-in-law, passer-by – passer**s**-by*). R

Niektóre rzeczowniki mają tylko formę liczby mnogiej i występują z czasownikami w liczbie mnogiej (np.: *clothes, trousers, jeans, pyjamas, scissors, binoculars, outskirts, congratulations, goods, thanks*):
My little cousin's ***clothes*** *are filthy.*

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).

Pytania	Zdania twierdzące	Zdania przeczące
Is there any water? *How much water is there?*	*There is some water.* *There is (a) little water.* *There is a lot of water.* *There is too much water.*	*There isn't any water.* *There isn't much water.* *There is no water.*

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*).

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.*

COLLECTIVE NOUNS | RZECZOWNIKI ZBIOROWE

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

many, a few, much, a little	***a lot, all, most, some, any***
• ***(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	***both***	***either, neither***
None (of) występuje przed rzeczownikami w liczbie mnogiej, gdy mowa o więcej niż dwóch osobach lub rzeczach. Po *none (of)* może występować czasownik w liczbie pojedynczej lub mnogiej (często w mowie potocznej): ***None of** the employees has received a bonus.* ***None of** the blouses fit her.*	***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.*

W omówionych wyrażeniach ***of*** występuje:
- w wyrażeniach *a lot of* i *none of*, z wyjątkiem krótkich odpowiedzi:
  How many of your classmates were at the concert?
  A lot. – Wielu. / ***None.*** – Żadnego.
  ***None of us** felt like going home.*
- zawsze przed zaimkami osobowymi: *many / a few / all / most / some / either / neither / both* ***of us/you/them***
- przed przymiotnikami w funkcji dzierżawczej (przy czym w przypadku *all* i *both* przyimek *of* można pominąć):
  *many / a few / most / some / either / neither of my colleagues all / both **(of) their** children*
- przed rzeczownikami poprzedzonymi *the*:
  *many / a few / all / most / some / either / neither / both **of the** questions on the test*

1 Jakie wyrazy poprawnie uzupełniają dialog?

Sue: John, good to see you! I haven't seen you for ages.
John: Great to see you, too, Sue! How [1] ***many*** months has it been?
Sue: Quite a [2] *few*, I reckon. Five, six?
John: Even more, I think. You've changed a [3] *lot*. I could hardly tell it was you!
Sue: Yes, I've cut my hair short and started running marathons. I guess I look more sporty since we last saw each other.
John: Running marathons? That's incredible! How [4] *many* have you completed?
Sue: Two half-marathons so far, but I'm training for a full marathon at the moment.
John: And how [5] *much* running experience do you need before running a full marathon? I suppose a year is the minimum, isn't it?
Sue: No, not really. My two best friends have already done it and [6] *neither* of them needed a whole year of preparation. I think I should be ready in seven or eight months.
John: That's fantastic, Sue! I must say I'm really impressed!
Sue: Thank you. How about you? You haven't changed [7] *much*. And how are your little sisters? The twins if I remember correctly ...
John: That's right. [8] *Both* of them are still at nursery school.

2 Które określniki ilości z ramki poprawnie uzupełniają zdania? R

both many much neither ~~none~~

1 I asked five people for help. Unfortunately, ***none*** of them seemed willing to give me a hand.
2 I take after my father. *Both* of us have dark hair and green eyes.
3 You haven't made *much* progress since the beginning of this term.
4 *Neither* of my parents had any sort of university education.
5 I tried to call you *many* times, but I couldn't get through.

3 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

1 Let me give you ***a piece of advice*** (*radę*) – don't jump into this relationship too quickly.
2 *The police are waiting* (*Policja czeka*) for more evidence before they make an arrest.
3 *The news starts* (*Wiadomości zaczynają się*) at 6 p.m.
4 Unfortunately, *neither of my grandfather's two brothers* (*żaden z dwóch braci mojego dziadka*) survived the war.
5 I've tried on five pairs of jeans and *none of them fits* (*żadna z nich nie pasuje*).

PREPOSITIONS OF TIME | PRZYIMKI CZASU

W języku angielskim najczęściej używamy następujących przyimków określających czas:

- ***at***: ***at*** *six o'clock*, ***at*** *11.45*, ***at*** *lunchtime*, ***at*** *night*, ***at*** *midnight*, ***at*** *the weekend*, ***at*** *Easter*, ***at*** *present*
- ***in***: ***in*** *the morning / the afternoon / the evening*, ***in*** *the third week of May*, ***in*** *December*, ***in*** *the spring*, ***in*** *2011*, *in the eighteenth century*, ***in*** *a moment / ten minutes / five months*
- ***on***: ***on*** *Tuesday(s)*, ***on*** *Friday afternoons*, ***on*** *March 1st*, ***on*** *15 August*, ***on*** *Christmas Day*
- ***within***: ***within*** *twenty-four hours*, ***within*** *two weeks*

Przyimków nie używamy przed wyrażeniami z *every*, *last*, *next* i *this*, np.: *We went to Bath* ***last*** *week*.

PREPOSITIONS OF PLACE | PRZYIMKI MIEJSCA

W języku angielskim najczęściej używamy następujących przyimków określających miejsce:

- ***in***: ***in*** *the kitchen*, ***in*** *the washing machine*, ***in*** *London*, ***in*** *Belgium*, ***in*** *the street / Pine Street;* ***in*** *a car / a taxi*, ***in*** *a book / the newspaper / a story*
- ***on***: ***on*** *the floor / the wall / the street*, ***on*** *the Moon*
- ***at***: ***at*** *Matthew's house*, ***at*** *the bus stop / the station*, ***at*** *the theatre / the cinema / a basketball match / a party*, ***at*** *the table / the door*, ***at*** *breakfast*, ***at*** *the office / work / university*, ***at*** *a restaurant*, ***at*** *the beginning / the end*, ***at*** *the top / the bottom*

Inne przyimki określające miejsce:
in front of (przed), ***behind*** (za), ***opposite*** (naprzeciwko, na wprost), ***between*** (pomiędzy), ***among*** (wśród), ***by*** (przy), ***under*** (pod), ***above*** (nad), ***near***, ***next to*** (w pobliżu, obok)

PREPOSITIONS OF MOVEMENT | PRZYIMKI KIERUNKU RUCHU

- ***out of***, np.: *Tom came* ***out of*** *the school.*
- ***over***, np.: *The dog jumped* ***over*** *the wall.*
- ***across***, np.: *He swam* ***across*** *the river.*
- ***off***, np.: *They got* ***off*** *the bus.*
- ***along***, np.: *We took a walk* ***along*** *the river.*
- ***up***, np.: *We went* ***up*** *the hill.*
- ***down***, np.: *She ran* ***down*** *the stairs.*
- ***through***, np.: *He went* ***through*** *passport control.*
- ***into***, np.: *Don't jump* ***into*** *the sea.*
- ***towards***, np.: *He was walking* ***towards*** *me.*
- ***to***, np.: *He went* ***to*** *the cinema.*
- ***from ... to***, np.: *We flew* ***from*** *London* ***to*** *Paris.*

PREPOSITIONS OF MANNER AND PURPOSE | PRZYIMKI SPOSOBU I PRZYCZYNY

- ***by***, np.: *He came **by** train.*
- ***with***, np.: *Please write **with** a pencil.*
- ***in***, np.: *I must talk to him **in** person.*
- ***to***, np.: *He did it **to** annoy me.*

DEPENDENT PREPOSITIONS | PRZYIMKI PO RZECZOWNIKACH, CZASOWNIKACH I PRZYMIOTNIKACH

Niektóre rzeczowniki, czasowniki i przymiotniki wymagają użycia konkretnych przyimków.

Przyimki po rzeczownikach:

advantage of, answer to, approach to, attention to, contribution to, cure for, demand for, difference between/in, example of, exception to, excuse for, increase in, influence on, interest in, objection to, reason for, reply to

Przyimki po czasownikach:

accuse sb of, agree with, apologise to sb for sth, approve of, arrive in (Paris) / arrive at (the station), ask for, believe in, belong to, blame sb for sth, consist of, deal with, depend on, dream of/about, divide into, enquire about, forgive sb for sth, happen to sb, insist on, joke about, laugh at/about, listen to, mistake sb for sb, name after, object to, pay for, prepare for, protect against/from, refer to, rely on, remind of, shout at, smile at, succeed in, suffer from, thank sb for, translate from/into, worry about

Przyimki po przymiotnikach:

afraid of, allergic to, bad/good at, bored with, busy with, capable of, different from, dissatisfied with, famous for, guilty of, harmful to, interested in, jealous of, keen on, married to, new to, obvious to, patient with, pleased with, polite to, quick at, ready for, responsible for, safe from, similar to, suitable for, terrified of, typical of, unaware of

1 Jakie przyimki poprawnie uzupełniają wypowiedź ucznia?

Would you call yourself a 'green' person? Why? / Why not?

I think I can consider myself 'green' [1] *in* some respects. I'm aware [2] *of* environmental problems and I think everybody should feel responsible [3] *for* our planet. Its future depends [4] *on* us. It is, of course, difficult to translate such beliefs [5] *into* everyday practice. I try to save electricity by not leaving appliances [6] *on* standby. I also recycle all items that can be recycled. I object [7] *to* plastic bags and always carry my own cloth bags while shopping. And I belong [8] *to* the Go Green Club at my school.

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.*

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Czasowniki zmieniające znaczenie w zależności od składni

Niektóre czasowniki mają różne znaczenie w zależności od tego, czy użyjemy po nich bezokolicznika, czy formy *-ing*.

REMEMBER

- ***remember to do something*** (pamiętać, żeby coś zrobić)
  *Did you **remember to buy** milk on your way from school?* – Czy pamiętałeś, żeby kupić mleko w drodze ze szkoły?
- ***remember doing something*** (pamiętać, że coś się zrobiło)
  *I clearly **remember telling** you about their wedding.* – Wyraźnie pamiętam, że powiedziałem ci o ich weselu.

FORGET

- ***forget to do something*** (zapomnieć coś zrobić)
  *She **forgot to mention** this problem during the meeting.* – Zapomniała wspomnieć o tym problemie podczas zebrania.
- ***forget doing something*** (zapomnieć, że coś się zrobiło)
  *I'll never **forget meeting** her for the first time.* – Nigdy nie zapomnę chwili, kiedy po raz pierwszy ją spotkałem.

REGRET

- ***regret to do something*** (wyrażać żal z powodu konieczności zrobienia czegoś)
  *We **regret to inform** you that the show tonight is cancelled.* – Z przykrością informujemy państwa, że dzisiejsze przedstawienie jest odwołane.
- ***regret doing something*** (żałować czegoś, co się wcześniej zrobiło)
  *I **regret going** to the cinema, the film was dreadful.* – Żałuję, że poszłam do kina, film był beznadziejny.

TRY

- ***try to do something*** (próbować, czy potrafi się coś zrobić, zwykle coś trudnego)
  *I**'ve been trying to contact** you for a week.* – Próbowałem się z tobą skontaktować przez tydzień.
- ***try doing something*** (spróbować zrobić coś, aby zobaczyć, jakie będą tego efekty)
  ***Try opening** this jar with a knife.* – Spróbuj otworzyć ten słoik nożem.

STOP

- ***stop to do something*** (przerwać jedną czynność, żeby wykonać inną)
  *On their way back, they **stopped to have** a picnic.* – W drodze powrotnej zatrzymali się, żeby urządzić sobie piknik.
- ***stop doing something*** (przerwać wykonywaną czynność)
  *They never **stop talking** about their work.* – Oni nigdy nie przestają mówić o swojej pracy.

1 Przeczytaj e-mail do dyrektora szkoły językowej w Wielkiej Brytanii. Które formy czasowników poprawnie uzupełniają tekst?

To: John Preston
Subject: Summer course

Dear Mr Preston,

My name is Tomasz Kowalski and I'd like [1]*to enrol* / *enrolling* on an intensive summer course. I don't mind [2]*to have* / *having* classes in the evenings, but I'd prefer [3]*to finish* / *finishing* before 8 p.m. I started [4]*learn* / *learning* English five years ago in primary school in Poland. We practised [5]*to speak* / *speaking* and grammar, but the groups were quite big. My teacher in Poland advised [6]*to go* / *me to go* to an English-speaking country to get more practice. I'm planning [7]*to stay* / *staying* in the UK for five months and I hope [8]*to take* / *taking* the B2 exam in November.

Please could you [9]*to send* / *send* me more information about the courses available in your school?

Kind regards,

Tomasz Kowalski

2 Jakie formy czasowników w nawiasach poprawnie uzupełniają zdania? Dodaj dopełnienie tam, gdzie to konieczne.

1 He invited ***me to make*** (make) a speech, but I was too nervous to do it.
2 I told *her not to do* (not/do) it, but she didn't listen to me.
3 Can I be of any help? Let *me carry* (carry) your books to the classroom.
4 I think she should consider *changing* (change) her job.
5 I hoped *to stay* (stay) with them longer, but my father asked me to come back home.
6 Anna avoids *driving* (drive) at night because she can't see very well in the dark.
7 We decided *to spend* (spend) five days in Paris.

3 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*?
9 When I was a child, my mother made *me tidy up my room every Saturday*.

GRAMATYKA — MOWA ZALEŻNA

▶ TABELE STR. 323

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. 323

1 Jakie okoliczniki czasu i miejsca poprawnie uzupełniają zdania?

1 'I don't want to live here.'
She said she didn't want to live ***there***.
2 'I'll call you tomorrow.'
He said he'd call me *the next day / the following day*.
3 'I bumped into my former Geography teacher *last week*.'
He told me he had bumped into his former Geography teacher the previous week.
4 'I didn't hear the alarm clock go off this morning.'
She said she hadn't heard the alarm clock go off *that morning*.
5 'The plane leaves at 9.00 *tonight*.'
I was informed that the plane left at 9.00 that night.
6 'I'm not into this sort of thing.'
Peter said he was not into *that* sort of thing.
7 'The performance started twenty minutes ago.'
We were told that the performance had started twenty minutes *before/earlier*.
8 'Wendy and Timothy are moving house today.'
Somebody told me that Wendy and Timothy were moving house *that day*.

2 Jakie zaimki osobowe, zwrotne oraz zaimki i przymiotniki dzierżawcze poprawnie uzupełniają zdania?

1 'I'm going to buy my girlfriend a big box of chocolates,' said Peter.
Peter said ***he*** was going to buy ***his*** girlfriend a big box of chocolates.
2 Ann told me, 'I saw your sister with her friends.'
Ann said *she* 'd seen *my* sister with *her* friends.
3 Paul and Sue said, 'We bought our train tickets online.'
Paul and Sue said *they* 'd bought *their* train tickets online.
4 'I don't need your help, I'll manage myself,' my brother told me.
My brother said that *he* didn't need *my* help and that *he* 'd manage *himself*.

3 Które wyrazy poprawnie uzupełniają zdania?

1 She *said* / (*told*) / *asked* me she wanted to live abroad.
2 I told you *not* / (*not to*) / *do not* disturb him. Why don't you listen to me?
3 I have no idea *when* / *what* / (*whether*) there are still tickets available for this concert.
4 The teacher *said* / (*asked*) / *told* if we were ready to start writing.
5 I asked Gill out last week, but she said she was very busy *this* / (*that*) / *then* day.
6 Everybody *asked* / *told* / (*said*) that little Sarah looked absolutely gorgeous in her birthday dress.
7 My brother said he (*had seen*) / *saw* / *would see* Julia Roberts in the shopping centre the other day.
8 At the meeting last week, the head teacher *said* / (*talked*) / *told* about the problems facing our school.

4 Przekształć zdania w mowie zależnej na zdania w mowie niezależnej, cytując dosłownie wypowiedzi poszczególnych osób. *Suggested answers:*

1 Ronaldo said that he had left hospital the day before.
'I left hospital yesterday.'
2 The teacher told the little child not to cross the road by himself.
'Don't / Do not cross the road by yourself.'
3 Steven told me that he would never go to school again.
'I'll / I will never go to school again.'
4 I asked her if she was having a good time there.
'Are you having a good time here?'
5 I told him that I didn't want to cause any problems for his family.
'I don't / do not want to cause any problems for your family.'

5 Opowiadasz koledze o rozmowie kwalifikacyjnej, w której uczestniczyłeś/uczestniczyłaś. Przekształć pytania na mowę zależną, używając podanych początków zdań.

1 'How old are you?'
2 'What job are you applying for?'
3 'What languages do you speak?'
4 'How long have you been learning English?'
5 'Have you ever worked in a restaurant?'
6 'When can you start?'
7 'Are you available seven days a week?'
8 'When is the best time to contact you?'

1 The interviewer first asked me ***how old I was***.
2 Then she wanted to know _____.
3 She asked _____.
4 Then she wanted to know _____.
5 She wondered _____.
6 Then she asked _____.
7 She also wanted to know _____.
8 Finally, she asked _____.

Exercise 5
2 what job I was applying for
3 what languages I spoke / could speak
4 how long I'd / I had been learning English
5 if/whether I'd / I had ever worked in a restaurant before
6 when I could start
7 if/whether I was available seven days a week
8 when the best time to contact me was

6 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

1 Why didn't you tell us that ***all the tickets had been sold out*** (*wszystkie bilety zostały sprzedane*) the week before?
2 The teacher asked me *to inform/tell everybody/everyone* (*żebym poinformowała wszystkich*) about the History test.
3 Robert said he *wouldn't / would not be able to come* (*nie będzie mógł przyjść*) to my birthday party.
4 The boss asked why *I'd / I had been late for work* (*spóźniłam się do pracy*) the day before.
5 She told me she *was going to paint the walls herself* (*sama zamierza pomalować ściany*).
6 The head teacher wanted to know *if/whether all the parents were pleased with / happy about* (*czy wszyscy rodzice są zadowoleni*) with their children's exam results.

GRAMATYKA MOWA ZALEŻNA

▶ TABELE STR. 323

7 **Przekształć zdania, używając podanych początków i zakończeń tak, aby zachować znaczenie zdań wyjściowych.** R

1 'How much did you spend on your child's first birthday party?' she asked us.
She asked us ***how much we had spent on our*** child's first birthday party.

2 'I can start my project from scratch,' said Peter to the professor.
Peter told the professor *(that) he could start his project* from scratch.

3 'Don't leave the classroom without permission!' the teacher told the class.
The teacher told *the class not to leave the classroom* without permission.

4 'Yesterday I stained my new dressing gown,' said Olivia.
Olivia said *(that) she'd / she had stained her* new dressing gown the day before.

5 'You must explain everything to your supervisor,' said one of my co-workers.
One of my co-workers told *me/us (that) I/we had to explain everything to my/our* supervisor.

6 'I will work for them next year if they offer me a good salary,' my father told me.
My father told *me (that) he'd / he would work for them the following year / the year after if they offered him* a good salary.

7 'You should get down to work without any delay,' said my boss.
My boss told me that *I should get down* to work without any delay.

8 'How long have you been working for your current employer?' the interviewer asked me.
The interviewer asked *me how long I'd / I had been working for my* current employer.

8 **Zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.**

1 He said that he ***wouldn't be able to join us*** (*nie będzie mógł dołączyć do nas*) the following Wednesday.

2 The waiter asked me _____ _____ (*czy zostałam już obsłużona*).

3 My tutor wanted to know _____ _____ (*kiedy zamierzam zacząć*) writing my diploma project.

4 Robert told me in secret _____ _____ (*że zakochał się*) with my older sister.

5 Our teacher asked us _____ _____ (*żebyśmy nie zostawili żadnego*) question blank.

6 Another passenger wanted to know _____ (*gdzie jest toaleta*).

7 John said _____ (*że pracował w tej firmie przez pięć lat*) before he got promoted.

Exercise 8
2 if/whether I'd / I had already been served
3 when I was going to start
4 (that) he'd / he had fallen in love
5 not to leave any
6 where the toilet was
7 (that) he'd / he had been working for this company for five years

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 **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.*

▶ TABELE STR. 323

- **czasownik + (*not*) + przyimek + *having* + rzeczownik + past participle** (np.: *object to, insist on*):
  *My daughter **objected to having her mobile phone confiscated** by the teacher.*
  *The little boy **insisted on having his photo taken** in front of the Eiffel Tower.*
- **czasownik + dopełnienie + przyimek + (*not*) + *-ing*** (np.: *accuse of, blame for, charge with, congratulate on, praise for, suspect of*):
  *The police **accused him of stealing** electronic items.*
  *The teacher **praised them for not getting** involved in the fight.*
- **czasownik + (*that*) + zdanie z *should*** (np.: *demand, insist, propose, recommend, suggest*):
  *He **insisted (that) we (should) leave** the house immediately.*
  *I **suggested (that) we shouldn't talk** about Bethany behind her back.*

Ten sam czasownik może występować w kilku różnych konstrukcjach, np.:

*My brother **promised** to help with the housework.*
*My brother **promised** (that) he would help with the housework.*
*My brother **promised** me (that) he would help with the housework.*
ALE: ~~*My brother promised me to help with the housework.*~~

1 Jakie formy czasowników w nawiasach poprawnie uzupełniają zdania? Dodaj właściwe przyimki tam, gdzie jest to konieczne.

1 Robert apologised ***for missing*** (miss) our football training session yesterday.
2 The Bennetts 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* (spread) rumours of our company closing down.

2 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.

1 'Barbara, great news about your end-of-year exam!' PASSING
Tom ***congratulated Barbara on passing*** her end-of-year exam.
2 'We must meet again next year in Paris.' INSISTED
Julia and Trevor *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 football match, boys!' CRITICISED
Our PE teacher *criticised us for losing / for not winning* the last football 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

3 Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia? R

Tell me about your last exam.

The last exam I took was a driving test. That was two weeks ago. At first, I wanted to take it in the winter, but my mum persuaded me [1]***to wait*** (wait). She said in the spring I [2]*wouldn't / 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 / 'd/had seemed* (seem) extremely confident and asked me how long I [4]*'d/had been learning* (learn) to drive. He was surprised when I told him that I [5]*'d/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 / had not seen* (not/see) such a young person driving so safely before!

GRAMATYKA STRONA BIERNA

▶ TABELE STR. 323

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.

▶ TABELE STR. 323

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 Jakie słowa poprawnie uzupełniają drugie zdanie w każdej parze, aby znaczyło to samo co pierwsze? Użyj podanych początków zdań. Czy użycie wyrażenia z *by* na końcu zdania jest konieczne?

1 Steven Spielberg directed *Schindler's List*.
Schindler's List ***was directed by Steven Spielberg***.

2 Nobody has informed us about the changes to the train timetable.
We *haven't / have not been informed about the changes to the train timetable*.

3 They are still repairing my bicycle.
My bicycle *is still being repaired*.

4 Will they punish him for skipping school?
Will he *be punished for skipping school*?

5 Alexander Graham Bell invented the telephone in 1876.
The telephone *was invented in 1876 by Alexander Graham Bell*.

6 They don't sell fresh fruit and vegetables here.
Fresh fruit and vegetables *are not sold here*.

2 W poniższym tekście pięć zdań brzmiałoby lepiej w stronie biernej. Przepisz te zdania, 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 stories 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

3 Przeczytaj wypowiedź uczennicy i zapisz poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj strony czynnej, strony biernej lub konstrukcji *have something done*.

Tell me about a time when you had a problem with transport.

[1]*It happened* (*To wydarzyło się*) last summer. Me and my elder sister [2]*wanted to visit* (*chciałyśmy zwiedzić*) Kraków and Wieliczka. So [3]*we rented a car* (*wynajęłyśmy samochód*) very cheaply, but [4]*we were told* (*powiedziano nam*) that it was not in very good condition. About an hour after we [5]*(had) left Warsaw* (*wyjechałyśmy z Warszawy*), the car [6]*broke down* (*zepsuł się*) in the middle of the highway. In the end, it [7]*was towed away / taken away / towed* (*został odholowany*) to the nearest garage. [8]*We'd / We had the car repaired* (*Zreperowano nam samochód*) there, but [9]*it took* (*zabrało to*) over three hours and [10]*we had to pay* (*musiałyśmy zapłacić*) a lot of money. And the worst thing of all is that [11]*we weren't / were not given our money back* (*nie zwrócono nam pieniędzy*) by the car hire company!

Exercise 2
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 it was 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. 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 R STRONA BIERNA

▶ TABELE STR. 323

Exercise 4
2 Who was *For Whom the Bell Tolls* written by?
3 He loves being looked up to by young people.
4 You'll / You will be asked questions about your educational background and work experience.
5 Is transportation to and from the airport provided by the hotel?
6 The defendant couldn't / could not be acquitted by the jury because of the evidence stacked against him.
7 Is the company going to be sued by Richard for unfair dismissal?
8 The tourists weren't / were not shown the entrance to the castle by the tour guide. / The entrance to the castle wasn't / was not shown to the tourists by the tour guide.

4 Przekształć zdania w stronie czynnej na zdania w stronie biernej.

1 A company newsletter will inform the employees about the new initiatives.
The employees will be informed about the new initiatives by a company newsletter.
2 Who wrote *For Whom the Bell Tolls*?
_____
3 He loves it when young people look up to him.
_____
4 They will ask you questions about your educational background and work experience.
_____
5 Does the hotel provide transportation to and from the airport?
_____
6 The jury couldn't acquit the defendant because of the evidence stacked against him.
_____
7 Is Richard going to sue the company for unfair dismissal?
_____
8 The tour guide didn't show the tourists the entrance to the castle.
_____

5 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 / I have been given a twenty percent 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'll / 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.
7 We are now entering the workshop area.
(Protective clothing / must / wear / at all times)
Protective clothing must be worn at all times.
8 He must be very rich. (It / estimate / his fortune / worth over £100 billion)
It's / It is estimated that his fortune is worth over £100 billion.
9 My daughter's room is a mess! (I / get / she / tidy it up / tomorrow)
I'll / I will get her to tidy it up tomorrow.

6 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/proofread* (*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 We were worried that the costumes for our performance *may/might not be finished* (*mogą nie zostać skończone*) in time.

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. MUST
The monkeys ***must not be teased***.
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 *'s/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 *'ll/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 *weren't / 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.

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 ST.

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.

FIRST CONDITIONAL | ZDANIA WARUNKOWE PIERWSZEGO ST.

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.

SECOND CONDITIONAL | ZDANIA WARUNKOWE DRUGIEGO ST.

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, powiedziałbym 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.*

THIRD CONDITIONAL | ZDANIA WARUNKOWE TRZECIEGO ST.

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)

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):

*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.

GRAMATYKA ZDANIA WARUNKOWE

1 Którego z podanych zdań warunkowych użyłaby najprawdopodobniej każda z wymienionych osób?

1 Najlepsza uczennica w klasie.
- (a) If I pass the test, I don't have to study at the weekend.
- b If I pass the test, I won't have to study at the weekend.
- c If I passed the test, I wouldn't have to study at the weekend.

2 Osoba pracującą we wszystkie soboty.
- a I help you if I'm free on Saturday.
- b I'll help you if I'm free on Saturday.
- (c) I'd help you if I were free on Saturday.

3 Jeden z kandydatów do lokalnych władz.
- a If I am elected, I try to make the public transport in our city better.
- (b) If I am elected, I'll try to make the public transport in our city better.
- c If I was elected, I'd try to make the public transport in our city better.

4 Zawodnik słabej drużyny sportowej.
- a If we win all the matches, we have a big party.
- b If we win all the matches, we'll have a big party.
- (c) If we won all the matches, we'd have a big party.

2 Które formy czasowników poprawnie uzupełniają zdania?

1 If I go to bed after midnight, I ____ tired in the morning.
(a) am always b 'll always be c would always be

2 I ____ tell you anything if you can't keep a secret.
a don't (b) won't c wouldn't

3 If he could speak good English, he ____ a well-paid job in London.
a finds b will find (c) would find

4 I ____ trust these people if I were you.
a don't b won't (c) wouldn't

5 George ____ if you promise not to talk about school all the time.
a comes (b) will come c would come

6 If plants don't have enough water, they ____.
(a) die b will die c would die

3 Ułóż zdania warunkowe z rozsypanych wyrazów.

1 would / could / us / about / speak / humans / animals / they / complain

If ***animals could speak, they would complain about us humans***.

2 take / you / aspirin / will / down / feel / if / better / an / lie / and

You *will feel better if you take an aspirin and lie down*.

3 them / rude / and / him / ignores / he / are / to / calm / stays

If people *are rude to him, he ignores them and stays calm*.

4 didn't / take / breathing / jogging / problems / have / she / would / up / if

She *would take up jogging if she didn't have breathing problems*.

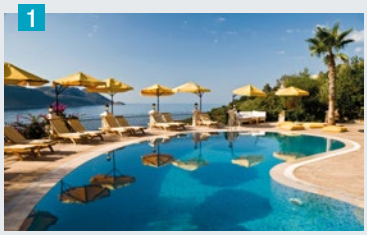
WYPOWIEDŹ NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

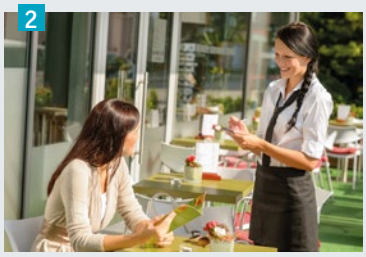
4 Zapoznaj się z zadaniem. Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?

Popatrz na zdjęcia 1., 2. i 3. Planujesz swoje wakacje po zakończeniu roku szkolnego.
- Wybierz propozycję, która twoim zdaniem jest najlepsza i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe dwie propozycje.

If I [1]***had*** (have) to decide on the best holiday option, I [2]*'d/would choose* (choose) to spend my holidays working. In fact, I try to earn some money even during the school year. For example, if my neighbours [3]*want* (want) to go away for a couple of days, I usually [4]*look after* (look after) their two dogs. This way I always have some extra money on top of what I get from my parents. If I [5]*had to* (have to) live only on my pocket money, I [6]*'d/would find* (find) it impossible to buy all the stuff I need.

I don't want to go on a camping holiday. You never know what the weather might be like and if it [7]*rains* (rain) this year in July or August, nobody [8]*will enjoy* (enjoy) sitting in their tent and getting wet. I'm afraid camping holidays are out of the question for me. In my opinion, a package holiday wouldn't be a good option either. It costs a lot of money and when you [9]*are* (be) still a student, you [10]*need* (need) to count every penny!

1


2


3


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 z** ***to***:
  *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 rather her sister stopped** borrowing her clothes.*
  *I **would sooner you didn't shout** at me.*
- ***would prefer*** **+ dopełnienie +** ***(not)*** **+ bezokolicznik z** ***to***:
  *She **would prefer us to leave** in five minutes.*
  *I **would 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 z** ***to***:
  ***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 Na podstawie podanych sytuacji utwórz zdania, rozpoczynając je od *I wish*.

1 I don't have enough time to go swimming every day.
I wish I had enough time to go swimming every day.

2 I have to do my Maths homework tonight.
I wish I didn't / did not have to do my Maths homework tonight.

3 I'd like to be more confident, but I'm not.
I wish I were/was more confident.

4 I can't play chess very well, but I'd like to.
I wish I could play chess very well.

▶ TABELE STR. 319–320

2 Zapisz w zeszycie 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 could play* (*żałuje, że nie umie grać*) the piano as well as his sister.
4 *I'd / I would rather not talk* (*Wolałbym nie rozmawiać*) about Becky when she is not here.
5 It's time *we finished the lesson* (*skończyć lekcje*). Let's sum up our work.

3 Jakie słowa poprawnie uzupełniają drugie zdanie w każdej parze, aby znaczyło to samo co pierwsze?

1 I'm afraid I don't know his new email address.
I wish ***I knew his new*** email address.
2 You should write the essay on your own, without your father's help.
You'd *better write the essay* on your own, without your father's help.
3 I prefer going to the concert next weekend.
I'd rather *go to the concert* next weekend.
4 You should find a job, young man!
It's high *time you found a job*, young man!

4 Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?

I think I am a very sociable person. I need the company of other people to have fun so I'd rather [1]***spend*** (spend) time with my friends than on my own. My friends would also say that I'm a very good listener. I often listen to their problems, but sometimes I wish I [2] *was/were* (be) a bit more talkative myself! I would also describe myself as not very competitive or ambitious. My father often says it's high time I [3] *realised* (realise) that ambition is necessary for anyone to succeed in life.

5 Przekształć zdania, używając podanych początków i zakończeń tak, aby zachować znaczenie zdań wyjściowych. R

1 Jessica's manager is angry with her because she often misses deadlines for projects.
Jessica's manager ***would prefer her not to miss*** deadlines for projects.
2 I regret that I told my parents about my argument with the History teacher.
If only *I hadn't / had not told my parents* about my argument with the History teacher.
3 Mark asks such stupid questions! It's really irritating!
I wish *Margaret wouldn't / would not ask such* stupid questions.
4 You should apologise for your rude behaviour.
You'd *better apologise for your* rude behaviour.

PHRASAL VERBS | CZASOWNIKI ZŁOŻONE

Czasowniki złożone składają się z dwóch elementów: czasownika oraz jednego lub dwóch wyrazów dodatkowych (przyimka lub przysłówka). Czasownik złożony może więc być dwuwyrazowy (np.: ***look up***, ***take after***, ***see off***) lub trzywyrazowy (np.: ***come up with***, ***look forward to***, ***run out of***).

Znaczenie czasowników złożonych jest często trudne do odgadnięcia na podstawie znaczenia samego czasownika, np.:

look – patrzeć, ale: ***look after*** – opiekować się; ***look for*** – szukać; ***look up to*** – podziwiać
go – iść, ale: ***go with*** – pasować; ***go off*** – wybuchnąć, eksplodować; ***go along with*** – zgadzać się

Ten sam czasownik złożony może mieć w zależności od kontekstu kilka różnych znaczeń, np.:
take off – zdjąć (ubranie); startować (o samolocie)
pick up – podnieść; podjechać (po kogoś); polepszać się (o sytuacji)

Czasowniki złożone można podzielić na dwie grupy:

- **czasowniki złożone nieprzechodnie (*intransitive*)** – czyli takie, które nie mają dopełnienia bliższego:
*Please, **hurry up**! We don't have time to spare.* – Proszę pospiesz się, nie mamy czasu do stracenia.
*The car **broke down** on the motorway.* – Samochód zepsuł się na autostradzie.
*The plane **took off** on time.* – Samolot odleciał punktualnie.

Inne popularne czasowniki nieprzechodnie to m.in.: *calm down* (uspokoić się), *play up* (nawalać, psuć się), *get by* (przeżyć, dawać radę), *break up* (rozejść się), *find out* (dowiedzieć się, odkryć), *give up* (poddać się), *cheer up* (rozchmurzyć się), *fall out* (pokłócić się), *hang out* (spędzać czas), *catch on* (przyjąć się, zyskać na popularności).

- **czasowniki złożone przechodnie (*transitive*)** – czyli takie, które mają dopełnienie:
*Please **turn down** the radio a bit.* – Proszę, ścisz trochę radio.
*Can you **pick** me **up** after school?* – Czy możesz mnie odebrać po szkole?
*I need to **get down to** work now.* – Muszę zabrać się teraz do roboty.

Uwaga: część czasowników występuje w formie zarówno przechodniej, jak i nieprzechodniej, np.:
Cheer up! – Rozchmurz się!
*The news **cheered** him **up**.* – Wiadomość poprawiła mu humor.
*The runner just **gave up**.* – Biegacz po prostu się poddał.
*I can't **give** it **up**.* – Nie mogę tego rzucić.

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▶ TABELE STR. 319–320

Czasowniki złożone przechodnie można dalej podzielić na dwie grupy:

- **czasowniki rozdzielne** (dopełnienie można wstawić między czasownik i przysłówek):
  Write down *his email address*.
  Write *his email address* ***down***. (dopełnienie może rozdzielić czasownik i przysłówek)
  Write *it* ***down***. (jeśli dopełnieniem jest zaimek, trzeba umieścić go w środku czasownika złożonego)
  You don't have to ***take off*** *your shoes*.
  You don't have to ***take*** *your shoes* ***off***. (dopełnienie może rozdzielić czasownik i przysłówek)
  You don't have to ***take*** *them* ***off***. (jeśli dopełnieniem jest zaimek, trzeba umieścić go w środku czasownika złożonego)

Inne popularne czasowniki rozdzielne to m.in.: *fill in* (wypełnić), *call off* (odwołać), *turn down* (ściszyć), *give up* (rzucić, rezygnować z czegoś), *cheer up* (pocieszyć, dodawać otuchy), *drop off* (podrzucić), *narrow down* (ograniczyć, zawęzić), *put up* (przenocować), *let off* (puścić wolno, puścić płazem), *blurt out* (wypalić, powiedzieć bez zastanowienia).

- **czasowniki nierozdzielne** (dopełnienia nie można wstawić pomiędzy czasownik i przyimek):
  Could you ***look after*** *my cats when I'm away?*
  Could you ***look after*** *them when I'm away?* (dopełnienie musi zostać umieszczone po całym czasowniku złożonym, nie może rozdzielić czasownika od przyimka)
  I ***ran into*** *my ex-girlfriend yesterday.*
  I ***ran into*** *her yesterday.* (dopełnienie musi zostać umieszczone po całym czasowniku złożonym, nie może rozdzielić czasownika od przyimka)

Inne popularne czasowniki nierozdzielne to m.in.: *look after* (opiekować się), *come up with* (wymyślić, wpaść na pomysł), *put up with* (tolerować, znosić), *get over* (pokonać chorobę, dojść do siebie), *keep up with* (nadążać, dorównać), *look up to* (podziwiać), *dawn on* (zaświtać w głowie), *run into* (wpaść na kogoś, przypadkowo spotkać), *do away with* (zlikwidować, pozbyć się), *talk into* (namówić), *come down with* (rozchorować się).

Gdy uczysz się nowego czasownika złożonego, staraj się oprócz jego znaczenia poznać także jego typ (tzn. czy jest czasownikiem przechodnim czy nieprzechodnim, rozdzielnym czy nierozdzielnym), aby umieć go poprawnie używać. Dobre słowniki angielsko-angielskie zawierają informacje o przechodniości i rozdzielności czasowników złożonych oraz pokazują przykłady ich zastosowania w zdaniu.

1 Połącz każdy czasownik złożony z jego definicją.

1	give up	*h*	**a** cancel
2	turn down	*c*	**b** think of something, create
3	find out	*g*	**c** reduce the volume
4	look after	*f*	**d** end a relationship
5	call off	*a*	**e** tolerate
6	break up	*d*	**f** take care of
7	come up with	*b*	**g** discover
8	fill in	*i*	**h** stop doing something
9	hang out	*j*	**i** complete
10	put up with	*e*	**j** spend time

2 Zastąp wyrazy w nawiasach czasownikiem złożonym w odpowiedniej formie. Pierwsze litery zostały podane.

1 My sister was furious when she saw me wearing her dress, but she quickly **c*almed*** **d*own*** (become less angry).
2 The little boy couldn't **k*eep*** **u*p*** **w*ith*** (stay at the same speed as) his older friends.
3 Matthew sometimes **f*alls*** **o*ut*** (have an argument) with his girlfriend, but they make up very quickly.
4 We brought our grandmother some flowers to **c*heer*** her **u*p*** (make her feel happier).
5 Emma finally **g*ot*** **o*ver*** (recover) the cold that she had had for almost two weeks.
6 It would be great if you could **d*rop*** us **o*ff*** (leave us) just in front of the train station.

R

3 Zastąp wyrazy w nawiasach czasownikiem złożonym w odpowiedniej formie. Dodaj inne słowa, jeśli jest to potrzebne. Zapisz odpowiedzi w zeszycie.

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.

GRAMATYKA PRZYSŁÓWKI

ADVERBS | PRZYSŁÓWKI

Przysłówki zwykle opisują czasowniki, imiesłowy czasu przeszłego, przymiotniki lub inne przysłówki:

He looked at me ***angrily***. (przysłówek opisujący czasownik)

The window was ***completely*** *broken.* (przysłówek opisujący imiesłów czasu przeszłego)

I am ***extremely*** *tired.* (przysłówek opisujący przymiotnik)

My little brother walks ***incredibly*** *slowly.* (przysłówek opisujący inny przysłówek)

Reguły pisowni:

- do większości przymiotników dodajemy końcówkę ***-ly*** (np.: *bad – 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 – public**ly***).

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: *I* ***quickly*** *shut the door.*
- po czasowniku *to be*: *He is* ***always*** *cheerful and nice.*
- po czasowniku posiłkowym, ale przed czasownikiem głównym: *I have* ***never*** *seen it.*
- na końcu zdania: *They listened* ***carefully***.

1 Które przymiotniki lub przysłówki poprawnie uzupełniają zdania?

1 Slow down! You're talking too *quick* / *quickly*.
2 You can learn this language *easy* / *easily*.
3 Thank you very much. That's very *kind* / *kindly* of you.
4 I'm afraid I don't cook very *good* / *well*.
5 What you've written looks *perfect* / *perfectly* OK to me.
6 I'm *terrible* / *terribly* sorry for the misunderstanding.
7 Your sister is very *similar* / *similarly* to you.

2 Jakie przysłówki poprawnie uzupełniają wypowiedź ucznia?

When I was younger, I was [1] *particularly* (PARTICULAR) impressed by people who were [2] *exceptionally* (EXCEPTIONAL) good at sport and worked very [3] *hard* (HARD) to achieve success. Two of my schoolmates became regional swimming champions and carried on competing [4] *successfully* (SUCCESSFUL) until they were sixteen. Since primary school, my views have [5] *slightly* (SLIGHT) changed. Now I look up to people who are able to adjust very [6] *fast* (FAST) to a changing job market. I admire their determination and flexibility. Another quality that is very important to me is punctuality. I find it [7] *totally* (TOTAL) disrespectful when people show up [8] *late* (LATE) for parties or when we go out.

EVERY-, SOME-, ANY-, NO-

Zaimków nieokreślonych *everybody, somebody, anybody, nobody* używamy, mówiąc o ludziach, *everything, something, anything, nothing* – mówiąc o rzeczach, a *everywhere, somewhere, anywhere, nowhere* – mówiąc o miejscach. Występują one z czasownikami w liczbie pojedynczej:

*Someone **has** just **stolen** my bike.*
*Nothing **is** the same without you.*

Everybody/Everyone (każdy/wszyscy), ***everything*** (wszystko) i ***everywhere*** (wszędzie) występują:

- w zdaniach twierdzących:
  ***Everyone** in my office is really supportive.*
  *They travel **everywhere** on a shoestring.*
- w pytaniach:
  *Have you got **everything**?*

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?*

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.*

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.*

Zaimki ***nobody***, ***no one***, ***nothing***, ***nowhere*** same w sobie stanowią przeczenie. Zdania, w których występują, mają konstrukcję zdań twierdzących. W języku polskim używamy wtedy podwójnego przeczenia:

***Nothing** is more elegant than a black suit.* –
Nic nie jest bardziej eleganckie niż czarny garnitur.
*There is **nowhere** to go running in my town.* –
W moim mieście nie ma nigdzie miejsca do biegania.

EVERY, EACH

Zaimki *every* i *each* (każdy, każda, każde) występują zwykle z rzeczownikami w liczbie pojedynczej.

Every odnosi się do grupy osób lub rzeczy (gdy myślimy o nich jako całości):

***Every** student has to pass this exam.*
(= All students have to pass this exam.)

Each odnosi się do poszczególnych osób lub rzeczy (gdy myślimy o nich jako oddzielnych jednostkach):

***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.*

Another można użyć z rzeczownikami w liczbie mnogiej, ale tylko wtedy kiedy jest poprzedzone *few* lub liczebnikiem głównym:

*They needed **another** two weeks to complete the task.*
*You'll have to wait for **another** few months.*

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.*
*My left shoulder hurts a lot, but **the other** one is absolutely fine.*

Zaimek ***others*** (inne, inni) występuje zawsze samodzielnie, zastępując rzeczownik w liczbie mnogiej:

*Some people are risk-takers, **others** like to play it safe.*
*You shouldn't expect **others** to do your chores.*

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.*
Three out of ten candidates were very good.
***The others** didn't meet our standards.*

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.

Each other zwykle stosuje się przy opisie relacji dwóch osób, zwierząt lub rzeczy:

*My sister and I talk to **each other** every day.*
*His cat and dog constantly fight with **each other**.*

One another zwykle stosuje się przy opisie relacji trzech lub więcej osób, zwierząt lub rzeczy:

*The four research institutes started to cooperate with **one another** last year.*

W praktyce zaimki *each other* i *one another* często stosowane są zamiennie.

GRAMATYKA ZAIMKI

ZAIMKI ZWROTNE I EMFATYCZNE

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.

Nie każdy czasownik zwrotny w języku polskim jest czasownikiem zwrotnym w języku angielskim:

I feel a bit overwhelmed. – Czuję **się** trochę przytłoczony.
Try to concentrate on the task. – Spróbuj skoncentrować **się** na zadaniu.
You just need to relax for a few days. – Potrzebujesz tylko zrelaksować **się** przez kilka dni.

Zaimki emfatyczne ***myself***, ***yourself***, ***himself***, ***herself***, ***itself***, ***ourselves***, ***yourselves***, ***themselves*** (sam, sama, samodzielnie) mają taką samą formę jak zaimki zwrotne. Używamy ich w celu podkreślenia, że ktoś wykonał jakąś czynność samodzielnie:

*Mike cooked dinner **himself**.* – Mike **sam** ugotował obiad.
*I'll speak to him **myself**.* – **Sam** z nim porozmawiam.
*They should have invited us **themselves**.* – Powinni byli **sami** nas zaprosić.

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.
***You** have to work very hard to succeed.* – Trzeba bardzo ciężko pracować, żeby odnieść sukces.
***One** should always tell the truth.* – Powinno się zawsze mówić prawdę.
***One** may say that the our company's bankruptcy just a matter of time.* – Można powiedzieć, że bankructwo naszej firmy jest tylko kwestią czasu.

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.*
*My dog **either** sleeps **or** eats.*
*I like **neither** brown **nor** black.*
*I'll invite **neither** him **nor** her.*

▶ **POZOSTAŁE ZAIMKI** ZOSTAŁY OMÓWIONE W SEKCJI „FORMY DZIERŻAWCZE" NA STR. 313
▶ **ZAIMKI WZGLĘDNE** ZOSTAŁY OMÓWIONE W SEKCJI „ZDANIA PRZYDAWKOWE" NA STR. 311.

1 Które zaimki nieokreślone lub formy czasowników poprawnie uzupełniają wypowiedź ucznia?

I think it's very important to keep fit and [1]*everybody* / *anybody* should try to stay fit and healthy. There was a time when I didn't do [2]*nothing* / *anything* sporty, but now I try to do [3]*something* / *everything* every day. Sometimes I play football or basketball with my friends or if nobody [4]*feel* / *feels* like team games, we just go for a short run. I think you can do sport [5]*somewhere* / *anywhere*, even at home. If there [6]*isn't* / *is* nothing else to do outdoors, you can always do some stretching exercises in your bedroom. Another thing that I do to keep fit is having enough rest. And for that, [7]*nothing* / *anything* is more important than a good night's sleep. I'm sure [8]*everybody* / *nobody* would disagree that, in order to function well during the day, we need to sleep about eight hours a night.

2 Jakie zaimki nieokreślone lub wyrazy poprawnie uzupełniają zdania?

1 There is ***someone*** on the phone for you.
2 Brenda would do *anything* to get tickets for this concert.
3 I can't believe you don't know about the disco tonight. There are posters *everywhere*.
4 Does *anybody/anyone* know why Sandra is not at school today?
5 He's very ambitious. *Nothing* will stop him from becoming a doctor.
6 Where have you put my new jacket? I can't find it *anywhere*.
7 *Something* very strange has happened to me today.
8 *Everyone* had a good time at the party except for John, who didn't enjoy it at all.
9 I can't remember his name. It's *either* Jake or John.
10 I'm tired and hungry. Let's find *somewhere* to sit and eat.
11 She's very disappointed because *nobody / no one* helped her when she was in trouble.
12 Neither Matthew *nor* Peter knew how to fix the camera.

3 Przekształć zdania, zastępując wyrażenia w nawiasie odpowiednimi zaimkami. Dokonaj zmian w pozostałej części zdania, jeśli jest to konieczne. R

Suggested answers:

1 (All people) dream of a better life.
Everybody dreams of a better life.
2 I'd like to go (to a quiet place).
I'd like to go somewhere quiet.
3 (No other thing) is worse than losing your best friend.
Nothing is worse than losing your best friend.
4 (All places) were very crowded.
Everywhere was very crowded.
5 Money is (not good and not bad) in itself.
Money is neither good nor bad in itself.

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 <u>with</u> **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**) <u>I</u> sent to you on Monday.*
*Steven Spielberg is the film director (**who**) <u>my mother</u> 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 wyrazy poprawnie uzupełniają zdania?

1 I passed all my exams, ____ made my parents very happy.
a that **b** what **c** which

2 Poland and Ukraine were the countries ____ the European Football Championship was held in 2012.
a that **b** where **c** which

3 My sister Kate, ____ studies English, has an Irish boyfriend.
a that **b** whose **c** who

4 The play ____ we missed turned out to be very successful.
a which **b** who **c** what

5 I've lost my car keys, ____ is a real nuisance.
a which **b** what **c** that

6 A sibling is a person ____ you share a parent with.
a whose **b** who **c** which

7 Do you remember the times ____ we made snowmen on cold winter days?
a where **b** when **c** that

2 Które zakończenia zdań pasują do początków? Wstaw zaimki względne i przecinki tam, gdzie to konieczne.

1 I know a good place
2 We want to go to Rome
3 The police are looking for the man
4 I got an autograph from Krystyna Janda
5 I don't like the poem
6 Her brother lied to her
7 I'll never forget the moment

a she is my favourite actress.
b we went on our honeymoon.
c he robbed a bank yesterday.
d he has written it for me.
e I first saw the Atlantic Ocean.
f it made her cry.
g you can buy cheap furniture.

1g I know a good place where you can buy cheap furniture.

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 Wskaż zdania, w których można opuścić zaimek względny.

1 What did you do with the hammer which Tom was using?
What did you do with the hammer Tom was using?

2 Where is the postcard that came yesterday?
nie można opuścić zaimka

3 Tom, who has never been to France, speaks French fluently.
nie można opuścić zaimka

4 My mother wants me to eat things which I hate.
My mother wants me to eat things I hate.

5 The scientist who I admire most is Einstein.
The scientist I admire most is Einstein.

6 This was a birthday present which made me really happy.
nie można opuścić zaimka

7 The people who live next to the school are Tom's friends.
nie można opuścić zaimka

8 Do you like the cake that I've baked?
Do you like the cake I've baked?

ODPOWIEDZI NA PYTANIA

5 Przeczytaj wypowiedź ucznia i zapisz poprawne tłumaczenia fragmentów podanych w nawiasach.

Some people believe that examinations have a negative effect on education. Do you agree? Why? / Why not?

I don't think there is an easy answer to this question. There are many examinations in our schools nowadays, [1]***which can be*** (*co może być*) both good and bad. On the one hand, grades and examinations act as an incentive for revision. And students [2]*who/that revise* (*którzy powtarzają*) before exams generally do better than those [3]*who/that don't / don't do it* (*którzy tego nie robią*). Exams also give you some information about the gaps in your knowledge and the things [4]*(that/which) you still have to / need to learn* (*których w dalszym ciągu musisz się nauczyć*). On the other hand, we know of many people [5]*who/that failed* (*którzy oblali*) their exams, did very badly at school and still became successful in life. Albert Einstein, [6]*whose teacher* (*którego nauczyciel*) described him as a slow thinker, is a good example. Moreover, exams put too much pressure on students, [7]*which causes* (*co powoduje*) unnecessary stress and competition.

Exercise 2
2b We want to go to Rome, where we went on our honeymoon.
3c The police are looking for the man who/that robbed a bank yesterday.
4a I got an autograph from Krystyna Janda, who is my favourite actress.
5d I don't like the poem which/that he has written for me.
6f Her brother lied to her, which made her cry.
7e I'll never forget the moment when I first saw the Atlantic Ocean.

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*

ODPOWIEDZI NA PYTANIA

1 Przeczytaj wypowiedź ucznia i zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

Do you think young people should start working while they're still at school? Why? / Why not?

In my opinion, the best time to start working is at the [1]*end of school* (*koniec szkoły*). While at school, [2]*our main/first duty* (*naszym podstawowym obowiązkiem*) is to study and there is simply no time to combine studying and working. [3]*One of my friends* (*Jedna z moich koleżanek*) started babysitting twice a week in the [4]*last year of school* (*ostatnim roku szkoły*), just before the Matura exams. As a result, she didn't have enough time for revision and [5]*her marks/grades* (*jej oceny*) were much worse than [6]*other students'/pupils'* (*innych uczniów*). I believe when you're at school, studying takes priority over anything else. [7]*My parents' opinion/view* (*Zdanie moich rodziców*) is similar to [8]*mine* (*mojego*) and they have never expected me to work.

GRAMATYKA 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 to her party? → 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.*

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.*

1 Jakie formy czasowników zapisanych wielkimi literami poprawnie uzupełniają dialogi?

1 **A:** What ***are you eating***? EAT
B: A ham sandwich.
2 **A:** Who *are you waiting* for? WAIT
B: My girlfriend. And she's late again!
3 **A:** *Do you play* tennis? PLAY
B: Yes, but not very well.
4 **A:** How many hours *did you work*? WORK
B: Yesterday? Only five, but I usually work about seven hours a day.
5 **A:** What *do you think*? THINK
B: If you ask me, it's a very good idea.
6 **A:** How long *have you been studying* German? STUDY
B: For three months, but I still can't say much.

2 Zadaj pytania do podkreślonych wyrazów lub części zdania.

1 Something strange happened yesterday during the match.
What happened yesterday during the match?
2 Robert showed them the quickest way to get to the town centre.
What did Robert show them?
3 Thirty people have sent her birthday cards.
How many people have sent her birthday cards?
4 Paul absolutely adores puppies.
Who absolutely adores puppies?
5 I kept exchanging emails with her for over a year.
Who did you keep exchanging emails with for over a year?
6 Our project received no funding from the government.
Whose project received no funding from the government?

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,* *You **were** annoyed yesterday,* *They **love** swimming,*	***isn't** he?* ***weren't** you?* ***don't** they?*
Zdanie przeczące	***Question tag* w formie twierdzącej**
*She **didn't** finish the letter,* *It **won't** take a long time,* *You **can't** tell me the truth,*	***did** she?* ***will** it?* ***can** you?*

INNE FORMY PYTAŃ ROZŁĄCZNYCH

W pytaniach rozłączych 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**?*

1 Które pytania rozłączne (*question tags*) pasują do zdań?

1 It's very cheap, **e**
2 Tom and Mary got married in May, __h__
3 Your sister wasn't at home, __c__
4 Ann's passed the exam, __a__
5 Your parents will give us a lift, __j__
6 Our teacher didn't tell us about it, __f__
7 The meeting won't last long, __i__
8 Mrs Jones loves apples, __g__
9 There's a lot of traffic today, __b__
10 Tim's neighbours haven't got a car, __d__
11 You don't like spinach, __l__
12 Jim would like to go on holiday, __k__

a hasn't she?
b isn't there?
c was she?
d have they?
e isn't it?
f did she?
g doesn't she?
h didn't they?
i will it?
j won't they?
k wouldn't he?
l do you?

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:

I wonder / I'd like to know what time he's coming.

1 Przekształć podane pytania bezpośrednie na bardziej uprzejme pytania pośrednie, używając wyrażeń z ramki.
Suggested answers:

Could you tell me Do you know
I'd like to know I'm wondering ~~I wonder~~
Would you mind telling me

1 Are there any discounts for students?
I wonder if/whether there are any discounts for students.
2 How much do the tickets cost?
Do you know how much the tickets cost?
3 What courses do you offer?
I'd like to know what courses you offer.
4 What time does the centre open and close on weekdays?
I'm wondering what time the centre opens and closes on weekdays.
5 What facilities are there?
Could you tell me what facilities there are?
6 How can I join the leisure centre?
Would you mind telling me how I can join the leisure centre?

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.

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***.

*I called the teacher **to** apologise for my son's behaviour.*
*He craned his neck **in order to** see better.*
*I drove at a steady 50 mph **so as to** save fuel.*
*He wore an apron **so as not to** get his shirt dirty.*
*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).

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.

*I went to bed **because** I was tired.*
***As/Since** it was his birthday, I bought him a present.*

ZDANIA OKOLICZNIKOWE PORÓWNAWCZE

Zdania te wprowadzane są za pomocą spójników złożonych ***as ... as*** oraz ***(not) so ... as*** (tak... jak):

*I hope I can age **as** gracefully **as** she has.*
*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.*
*Emma has **such an inquisitive mind that** everybody thinks she'll become a scientist.*

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** Robert ran very fast, he lost the race.*
*Robert lost the race **in spite of / despite** running very fast.*
*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 Jakie spójniki poprawnie uzupełniają zdania?

1 The weather was awful, ***so*** we changed our plans and stayed at home.
2 They can't go out tonight *because* they don't have a babysitter to look after their children.
3 *Although* our grandfather didn't go to university, he is very knowledgeable.
4 Is this the restaurant *where* our grandparents had their first date?
5 I wanted to become a musician, *but* my parents persuaded me to study law.
6 We won't have lunch *until/till* you come home.
7 I absolutely love Harry Styles, *while* my older sister adores Taylor Swift.

ODPOWIEDZI NA PYTANIA

2 Przeczytaj wypowiedź ucznia i zapisz poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj właściwych spójników.

Some people think voting in elections should be compulsory. What's your opinion?

I can see their point, [1]***but I don't agree*** (*ale nie zgadzam się*) with them. Their argument is often that, if people do not vote, [2]*as a consequence / consequently / as a result* (*w konsekwencji*) they have no right to complain about politicians and their actions. [3]*But in my opinion* (*Ale moim zdaniem*), not voting is a kind of vote too – showing that you're against these particular politicians. In this case, [4]*even though / although you don't go* (*pomimo tego, że nie idziesz*) to the polling station, you still take an active part in the election process. And one more thing – if voting was made compulsory, undecided people would vote randomly, [5]*while the lazy* (*podczas gdy leniwi*) ones would just vote for the first candidate on the list.

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, precedure

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 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	*wystroić się, ubrać się elegancko*
dress up as sb/sth	*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	*potrącić kogoś, przejechać kogoś*
leave sb/sth out	*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	*wyruszać*
set out	*wyruszać*
set sth up	*założyć coś, uruchomić coś (np. firmę); skonfigurować coś*
settle down	*zamieszkać, osiedlić się*
settle in	*zaklimatyzować 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 / pogłośnić 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*

PRESENT SIMPLE

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi
I You	sleep.	do not / don't sleep.	Do I / you sleep?	Yes, you / I do. / No, you / I do not / don't.
He She It	sleeps.	does not / doesn't sleep.	Does he / she / it sleep?	Yes, he / she / it does. / No, he / she / it does not / doesn't.
We You They	sleep.	do not / don't sleep.	Do we / you / they sleep?	Yes, you / we / they do. / No, you / we / they do not / don't.

PRESENT CONTINUOUS

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi
I	am/'m sleeping.	am not / 'm not sleeping.	Am I sleeping?	Yes, you are. / No, you are not / aren't / 're not.
You	are/'re sleeping.	are not / aren't / 're not sleeping.	Are you sleeping?	Yes, I am. / No, I am not / 'm not.
He She It	is/'s sleeping.	is not / isn't / 's not sleeping.	Is he / she / it sleeping?	Yes, he / she / it is. / No, he / she / it is not / isn't / 's not.
We You They	are/'re sleeping.	are not / aren't / 're not sleeping.	Are we / you / they sleeping?	Yes, you / we / they are. / No, you / we / they are not / aren't / 're not.

PAST SIMPLE

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi
I You He She It We You They	slept.	did not / didn't sleep.	Did I / you / he / she / it / we / you / they sleep?	Yes, you / I / he / she / it / you / we / they did. / No, you / I / he / she / it / you / we / they did not / didn't.

PRESENT PERFECT

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi
I You	have/'ve slept.	have not / haven't slept.	Have I / you slept?	Yes, you / I have. / No, you / I have not / haven't.
He She It	has/'s slept.	has not / hasn't slept.	Has he / she / it slept?	Yes, he / she / it has. / No, he / she / it has not / hasn't.
We You They	have/'ve slept.	have not / haven't slept.	Have we / you / they slept?	Yes, you / we / they have. / No, you / we / they have not / haven't.

PRESENT PERFECT CONTINUOUS

	Zdania twierdzące	Zdania przeczące	Pytania	Krótkie odpowiedzi
I You	have/'ve been sleeping.	have not / haven't been sleeping.	Have I / you been sleeping?	Yes, you / I have. / No, you / I have not / haven't.
He She It	has/'s been sleeping.	has not / hasn't been sleeping.	Has he / she / it been sleeping?	Yes, he / she / it has. / No, he / she / it has not / hasn't.
We You They	have/'ve been sleeping.	have not / haven't been sleeping.	Have we / you / they been sleeping?	Yes, you / we / they have. / No, you / we / they have not / haven't.

PAST CONTINUOUS

	Zdania twierdzące		Zdania przeczące		Pytania		Krótkie odpowiedzi				
I	was	sleeping.	was not / wasn't	sleeping.	Was I	sleeping?	Yes, you were.		No, you	were not / weren't.	
You	were		were not / weren't		Were you		Yes, I was.		No, I	was not / wasn't.	
He She It	was		was not / wasn't		Was he she it		Yes, he she it was.		No, he she it	was not / wasn't.	
We You They	were		were not / weren't		Were we you they		Yes, you we they were.		No, you we they	were not/ weren't.	

PAST PERFECT

	Zdania twierdzące	Zdania przeczące	Pytania		Krótkie odpowiedzi				
I You He She It We You They	had/'d slept.	had not / hadn't slept.	Had	I you he she it we you they slept?	Yes,	you I he she it you we they had.	No,	you I he she it you we they had not / hadn't.	

WILL

	Zdania twierdzące	Zdania przeczące	Pytania		Krótkie odpowiedzi				
I You He She It We You They	will/'ll sleep.	will not / won't sleep.	Will	I you he she it we you they sleep?	Yes,	you I he she it you we they will.	No,	you I he she it you we they will not / won't.	

FUTURE CONTINUOUS

	Zdania twierdzące	Zdania przeczące	Pytania		Krótkie odpowiedzi				
I You He She It We You They	will/'ll be sleeping.	will not / won't be sleeping.	Will	I you he she it we you they be sleeping?	Yes,	you I he she it you we they will.	No,	you I he she it you we they will not / won't.	

KONSTRUKCJA *BE GOING TO*

	Zdania twierdzące		Zdania przeczące		Pytania		Krótkie odpowiedzi				
I	am/'m	going to sleep.	am not / 'm not	going to sleep.	Am I	going to sleep?	Yes, you are.		No, you	are not / aren't / 're not.	
You	are/'re		are not / aren't / 're not		Are you		Yes, I am.		No, I	am not / 'm not.	
He She It	is/'s		is not / isn't / 's not		Is he she it		Yes, he she it is.		No, he she it	is not / isn't / 's not.	
We You They	are/'re		are not / aren't / 're not		Are we you they		Yes, you we they are.		No, you we they	are not / aren't / 're not.	

STRONA 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*

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

A: Oh, no. I hate it when this happens.
B: What's that?
A: Well, I'm on this website and I want to download instructions for a game, but they're asking for my personal details, like my first name, surname, email address and ...
B: But that's normal these days. They're giving you something for free in exchange for your personal information so that they can then send you emails about their other products and they think maybe you'll buy them.
A: Yeah, I get that, but they're also asking for my postal address and date of birth. They don't need that to email me a file with instructions or other promotional materials.
B: Yeah, that sounds suspicious. Do you remember when I wanted to buy those programming books once? They asked me for a copy of my ID or passport. Now that was really weird.
A: You didn't give it to them, did you?
B: No, of course not. When someone asks you for too much personal information, you have to be careful so that they don't use this information for something illegal.
A: Yeah, that's true. Other things that you should never give away when shopping online or just downloading files are place of birth or marital status.
B: And nationality. Nobody needs to know that.
A: I think I'm going to try to find a different place where I can download these instructions.

01 02

S = Shelly B1 = Boy 1 G = Girl B2 = Boy 2 W = Woman

1
B1: Hi, Shelly. Have you still got that checked shirt that you posted on your profile?
S: Yeah, I have. It's my brother's, but he only wore it once, so it's in good condition.
B1: OK, can I try it on anywhere?
S: Sure, just go inside the house and see if it fits you ...

2
G: Hi, Shelley. I've come here for the patterned dress.
S: Oh, yes, it's stunning – you're going to love it! It's made of cotton and has quite long sleeves, so you can get them shortened if needed.
G: Have you got any accessories to go with it?
S: Yes! I have a leather handbag and a belt that match. I got them second-hand, though.
G: OK, I'll take the dress, but I need to think about the ...

3
B2: Hi, are the trousers still available?
S: You mean the denim jeans? Sorry, I sold them earlier today, but I might have some khaki trousers if you're interested. I can go and check.
B2: No, thanks, that's not necessary. I only came for the jeans.
S: Oh, OK.

4
W: Hi, have you still got the sweatshirt from the post?
S: Yes, I have. That style is so trendy now. It's sold out in most stores.
W: Has it got pockets?
S: Yes, it has, and it's really comfortable. I also have a baseball cap that goes with it.

01 03

1 Can you please keep your dog inside?! It's been barking in your garden all day and night for weeks now. What if you just took it for longer walks in the park instead of keeping it in the garden twenty-four seven?
2 No, I can't go. I want to, but I can't. Just looking at the roller coaster is making me tremble. If only it was a bit smaller ... OK, I'll go. Wait, no ... I can't.
3 OK ... I'm just going to upload this photo. It's uploading, uploading ... Oh, no, it's just stopped! Now my phone's frozen and it's unresponsive. OK, let me restart and try again. Uploading, uploading. Argh, no! It's all frozen again!!!
4 Oh, I just love this film. I could watch it over and over again. This is my favourite part. Oh, look! Oh, no! This is so tragic.
5 Where is he? He's over an hour late! This is so out of character for him. He normally calls when he's late. And now he's not answering the phone. He always has his phone with him. Maybe I should call the police?

01 04

J = Joe E = Emma

J: Are you having a bad day, Emma? You look really miserable.
E: Oh, it's nothing, Joe. I've just had an argument with my sister, that's all.
J: Oh dear, has she been wearing your new jacket again?
E: No, I hope not! But I'm really fed up with sharing a room with her. She's the untidiest person I know. You should see her side of the room – it's a mess. She never puts anything away.
J: Hm, you and your sister are very different, aren't you? I think you're probably the most organised and disciplined person I know.
E: I just like things to be in the right place and it drives me mad having a sister who's so untidy. I've tried to set a good example, but she doesn't care. Everybody thinks she's so easy-going and funny, but actually she's just lazy and selfish.
J: Is she like anybody else in your family?
E: Yes, my dad's exactly the same. He's terrible at keeping his things tidy and he drives Mum mad.

01 05

J = Jane R = Rita

J: Rita! Your home is so tidy. Where is everything?
R: In the cupboards ... but I got rid of lots of stuff when I became a minimalist.
J: A minimalist?
R: Yes. My apartment is small and I had too much stuff. I was fed up with tidying up all the time. Then I read about the minimalists. They live a simple life with fewer things.
J: So you threw everything away?
R: Not everything! I gave away the clothes that I hardly ever wore, and I asked myself, 'How many pairs of black trousers do I need?'
J: Ha ha, yes, I see what you mean. You didn't get rid of that lovely blue coat, did you?
R: No, of course not. I don't often wear it, but I love it and it's special. But I gave away the matching hat and scarf. Really, I had so many things that I never used – clothes, books, gadgets. Now I have more space!
J: Hm, do you think I could be a minimalist? I suppose you have to be very careful about not buying new things at all. But I love buying new clothes. Do you think two or three times a year would be OK?
R: Sure, or even once every two or three months would be fine to start with. But you need to simplify other things in your life, too. You need to decide what's important, and so now I only do the things that matter to me or that I enjoy. For example, what are you doing for the rest of today?
J: Well, I want to go to the gym, but first I have to meet Roger at that new café.
R: But Roger's so dull and boring. And he doesn't care about you – he just wants to tell you his problems.
J: I know, but I promised. I couldn't say no.
R: One thing about minimalists is that because they like to keep life simple, they say no more often.
J: Sounds great. Do you want to come and have coffee with Roger and me?
R: No, thanks!

01 06

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 07

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 08

A = Student A B = Student B

A: Have you got a minute? I wanted to talk to you about Grandma.

B: Sure, is she OK?

A: Yes, don't worry, she's fine. You know Grandma, she's always on good form. But I wanted to talk about what to get her for her special birthday.

B: Oh, good. Do you have any ideas?

A: Not really. That's why I wanted to talk to you. She's not interested in new things, is she?

B: What do you mean?

A: Well, she's really generous with other people, but she doesn't buy much for herself. She's always saying she's got everything she needs.

B: OK, let's think about her interests. Does she still play golf?

A: I think so, and tennis. She's a very active person. She used to do a lot of walking, but since her old dog Maisy died, she hasn't done so much. Anyway, she's energetic and active, so we could get her some sports equipment.

B: What sort of thing?

A: Let me think about that for a moment. A new cap? Or a water bottle?

B: They're not very special, are they? What else could we get her?

A: If we can't think of an object, maybe we should do something nice with her instead.

B: Sorry, I don't quite follow. What sort of thing did you have in mind?

A: Let me see. We need to think of an activity Grandma would enjoy. She's very sociable, so maybe tea in a nice hotel with the family?

B: What if she's on a diet? She always seems to be.

A: Oh, yes, you're right. Maybe we should get her a day in a spa. That could be a relaxing thing for her to do.

B: Maybe, but I think Grandma prefers activities that you do outside.

A: Oh, yes, that's true. Oh dear, this isn't easy. Hey, I've got an idea – we could get her a dog to replace Maisy!

B: Really? It's a big responsibility.

A: I know, but I think a dog would suit her perfectly. She's a real animal lover. I think she's been a bit lonely since Maisy died and a dog would keep her company. We could get a rescue dog. I think she'd love the idea of getting a dog that needs a home.

B: I like the idea, but I think we need to discuss it with Grandma first. Getting a dog is a serious decision.

UNIT 02 MIEJSCE ZAMIESZKANIA

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

1

A: Why is it so dark in here?

B: Looks like the light bulb has gone.

A: I'll go get a new one.

B: I don't think we have any. I'll buy some when I'm out tomorrow.

2

A: The sun is so strong. I can't see anything on the TV!

B: Let me draw the curtains for you. Ugh, they're so dusty, maybe let's put them in the washing machine at the weekend.

3

A: Did you hear that? Is someone knocking at the door?

B: Why are they knocking? Is our doorbell broken?

4

A: Would you like some tea?

B: Sure, thanks.

A: OK, I'll make a big pot.

B: Oh, sorry, the teapot is in the sink – I wanted to wash it.

5

A: It's so cold in here. Mum, could you please pass me a blanket?

B: Here you are. I'll also turn up the heat on the heater.

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 robots that will do the housework for you

Let's face it – not many people enjoy doing household chores. Actually, a recent survey claims that seven in ten people would be fine with a robot doing the work for them and seventy-three percent think their place would be cleaner if they had a robot. There already are robots that can mow the lawn or vacuum the carpet.

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

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

02 05

Tekst 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?

Tekst 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 06

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 house plants 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 07

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 08

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 09

The photo shows a family in their living room. On the right, there are two young children in a small blue tent. They're both girls and they have long dark hair. They look about three and five years old. The electric light is on, so maybe it's early evening. The children are watching or looking at something on their tablet. On the left, there's a woman, probably their mother. She is looking at her laptop. In the foreground, there's a sofa and a small rug and in the background, there are some long curtains and they're closed.

02 10

1 I'd been following her on social media for a while because I admire her as a journalist. She's open-minded, she cares about social issues and she's passionate about justice. When I saw her at a café, I wasn't sure about speaking to her because she's famous and is constantly followed by fans. Eventually though, I decided to approach her. I said, 'Hi, I'm Jack. I just wanted to say hello and tell you I'm a huge fan.' She was really friendly. She thanked me and even posed for a selfie!

2 Our obsession with fame is fascinating and many experts, including myself, believe it is closely related to how we want to see ourselves – to put that simply, it means we would rather be a 'somebody' than a 'nobody'. Naturally, the desire to be admired and respected isn't new. Indeed, it's part of being human, and it has always been that way. Individuals who are not accepted by the group are often made to leave. So, we need to be liked and some people look for this in fame.

3 While I was channel surfing last night, I came across an old series from the 1980s called 'Lifestyles of the Rich and Famous'. It featured wealthy athletes, entertainers and businesspeople showing off their luxurious homes, yachts and private jets. They seemed arrogant and shallow to me. And though it's easy to think the show was just typical of the over-the-top 80s, the truth is, many more people now follow the lifestyles of celebrities on social media and reality TV, don't they?

4 On tonight's episode of 'Role Models', we'll be looking at Emma Watson, who rose to fame playing Hermione Granger in the Harry Potter films. Interestingly, unlike other young actors or her generation, she took a break from her acting career to do a university degree in English Literature. Off the screen, she's been described as shy, friendly, intelligent and down to earth. She's involved in activism and would rather be known for her work with important causes than for wealth and fame. So, let's take a closer look ...

5 How appropriate that the TV documentary Jane

Goodall: The Hope premiered around the world on Earth Day. Goodall, who is famous for her research on chimpanzees, is a strong supporter of conservation and respect for all species on earth. She's very passionate about it, too, and this is obvious in the documentary. Interestingly, Goodall never intended to be famous, but she has accepted fame because it can help her to educate more people about animals and the planet. The Hope reflects her optimism for the future and her belief that young people will make the world a better place.

02 11

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.

UNIT 03 EDUKACJA

03 01

1

A: Please, no running. You might fall and hurt yourself or someone else.
B: Miss, I left my lunch in the classroom.
A: OK, here, I'll open the classroom for you. Go and get it.

2

OK, everyone, we need to have football practice in here today as it's raining, and thunder and lightning have been forecast. Can you please take down these volleyball nets and then put up the goals?

3

A: I'd like to return this book and then take out these two.
B: OK, let me check. What's your last name?
A: Keats.
B: Right, so you can only take out one of these as you've exceeded your limit. Once you return the books that you have at home, you'll be able to take out more books.

4

A: Can I have the chicken curry, please?
B: Do you want rice with that?
A: Sure. And have you got any naan bread?
B: No, this isn't a restaurant!

5

A: So, do you understand why you're in here?
B: Yes, it's because I used a cheat sheet during a test.
A: You know that we treat cheating very seriously at our school. I've called your parents and your mother is on her way. Your teacher will join us, too.

6

A: Sir, nothing's happening when I press this button. Or when I move my mouse.
B: Let's try and restart the system.
A: I've already done that and it's still the same.
B: OK, why don't you move to another desktop and I'll see what I can do with this one.

03 02

1

A: Argh ... I've got so much stuff with me today ... I have PE and then gymnastics after school. I hate carrying it all around.
B: Why don't you just leave it all in your [*beep*]?

2

A: Oh, no! The tip of my pencil has just broken. Have you got a [*beep*]?
B: Sure, here you go.

3

A: OK, pack your books and see you all tomorrow. Whose turn is it to wipe the [*beep*] today?
B: Mine, sir.

4

A: I made a mistake. Have you got any [*beep*] so that I can white it out?
B: No, sorry, I haven't.

5

So, tomorrow is your algebra test. Remember to bring a soft pencil and a rubber. You can also use a [*beep*], but you need to bring your own.

03 03

Thank you for your interest in the Frederick Institute Personal Development course for teens. The course is designed for students aged thirteen to eighteen and is divided into five one-hour workshops, which can be completed online or in person at our centre in London. Our aim is to help our students find their strengths and weaknesses and improve their mental well-being. We begin each workshop by asking them what they have achieved recently and also what they have found difficult. During the workshops, we help students to change their behaviour if necessary. At the end of each workshop, students are given tasks to do at home before the next workshop begins. When they have completed the course, students get a certificate of attendance and we assess their situation and examine possibilities for next steps.

03 04

Tekst 1

You'll soon be joining the workforce and if I have one piece of advice, it's to keep learning, keep developing your skills and especially stay up-to-date with online tools. Whatever career you choose to go into, part of the job is likely to involve working online. If you haven't started already, you need to develop your knowledge of technologies and learn advanced skills that you can list on your CV. This will show a future employer that you are thinking ahead to your professional life, and that you are a self-motivated learner. I've put a list of suggestions and links to training courses on the school platform. Speak to Mr Jones, head of the IT department, and he will help you to decide which skills you need to improve and suggest new skills you can develop while you still have access to the school's IT room. For those of you who are lacking in motivation to use online tools, Mr Jones will encourage you to set yourself realistic goals.

Tekst 2

I = Interviewer PJ = Professor Jaworska

I: Today we're very pleased to have Professor Jaworska with us. She's going to talk to us about her research into the role music can play in improving study skills. Professor Jaworska, you think that music and studying go together. Can you tell us more about that, please?
PJ: Well, first of all I have to say that some people find music to be a helpful tool for studying, while

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others find it impossible to concentrate with any background noise at all. In other words, music affects people in different ways. However, I do believe that some types of music can improve some of the essential skills for studying successfully such as concentration, motivation and memory.

I: So how does music encourage study?

PJ: According to the research we carried out at the university, music acts as a motivator when it's considered to be a reward. Imagine you have a long assignment or you're revising for an exam, and you have hours of study in front of you. It's important to have regular study breaks, and listening to your favourite music during these breaks can motivate you to study harder. Of course, music can also improve your mood, and if you're feeling positive, you're more likely to have a successful learning experience. Our research found that when students felt worried or stressed, putting on music helped them to relax and work more effectively.

I: What kind of music works best?

PJ: In our research we found there was a place for different kinds of music, depending on the student's needs. For instance, if motivation and lifting mood is the priority, it's no surprise that faster more cheerful music works best, and if the aim is to calm down because you're feeling stressed, then you should choose slower, maybe even classical music. It also depends on the kind of task you're doing. If you're doing artwork, for instance, lively music may help, but if you're writing an English essay, music could be too much of a distraction.

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

The photos show three different classroom layouts. Of these options, I'd choose option three, for example for my English classroom because the desks grouped together look as if they're easy to move. For some lessons you need to face the board, but for others, such as role play or discussion, it's better to be sitting around a table in groups. So the biggest advantage of number three is the flexible layout. In addition to that, when the tables are grouped together, four students can have easy access to a dictionary which can be placed in the centre. I wouldn't choose number one because it's OK for some lessons, but not others. The disadvantage of these chairs with writing tablets attached is that the tablets are small, and I don't think they could hold more than one book at a time. Another big problem is that these types of chairs usually have the tablets on the right and this isn't appropriate for left-handed students. I think the layout of number two is quite boring. I say this because it looks like the kind of traditional classroom that my parents had. In this layout, everyone is facing the board, but nowadays we don't need to face the board all the time. Another reason why it isn't my preferred option is that students at the back have trouble seeing the board and hearing the teacher. So, to sum up, although all the options have advantages, I would go for option three because it's the most adaptable arrangement.

UNIT 04 PRACA

04 01

1 I'm pretty new to this job, but I'm not sure how long I'll last. I'm constantly on my feet – I take orders and serve tables, but people can be really mean sometimes and they complain about everything. My salary is pretty low and the tips aren't great either, but I have a contract of employment, and I get holiday and sick pay!

2 I've taken on this job to help pay for uni – I'm studying to become a doctor, so fees are really high. I've always been quite fit and have completed a few courses that allow me to teach others. I currently teach boxing and step aerobics. It's just a few hours here and there and hopefully, once I pay all my loans, I'll be able to stop doing this.

3 My job is quite physical and requires a lot of strength and stamina. But I really enjoy it as I can create people's dream homes. There's nothing really that I can't do. The only problem is that I can only work when the temperatures are above zero degrees, so if the winter is really cold, I'm usually out of work.

4 Everyone these days wants to have an online presence and I can make that happen for them. I work on a freelance basis, so I can choose how much and when I want to work. At the moment, I'm working more than forty hours a week as I get a lot of requests. The pay is good, so I can't really complain.

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

P = Presenter JM = Jenna Moris

P: Today in the studio we have Jenna Morris who's a recruitment consultant. Jenna, what are your top tips for people, especially young people, who are looking for their first job?

JM: Well, this goes without saying, but the first thing you need to do is find the job that you want. This means looking through online adverts or registering with a job centre. Don't let the fact that you haven't got much or any experience stop you from applying for the position that you dream of.

P: OK, let's say we've found our dream job, what next?

JM: Carefully read the job description and then write or update your CV so that it covers all the things in the advert. Don't send a generic CV – it has to be tailored to the position you're applying for. You need to show that you're a suitable candidate for that particular job. Apart from including the obvious things like personal details and education, make sure you mention any other qualifications and training courses. List all of your skills, including knowledge of foreign languages and computers. And if you've ever worked as a volunteer then make sure you also include that. Some jobs require references, so make sure you ask someone if they would be your referee.

P: Great advice. And then what?

JM: Then you need to send all of your documents to the recruiter. These days it's all mostly done by email, so include a covering letter and make sure you attach your CV to the email! You won't believe how many times I've seen 'Please find attached my CV,' and ... there's no CV.

P: What about the interview process?

JM: Before attending any interview, research the company as best you can. That's always useful, as you may be asked questions about it by the interviewer. And once you pass the interview, all that's left is to sign the contract.

04 04

ZAPIS NAGRAŃ

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 05

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 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

A = Student A B = Student B

B: What sort of skills do you think we need?
A: To be organised.
B: Yes ... But I also think it's important to have leadership skills.
A: I agree.
B: OK ... and ... er ... you need to be a good communicator in German.
A: I can sing in German.
B: Right ... um ... I don't really have much experience of doing activities with kids. How about you?
A: I write quizzes.
B: Really ... er ... let's not forget that it's a big responsibility taking kids on excursions.
A: You're right.
B: Yes ... um ... Do you mind working at the weekend?
A: Not really.

04 09

A = Student A B = Student B

B: Have you seen the ad? Do you think we could do this?
A: Sure. I think we'd be excellent team leaders.
B: Me too! What sort of skills do you think we need?
A: Well, for a start, to be a team leader you need to be organised. People tell me I'm an organised person – my teachers always say that's one of my strong points.
B: In that case, I'm sure you are. But I also think it's important to have leadership skills.
A: I agree. Don't forget I'm in a band and I organise all the rehearsals and gigs. I think that shows that I've got leadership skills. I also think I'm a good communicator – my music blog has 2,000 followers and I always answer their questions and comments.
B: But you need to be a good communicator in German.
A: Don't worry, I can sing in German! What I mean is, at least I'll be able to entertain children!
B: I don't really have much experience of doing activities with kids. How about you?
A: Well, I sometimes have to entertain my three cousins. I'm quite good at writing quizzes. Didn't you run an after-school gaming club for a while?
B: Oh, yes, you're right.
A: In that case, you do have some experience.
B: Let's not forget that it's a big responsibility taking kids on excursions.
A: You're right, but I think the main thing is that we'll be responsible for their safety and that's no problem – when I did my lifeguard course, I did some first-aid classes. I think I could deal with a minor medical situation.
B: But could you do it in German?
A: Surely we could speak our own language if there was a medical emergency.

B: I was joking. What about the hours? Do you mind working at the weekend?

A: Not really. We'll be on camp, and when you're away from home, weekends can be very boring.
B: Oh, yes, I see what you mean. OK, *mein Freund*, let's apply.

04 10

A: Dan's Gift Shop, how can I help you?
B: Hello, I'm calling about the job vacancy.
A: Which one? We're looking for an accountant and a shop assistant.
B: Oh, shop assistant.
A: OK, could I have your name, please?
B: Amanda Smith.
A: Well, Amanda, I'm going to write down your details if you don't mind. My name's Dan and I'm the owner. The position is for three months, starting on June the first to the end of August. Does that work for you?
B: It's ideal. I'm a university student and I'm looking for a summer job.
A: Great! Well, it's a four-hour shift, so it's part-time, from Monday to Friday. The hours are 9 a.m. to 1 p.m., but I may need you for afternoon shifts too if it gets busy. And it usually does in the high season. Can you be flexible with your hours?
B: That's not a problem at all. I can even work weekends if necessary.
A: Good. Now, the job involves dealing with customers, keeping the shop neat and tidy and stocking the shelves. It's not particularly exciting or challenging, but we're all friendly here and it's a pleasant working environment. Have you had previous experience in a similar job?
B: Well, I've got sales experience, though not in an actual shop. I was in customer service, for a telecom company. It was over the phone and I'd help clients to pay their bills and generally deal with any questions, problems or complaints.
A: That sounds fine. They're similar positions, really. The most important thing is being polite and helpful. Are you available for an interview tomorrow?
B: Yes, I am.
A: OK, let's say 10 a.m., and could bring a letter of reference, please?
B: No problem, I have one from my old boss.
A: Great. See you tomorrow.
B: Goodbye and thank you.

04 11

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

This is my favourite photo of my family. I'm the old chap in the middle and the lovely lady sitting next to me is my wife Lucy. We're celebrating our forty-fifth wedding anniversary this year! We have two sons: Jacob, who's on the left side of the picture, and Henry, sitting on the far right. Both of them are married to the women sitting next to them. Jacob's wife is Reiko, and they have twins, Royce and Jemima. Caroline is Henry's wife, and they have a son called Conrad.

05 02

1
A: OK, guys, why don't you pick up the toys and then we can do some painting.
B: No, no cleaning.
A: Yes, please, clean up because your mummy won't be happy when she sees this mess.
2
A: Didn't I say no screens after 9 p.m.?
B: But, Daaaad! I'm not a child.
A: These are my rules and as long as you're living under my roof, you do what I say. And I say no screens after 9 p.m.!
3
A: So, how have you been feeling?
B: Well, not that great. I've been really tired, and I can't wait for this baby to come out.
A: Not long now. You have two weeks till your due date, right?
4
Hi, Natalie, here's your shopping – I'll put it away in the kitchen. There was no oregano in the shop, but I can order it for you online. The nurse is coming soon to give you your shots. Would you like me to change your bedding for you?

05 03

1
A: Daddy, I've made this card for you.
B: And I made this present. We hope you have a great day!
2
I can't believe you're now old enough to vote and drive a car. Here comes the cake! Blow out the candles. On three: one, two, three!
3
A: Now, repeat after me. I Thomas Lees ...
B: I Thomas Lees ...
A: ... take you Abigail Helm ...
B: ... take you Abigail Helm ...
A: ... to be my wedded wife ...
B: ... to be my wedded wife ...
A: ... to have and to hold ...
B: ... to have and to hold ...
4
We are gathered here today to say our final goodbye to Richard, and to express our love and admiration for him. We are also here to give support to those who have been affected by his sudden death.

05 04

Lily Mardi Gras means 'Fat Tuesday' and it marks the end of the carnival season and the start of Lent. In the UK, it's called Shrove Tuesday. It is celebrated on the Tuesday before Ash Wednesday and dates back to the ancient times. During Mardi Gras celebrations, there are festive carnivals in the streets of New Orleans, Rio de Janeiro, Venice and other cities around the world. People also throw parties in their homes to commemorate this event.
Adam In Poland, one of the celebrations before Lent is Fat Thursday. It's observed six days before Ash Wednesday and for some people it's the last day when they eat fatty or sugary foods. Traditionally, after that, many people used to fast for forty days. On Fat Thursday, people eat traditional Polish doughnuts, which are deep-fried, and filled with rosehip jam and have a sugary glaze with some candied orange peel on top, although some people also like a cherry filling and icing sugar instead.
Mia Here in the States, Thanksgiving is quite an important holiday which we observe on the fourth Thursday in November. However, our neighbours in Canada celebrate it on the second Monday in October. Its origins lie with when the Pilgrims celebrated their first harvest. Even though Thanksgiving started out as a religious holiday, it's now also a secular celebration. People from all across the US meet at family gatherings and give thanks for what they have and for what happened throughout the year. Thanksgiving also marks the start of the festive season.

05 05

1 I really enjoyed this webinar as it covered a lot of things that I found relevant to me. I recently broke up with my boyfriend because we argued all the time. He was jealous of my friends and me spending time with them. Wendy's webinar confirmed that it was the right thing to do.
2 As the advert for the webinar mentioned the generation gap, I thought it would be useful. I've recently been having some problems with my parents. I feel they are a bit too controlling. I know they mean well, but they check on me all the time. Wendy's webinar showed me that I need to discuss some limits with my parents as they keep crossing personal boundaries.
3 The webinar was so helpful! Just two years after my mum broke up with my dad, she remarried and I'm not getting along with my stepdad. He fell out with my dad and aunt. He says I push the limits, but that's not true. I learned from Wendy's webinar that you can't get on well with everybody and sometimes it's not worth trying.

05 06

Hi Ben, just calling to say I can't come with you tomorrow. My bike still hasn't been fixed and I don't know when I'll get it back. I'm really sorry – I was looking forward to trying out that new cycle route

with you. The bike repair shop just said that they've been super busy. I asked them to lend me a bike, but they wanted me to pay a deposit of fifty pounds and I don't have fifty pounds. Anyway, I think it's a bit rude. I wondered whether Martin might be free to go with you instead – message me if you want his number.

05 07

1 If you asked me what I like doing in my free time, I'd say anything so long as it's outdoors. I don't care what the weather's like, I have to be outside. If I'm on my own, I go cycling or jogging, but if a friend is free to join me for a walk, then that's absolutely fine. I enjoy spending time with people and walking at the same time. I'm not like some people who have to do a certain number of steps or go faster than last time. I think they miss the point.

2 Do you feel as if all you do is work and sleep? Well, we're here to help you to free up your time so that you can have a life outside of work. Everyone needs to switch off from the office, spend time with friends and family, and refresh their mind. In one two-hour online course, we'll give you the tools to be more productive at work so that you can use the extra free hours for relaxation, learning and socialising.

3 Welcome to *Life's too short*! In today's podcast, I'm reporting on the best courses you can do in your free time. I call myself a life-long student – I like to be learning something and at the moment, I'm learning to play the ukulele. I recommend it! Other good courses I've done are Spanish conversation, creative writing, dancing the tango and beginners badminton. The best thing about doing courses? You meet fantastic people and learn so much more than the subject you're studying. Life's too short not to be learning.

4 Hi, Rani, just calling to say that I'll pick you up at eight o'clock. I'm really excited about the next few days. I love the idea of spending the day on the river and the nights playing the guitar around a camp fire. Don't forget to bring your sleeping bag. I've got everything else we need for camping and I'm really looking forward to the kayaking and swimming. Ooh, I hope the other people are nice and friendly and not too super-fit! Anyway, see you tomorrow.

5 Do you know what I hate? I hate it when people try to organise my free time. My free time is just that – free. I don't find it relaxing to have to fill every spare moment of my life with activity. My ideal day off is reading, sleeping and cooking a nice meal that I can share with my friends. I find people who do exercise because they think they're out of shape, or run around sightseeing or having cultural experiences all the time, absolutely ridiculous.

05 08

1 Do you remember Bill and Emma? They're going to celebrate their twenty-fifth wedding anniversary with a big party next weekend. I wonder what the secret to their success is.

2 I'm not really sure why Tim and Tina have separated. I know they went through a rough patch after they fell out over football, but that was months ago. Maybe they've just drifted apart.

3 I've always looked up to Sally, and she used to look up to me. But these days I get the impression that she just takes me for granted and doesn't value anything I do or say. It's ruining our friendship.

4 My mother's amazing. Not only does she have a very demanding full-time job, but she also looks after her elderly mother who is completely dependent on her. I hope I can do the same for her when the time comes.

05 09

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.

05 10

A = Student A B = Student B

A: The picture shows a man asleep on a sofa. There are two children drawing a moustache on his face. I can't be sure, but they look as if they are six or seven years old. It looks as if they're in a living room. The curtains are drawn, but it can't be late at night because the two children are young, and they don't look as if they're ready for bed. I'd say the man is having an afternoon nap. The girl is drawing on the man's face, and the boy is watching and smiling.

1

B: How do you think the people are related to one another?

A: I'd say the children are brother and sister. They must know the man well. For instance, he could be their father or uncle or stepfather.

2

B: Why do you think the children decided to paint the man's face?

A: Maybe the children were bored and looking for something to do. Maybe the man was looking after them when he fell asleep, or else the man could be pretending to be asleep.

3

B: What do you think the man is going to do when he wakes up?

A: I'd say he knows what the children are doing and when they've finished, he's probably going to look in the mirror and pretend to be shocked. It's difficult to say if the pen is a permanent marker or not.

4

B: How do you think the children are feeling?

A: The girl is concentrating on drawing the moustache while the boy looks like he's amused. I imagine they're having a fun time and they're probably looking forward to seeing the man's reaction.

UNIT 06 ŻYWIENIE

06 01

1 We haven't got any sparkling, I'm afraid, but I can get you some still or tap.

2 Mm ... My favourite is this Belgian one and the Swiss one. But the dark one is too bitter for me.

3 The recipe says that we should use orange or yellow ones for the salad, not green ones.

4 Sorry, we've run out of wholemeal, we only have this kind from France, but it tastes great with butter.

5 Do you want the natural variety or the one with fruit? Or maybe one of these drinkable ones?

6 Our chef can make an omelette or make them scrambled for you. So, what would you like?

06 02

1

A: So, how's your steak?

B: Mm, well, don't get me wrong, it's tasty, but I can't bite it. I'm not sure if it's the best piece of beef.

2

A: Excuse me, waiter?

B: Yes, what can I do for you?

A: Well, I've just cut into this chicken and it's all pink inside. I don't think it's been cooked enough.

B: I'm so sorry, I'll ask the chef to make you a new one.

3

A: Oh, no! My mouth is burning. Pass me some water, please.

B: Here you are. Looks like I've added too many of those chilli peppers to this curry. Sorry ...

4

A: How much is the mackerel?

B: It's twelve pounds ninety-nine per kilo. We've just caught it – it's come straight off the boat.

A: OK, I'll take half a kilo, please.

B: It's really oily – so healthy for you!

06 03

Hi, everyone, welcome back to the second part of your training. So, you've already learned about all our policies, how to handle food and hygiene. Now, I'll talk you through how we set a table. So, we always start with a clean and ironed tablecloth. In our

restaurant, we always use white tablecloths. Then you put the dinner plate in the middle and arrange everything else around it. The soup bowl goes on top of the dinner plate. Then place the fork on the left of the plate and the knife on the right, with the spoon next to it. The dessert spoon and fork go horizontally above the dinner plate and facing opposite directions. Don't forget the bread plate, which should be placed above and to the left of the dinner plate. The butter knife goes diagonally across the bread plate. We always serve coffee after dinner, so don't forget the cup and saucer and a teaspoon. The water glass goes in the upper right corner. Last, but not least, don't forget the napkin, which we always place on the outer left-hand side. Would anyone like me to repeat anything? No, OK, it's time for you to set your own table ...

06 04

1
A: Hi, there. I've come to collect my order.
B: What's the name?
A: Natalie Saunders.
B: Natalie Saunders, hm ... I haven't got that here. Did you order over the phone or online?
A: Online.
B: Ah, OK, here it is. Sweet and sour chicken with fried rice?
A: Yes, that's correct.
B: Would you like a bag for that?

2
A: Next, please!
B: Have you got any of the spaghetti and meatballs left?
A: No, just the fish. You have to come earlier.
B: I had to go to the library today. OK, I'll just have the pudding then.
A: Are you sure?
B: Yes, there isn't much time left anyway and I can't be late for my next lesson.

3
A: I'll have the fish and chips and a diet cola, please. Table twenty-seven. Are you showing the Liverpool–Chelsea game today?
B: Yes, it starts in fifteen minutes. Is there anything else?
A: Maybe some chicken wings as a starter.
B: OK, that's sixteen pounds ninety-nine. I'll bring you your food shortly.

4
A: Let's order here. I've never had food from one of these and I've read they're only here at the weekend.
B: But we've been sightseeing for hours. I want to sit down.
A: We can sit on these benches, like everyone else.
B: But it's cold!
A: Stop complaining. What do you fancy?

5
A: Good afternoon, have you got a menu?
B: No, just what's on the board behind me. We do teas, coffees, hot chocolate, cakes and sandwiches.
A: Hm, what would you recommend?
B: The ham and brie sandwich is our speciality.
A: OK, I'll have that and a black coffee, please.
B: Here's your coffee and I'll bring the food to your table.

6
A: We have an hour until the film starts. I don't want to buy food at the cinema as it's so expensive.
B: Well, let's get something here. They have great burgers and chips.
A: Sounds good. I'll also have a milkshake. Can you just sit at the table next to the window so nobody else takes it and I'll get our food?

06 05

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 06

Good morning, everyone. OK, sit down please. Today we're going to look at why it's important to eat a variety of different fruits and vegetables. You may have heard that a healthy plate of food is one that has food of many colours on it, but is that just a way of making it look better? Not at all. It's not only more interesting to see a balance of different colours on your plate, but this variety will ensure you get all the multivitamins and minerals your body needs. So where do these vitamins and minerals come from? Let's start with so-called white fruit and vegetables: I'm talking about bananas, cauliflower and ginger. These help to boost your immune system – if you eat these, you can fight viruses and other illnesses more effectively. Are you with me so far? Good. So, red fruit and vegetables like tomatoes, strawberries, cherries and red peppers are good for your heart. Here's an easy way to remember that – you just need to think of a red heart. Orange and yellow food is good for your bones and your eyesight, and are also high in vitamin C. OK, can anybody tell me why vitamin C is so important?

06 07

Tekst 1
A: Next on the agenda is the question of cookery classes. What are your thoughts?
B: My feeling is that there is no room for cookery lessons on the timetable and it doesn't need to be part of the curriculum. We can offer cookery classes in after-school club. I've already spoken to a local cookery school who can make a teacher available twice a week. I'd suggest having a beginners' class and a more advanced class.
C: Personally, I feel quite strongly that cookery classes should be part of the school curriculum. As both a parent and a teacher, I feel it is essential for children to learn about nutrition and how to recognise a healthy diet. Most of the children in my classes have no idea that popcorn starts off as a plant, or that chocolate comes from cocoa beans. They can't tell the difference between cauliflower and spinach, and they would be very surprised to learn that apple pie starts off as flour, butter, sugar and apples. They've only ever seen a pie come out of a packet.
A: OK, well, I think we should take a vote. All those in favour of ...

Tekst 2
Recipe of the day is ratatouille, a typical Mediterranean dish. So, you're going to need the following ingredients: two large courgettes, one aubergine, an onion, two red peppers, some garlic, two tins of tomatoes and a handful of grated cheese. First, slice the vegetables finely and put them in a baking dish. Next, add garlic, salt and pepper and two large spoons of olive oil. Finally, spread the tomatoes over the vegetables and put the dish into the oven. After thirty minutes, take it out and sprinkle the cheese on top and put it back in the oven for the same time again. Take it out and let it cool for fifteen minutes, then eat with plenty of fresh crusty bread. All you need now is a lovely sunny day to complete the Mediterranean vibe. Join us next week for meatballs in tomato sauce!

Tekst 3
When I was a schoolboy, we didn't use to eat the kind of ready meals I see my grandchildren eating now. Of course, when both parents work outside the home in full-time jobs, you don't always have time to cook from scratch. That takes time. But I think we've gone too far the other way now – children think food comes from the freezer or the supermarket shelf, and they don't know how to make the most basic dishes. I'm grateful to have had cookery lessons at school – it gave me a passion for cooking that I've taken through my adult life. Being able to cook means that you have more control over what you put into your body and I became more adventurous about trying new things. When I first left home and lived in a house with other people, I put my cooking skills to good use – people loved my meals, and that encouraged me to experiment and since then I've always had a passion for cooking. I've had a great career as a lawyer, but I can thank my cooking skills for making me so popular with my friends.

06 08

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 09

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.

ZAPIS NAGRAŃ

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 10

I can see three different posters for advertising *Stop Food Waste Day*. Of these three options, I like number three best because it has a bigger impact than pictures one and two. The first reason I say this is that the poster shows somebody throwing four doughnuts away, even though there's nothing wrong with them. In other words, poster three shows food being wasted for no reason, and that's the point of *Stop Food Waste Day* – to remind people to stop buying more food than they need. Secondly, poster three shows an image of a kitchen that people can easily relate to. In my view, poster two is less effective because it shows two lorries emptying rubbish onto a rubbish tip, but the message isn't very clear. The disadvantage of poster two is that it doesn't show food waste very obviously. In addition to this, I believe that people will find this image difficult to relate to their everyday lives. The main reason I definitely wouldn't choose poster one is that the dustbin is full, but mostly with containers. For instance, you can see plastic bottles and cans, but not much food. Furthermore, the containers are mostly empty and so this image illustrates plastic waste rather than food waste. To sum up, although all of the posters are attractive, poster three is the one that makes you think.

06 11

Tekst 1

So tonight, the last three participants had to cook takeaways and sell them from food trucks. Max made kebabs, Anton chose chicken wings – they're my favourite! And Emma made burgers. Anyway, the judges tried the dishes. They said Max overcooked the meat and the kebabs were tough, so he got the lowest score. The wings were cooked properly but weren't spicy enough. The burgers were juicy and got top marks from the judges! I wish I could have tasted them! It was a nice change from the fancy dishes they usually make, and the unusual ingredients they use.

Tekst 2

My review this week is for a new concept known as a dessert bar. As the name suggests, these places serve desserts. My friend and I went to Yummy! which recently opened its doors in the city centre. I'm glad I booked as there was a long queue outside. That's always a good sign about the food! Inside, the bar didn't disappoint!
If you've got a sweet tooth, this is the place for you! I chose the chilli chocolate cake. Well, whoever thought of using chilli in a cake is a genius! My friend had the hot jam doughnuts – these are hot doughnuts with a deliciously sweet warm strawberry jam inside. Wow! I loved them! They tasted great! We considered ordering the apple pie too, but that would have been too much. I'll definitely try it next time though. To finish, we had a strong Italian coffee. All in all, a great experience, and I highly recommend it.

Tekst 3

A: The history of traditional British fish and chips is very interesting. With me today is Jim Jackson, a food historian, to tell us more about this popular takeaway dish.
B: Yes, it certainly is interesting. Most people think the dish was invented in the UK. Well, that is AND isn't true. Let's start with chips. Who invented them? Well, in Belgium, they say a housewife did. At the time, poor families could only afford small river fish. But according to this story, when one woman couldn't get fresh fish, she cut up potatoes into the shape of the small fish and fried those instead.
A: I see! And what about the fish in 'fish and chips'?
B: Jewish refugees from Portugal and Spain brought the idea of deep-fried fish to Eastern Europe and then Britain. Before frying it in very hot oil, the fish was covered in flour, which made the outside crispy. Then, in the 1860s, a Jew from Eastern Europe named Joseph Malin opened what was probably the first fish-and-chip shop in England, serving his people's traditional fish recipe with chips. From England, the idea spread to other countries where it became very popular.
A: So it's become an international dish.
B: Yes, it has, but people eat it differently depending on where they are. In Scotland the custom is to eat fish and chips with a brown sauce, while in Australia they like tomato sauce. In Belgium, it's mayonnaise. And here in England it's mainly vinegar, but different kinds of sauces are common too.
A: I remember when I was young, we always had fish and chips on a Friday evening and they were wrapped in old newspaper.
B: Yes, because it was cheap and available everywhere. That's not allowed anymore because it's very bad for your health!

06 12

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.

UNIT 07 ZAKUPY I USŁUGI

07 01

1

A: Oh, this dress is just gorgeous.
B: Yes, it is. It just came in today.
A: And it doesn't even look used.
B: No, look, it still has the tags on.
A: I'll take it. It's such a good deal.

2

A: Dad, are we done yet? We've been here for an

hour now.
B: No, there are still some things on the shopping list. We need to get some food for Scruffy. So, which aisle is that?
A: Maybe we should ask someone. Excuse me, where's all your dog stuff?
C: It's in that far left corner over there. Just next to the frozen foods section.

3
A: Excuse me, do you have washing machines here?
B: Yes, we do, but I'm new here, so let me just check the directory for you. OK ... so, that would be on the fifth floor. According to this floor plan, just past kitchenware.
A: Great, thank you.
B: Just take the lift as the escalator is currently out of service.

4
A: Good morning, how can I help you?
B: I'm looking for some body wash and lotion for sensitive skin. Everything seems to irritate my skin.
A: Well, we've got this line especially for people with sensitive skin. Why don't you just try the wash for now, and then if you're happy with it, get the lotion.
B: OK, that sounds like a good idea. I'll take it. And can I also have a toothbrush?

5
A: Let's go in here, maybe they'll have something for my mum's birthday.
B: Oh, I love this shop. I buy all my presents here. Last time I was here, they had some lovely ceramic cups. I got four of them.
A: I know! You gave me one for Christmas. What do you think of this necklace?
B: It's beautiful. I'm sure your mum would love it.
A: OK, I'll get it.

07 02

1
A: OK, I haven't got much time. We have to be in and out in thirty minutes.
B: Sure, you know I hate shopping. Where are the trolleys?
A: Over there. We need a pound coin to use one.
B: Well, I have a few pennies. And this five-pound note.
A: Great, but that's not going to help.

2
A: Daddy, it's the end of the week ... time for my pocket money.
B: Sorry, I forgot. Let me check my wallet to see if I have any change. Mm ... no, nothing here.
C: Let me check my purse. Oh, yes, I have some coins. So, here you go.
A: Thank you, Mummy. I'll keep this in my moneybox.

3
A: So, yes, I'd love to rent this flat. How can I pay for the deposit and first month's rent? Is cash OK?
B: Well, we used to take cheques, but we had some problems with them, so a bank transfer would be best.
A: Sure, I can do that.

07 03

SA = Shop assistant G = Girl
SA: Hi there, how can I help you?
G: Hi, I bought this tablet online and I've been pretty dissatisfied with it from the start.
SA: So, what's the problem?
G: Well, there've actually been a few. First of all, when it arrived, the box was slightly squashed at the corner. I mentioned it to the delivery guy, but he said there shouldn't be a problem with the product. But when I opened it, the screen was slightly cracked on the corner. See ... right here.
SA: Mm ... yes, I can see that. You should have insisted on completing the 'damaged packaging form' and getting it signed by the courier.
G: I also ordered a case, a mouse and a keyboard, but the case was missing and the keyboard had several scratches. I have it with me. Look.
SA: Well, that's not good. I'm very sorry about this. Well, we could either give you a refund for the tablet, case and keyboard or we could send you a replacement for all of them.
G: I think I'd just like to return these and get a refund.
SA: OK, no problem. We can do that for you. And, once again, I'm very sorry about this.

07 04

So, we've explored the design aspects of TV adverts and I think we all agree that attractive design is a good place to start. But the secret to a really great TV advert is making it memorable, and if you can get an emotional reaction from the viewers, then you've succeeded in making your advert stand out. I'm sure we can all remember adverts that have cute or funny babies in them, or lovable pets – dogs are the favourite, especially if they've got big ears and huge brown eyes. But just the cute baby or dog is not enough – the message must be clear, otherwise the viewers will remember the baby or the dog, but not the product. Last Christmas, there was a TV advert that attracted a lot of attention. The star was a very funny little girl who was so good that she could have won a competition with her dance routine. On social media, the advert had 13.7 million viewers, but the problem was that it didn't affect sales. People remembered the girl, and they remembered the dance routine, but nobody knew what they were selling.

07 05

B = Becky M = Max
B: OK, everyone. As you know we got the contract to advertise a new brand of shampoo and now we need to decide whether we need a famous person for the advertising campaign. Max, I think you're quite keen. Can you tell us why?
M: Thanks, Becky. Yes, although I understand it can be very expensive to use famous people, I still think it's a good idea. There are plenty of statistics to show that this way of advertising hair and beauty products works well. If you get the right person and put their face all over the media and on a few billboards in good locations, sales will go up. However, unless we can get the right celebrity, it can do more harm than good. Let's take a look at this graph. The celebrities' names are on the left, and you can see how the sales rose and kept rising for all products, except this one. After starting really well, the sales figures dropped dramatically. What happened? Well, it was unfortunate. The actress's new movie was a flop, her TV series got cancelled and then she had some personal problems. The sales of that shampoo died.
B: That's very sad for everybody involved. So, who do we think is the right person for this brand? Over to you again, Max.
M: Well, I think we need to consider two questions: who are the customers we want to attract, and what sort of person would they identify with?
B: Right, well, the target market is young people, fifteen to twenty-five, so we need someone in their early twenties. Of course, as you know there are thousands of shampoo brands on the market, and it's hard to create an advertising campaign that isn't identical to all the others. That's why it's so important to find the right person. Does it have to be a woman?
M: No, if we found the right person, it wouldn't matter whether it was a man or a woman. Do you have anyone in mind?

07 06

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 07

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 08
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.

07 09
A: I'm worried about Emma. She's been so miserable lately. Why don't we take her out for a surprise shopping trip?
B: I'm not sure. Why do you think a shopping trip's a good idea?
A: It might cheer her up and you know how much she loves buying clothes. We could get the bus into town and perhaps we could go round that new shopping centre.
B: I don't know. It's always so crowded. Why don't we stay in the high street?
A: OK, why not? There are plenty of good shops there too, and actually Emma's favourite shop's got a sale on at the moment.
B: If we're staying in the centre of town, I wouldn't mind doing a bit of shopping – I need some new shoes. Where do you think I should go?
A: Ha! You're asking the right person! There are at least three or four good shoe shops in the high street. If I were you, I'd try Jones.
B: OK, that sounds great.
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: I don't think that's a very good idea. Aren't they rather expensive?
A: I think most of those places have cheap lunch menus. It's really popular at lunchtime – should I book a table?
B: Good idea.
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: That sounds like a good plan.

UNIT 08 PODRÓŻOWANIE I TURYSTYKA

08 01
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!

08 02
1 Good morning. Flight number AC801 to Toronto is ready for boarding. We will be boarding families with young children and those who require assistance in the first instance. Please have your passports open on the photo page and your boarding passes ready. If you have oversized hand luggage, we will put it in the hold for you.
2
A: Mum, look, here's the tablet I've been saving for. It's so much cheaper than on the high street.
B: Yes, because you don't pay any taxes here.
A: Should I get it?
B: Well, you've been saving for months, so why not? But decide quickly as we need to get to the departure lounge as soon as possible or we'll miss our flight.
3
A: Hi there, booking confirmation and passport, please.
B: Here you are.
A: So, you're flying to Melbourne via Singapore?
B: Yes, that's correct.
A: How many pieces of luggage have you got?
B: Two suitcases and a backpack that I'd like to take on board with me.
A: OK, here's your boarding pass and luggage tags. Please, be at the gate 45 minutes before the scheduled departure. The time is here on your boarding pass. You can proceed to security now.
4
A: Excuse me, I think you're sitting in my seat. I'm 23A, that's the window seat. I guess yours is the aisle seat.
B: I thought this was 24A. I asked for a window seat.
C: Actually, sir, your seat is over there. That is row 23.
A: Oh, I'm sorry.
C: Please take your seat and fasten your seat belt. We're about to take off.

08 03
1
A: Excuse me, how can I get to the beach?
B: Just go straight on and then turn right into Park Crescent. Take the second turning on the left. That will take you to Bayside Street. When you reach the north part of Park Crescent, turn right. Walk straight on until you see Beach Avenue. Go to the end of that road until you see the beach.
2
A: Excuse me, I think we've got lost. We're looking for the hotel.
B: Just drive straight on until you get to Park Crescent. Then turn left and follow the road until you get to Summer Drive, which will be on your left. Turn there and go along that road until you reach the roundabout. Take the first exit, which is Bank Drive. Immediately turn left into River Drive. The hotel will be on your right.

08 04
1 Chris and I are going backpacking next week. We want to tour the country and visit as many places as possible. We've booked all our train tickets, but we'll also have to hire a car in some places. As for accommodation, Chris wanted to stay at campsites, but I do like my home comforts, especially after a whole day of sightseeing. We're travelling on a budget, so we booked the cheapest room with breakfast provided.
2
A: Reception, how can I help you?
B: Hello, I'd like to make a booking. I'm looking for a double room for a week from the ninth of January.
A: I'm sorry, but I haven't got any available for that time. I can offer you either two single rooms or a twin room.
B: I'll take the twin one then.
A: I have a large twin room which is located in the new part of the hotel. I'm sure you'll love it.
3
A: I can't believe you didn't book a room for us. We could be checking into a hotel now, enjoying all the facilities and not spending the night in the wild!
B: Don't worry, it's going to be great. And you can't get a better view than from the top of this hill. Just pass me that pole, please. We're almost done.
A: At least, you've packed our sleeping bags.
B: Hm ... I thought you packed them ...
A: Are you kidding me?
B: Ha ha, don't worry. I have them. Now, help me raise this. On three. One, two, three ...

08 05
1 I really want to go to a warm country and stay at a large resort. I just want to pay for the holiday and not worry about money when I'm there. I could eat and drink everything I want, use all the facilities and not have to pay for anything. I don't mind going on some trips and doing some activities, but lying on the beach would be my priority.
2 We've been touring Europe for two weeks now and yesterday we arrived in Gdańsk. We've got a guide booked for today, so we'll be seeing all the sights in the Old Town. We've told him that apart from seeing all the tourist attractions, we also want to see things off the beaten path.
3 My friends and I are going to Scotland. It's going to be rough. We haven't got much money, so we'll be sleeping in tents and cooking our own food on the fire. But it can't be any worse than a holiday farm I stayed at when I was at summer camp once. There were eight people in a room and the beds were filthy!

08 06

1 The last time I saw somebody off at an airport was two years ago.
2 My grandfather used to be able to ride his motorbike without a helmet.
3 I'm not very good at giving people directions to city landmarks.

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 08

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 09

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 11

This picture shows a group of tourists on an organised tour with a tour guide. The tour guide is a woman who looks as if she's in her twenties, and the tourists look as if they're in their sixties and seventies. They seem to be in a city centre and they're standing on a zebra crossing. Most people in the group are wearing yellow caps, and some of them are carrying umbrellas because it's raining. The tour guide is pointing her yellow flag in the air, but we can't see what she's pointing at.

1 Yes, I'd love to be a tour guide because there are so many interesting historical places to show visitors and I know quite a lot about the history and architecture of my city. I think I have some of the qualities of a tour guide, for instance, I'm very fit and that's good because you have to walk a lot. Also, in my opinion, a loud voice is an advantage and I've certainly got one of those!
2 It depends. When I'm on holiday I like to be independent and do sightseeing on my own so that I can make my own decisions. For instance, I can stop and take photographs or have a drink whenever I like. However, when I'm in a place where I don't know how to get around a city, or I want to learn something about the history or architecture, I sometimes join a group with a guide.
3 Personally, I don't think it's a good idea to go sightseeing when it's raining because it's difficult to look at your phone and follow the directions or read any information when you're holding an umbrella. Also, it seems to me that everything looks better in the sun. However, it isn't a good idea to go sightseeing when it's very hot, either. In fact, my favourite type of weather for sightseeing is around twenty degrees and sunny. My dream is to go to cities like Barcelona or Venice in winter when the temperature is cool and there are fewer tourists.

08 12

Tekst 1

As many of our listeners know, looking after a child and doing a full-time job is not easy. That's why some families may employ a nanny, whose job is to take care of their young children. The nanny

may have to dress the child, take them to school and collect them, prepare dinner and, finally, get them ready for bed. Their relationship with the child can be extremely close but, sooner or later, the nanny's job is done and they leave the family to start again with someone new. That's why the family we spoke to yesterday is quite unusual. When Adam was born, he had the same nanny as his older siblings, and she stayed on to look after his younger sister, too. Now, over fifty years later, she is still his nanny, or rather nanny to his own children and a permanent member of the family. Here's what she had to say ...

Tekst 2

My grandparents were Polish and, when my father was born, the family lived in a very small flat without any luxuries like a television or car. When they got the chance to go to England, they took it immediately, but they decided to leave my father with his grandparents. A cousin had written from just outside London offering them a place to stay and a job, but that was all they knew. My father was only two and they wanted him to be safe. So his grandparents continued to bring him up in the village, which he loved, and where with time he made a circle of friends. He barely remembered his parents until one day, when he was 16, my grandparents returned to take him to England with them. It was an emotional time for everyone and not easy for my father. He had to leave everything he knew and start a new life in an unfamiliar place. There were many arguments and he even ran away from home once, but he eventually settled down and, at the age of 21, he fell in love with an English girl called Anne, who is now my mum.

Tekst 3

A: Today I'm going to be talking about the boomerang generation with my guest, Janice Peterson. Welcome. Why boomerang?
B: Thank you. Well, I presume everyone knows that a boomerang is a piece of wood that, when you throw it, comes right back to you. The boomerang generation are children who left home, usually at 18 to go to university and then, a few years later came right back to their old family home, not for a visit or holiday, but permanently.
A: Is there a reason for this?
B: It's basically for economic reasons. House prices and rents have risen so much in the last thirty or so years that it has become almost impossible for young people to afford to live independently, even in very small flats. And even if they can afford it, a lot of them are asking themselves: 'Why waste half my wages trying to keep a roof over my head when I could live at home for free?' Though, I should add, such a move does not always mean 'more space' – often on the contrary.
A: What sort of numbers are we looking at here?
B: In the UK, a recent survey found that about two thirds of young people aged 20–34 who haven't got children yet are living with their parents. That's a total of about 3.5 million people. Not all of them are boomerang children. Some of them may never have left home!
A: Does this create problems?
B: Of course it can be difficult. The younger generation, having been free to do what they liked, may question why they once again have to follow their parents' rules while the parents, having had a taste of life without mess and noise, have to get used to sharing their home once again. Also parents see their costs risinB: food bills, heating, electricity and water, and more rows can break out about how much the children should pay, if anything. Unfortunately, it doesn't look as if the situation will change anytime soon.
A: Well, thank you. If any listeners have experience of this situation, please phone in and share your stories.

08 13

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!

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've always loved his work, but these paintings are ... well, how do I put it?
B: Awful?
A: I didn't want to say that, but yes, this is nothing like his previous stuff. My little niece's drawings are better.
B: I was definitely expecting more from him.
2
A: So, what did you think?
B: Well, after queuing at the box office for so long, I thought it would be a bit more exciting.
A: What do you mean?
B: I almost fell asleep! And I don't think the acting was strong. I've definitely seen better movies.
3
A: Wow, that was just great!
B: I know! I loved everything about it. And the lead singer was excellent.
A: Yes, I can't wait to go to another live event like this. And I'll never forget this one.

09 04

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 05

On my podcast today, I want to tell you something that

you may be shocked to hear. I really hate the news. I know that sounds strange because how can you hate the news? What I mean is I hate how it makes me feel. When I see a journalist reporting from a disaster zone, I just want to switch off. Why? Because I feel very small and very helpless. I know I shouldn't say this, but I really only want to hear the good news because there's nothing I can do about the bad news. How do you feel about bad news? Please write your comments below.

09 06

This is the news at ten o'clock on the sixth of July. Today was the first day of summer sales around the country and people came out in force. At nine o'clock this morning, the pavements of Oxford Street in central London were already crowded with sales lovers carrying bags full of bargains. There were reports of minor injuries when the crowds surged into stores at opening time, pushing one another out of the way. At the end of day one of summer sales, several department stores reported their best day of sales for years.

09 07

1 I've been a newspaper journalist for a very long time and I've seen many changes in how the news is reported. One thing that hasn't changed is that news reporters have to keep ahead of the news and report it while it's still happening. However, when I was a young reporter, no one had cameras on their smartphones and the only way to get the news was for a reporter to travel to where it was happening. This guaranteed the facts were reported in a professional and objective way. In the present digital age, anyone can create a blog and put an opinion out into the world, where it can go viral without any fact-checking or editing.

2 Hi, Mum! Just calling to say I went to the newsagent, but they didn't have your paper. Sorry. Do you want me to get a different one? I thought I could get *The Days*, but the headlines were all about the royal wedding and I know how you feel about all that, so I didn't bother. *The Paragraph* has a big article about that mystery illness affecting cats – I thought you'd be interested in that. Shall I get *The Paragraph*? Text me!

3 A recent survey into how adults and teenagers access news content found that TV is still the most popular way to get news, with seventy-five percent of people watching news channels. The next most popular platform is the Internet, with fifty percent of adults using social media to keep up with the latest news. Forty-nine percent of adults combine print with newspaper websites and apps.

4 It's nine o'clock and here are the news headlines. Recent figures released by the Global Health Bureau show that sixty percent of the world's wealth is now owned by one percent of the population. World leaders are demanding an immediate report into why this is happening.
In Florida, preparations are going ahead for the launch of a rocket carrying two junior astronauts to the International Space Station. Captain Barbra Hernandez said that she was looking forward to this once in a lifetime experience.
Finally, temperatures continue to be ten degrees above average for the time of year in Central Europe. Scientists believe that global warming is the cause.

5 On my podcast today, I want to tell you how angry I am about TV news. Presenters do a great a job – I could never remember all that information or pronounce all those difficult names. But please, please, please ... stop interviewing politicians! They never answer a question. It's a total waste of time listening to them, and they're all the same. Instead, let's have some people who are experts in the topic, but get rid of politicians.

09 08

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 09

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.

09 10

I can see three photos that could be used to advertise the school photography competition using the theme of *The Great Outdoors*. Of the three options, I think I'd choose photo one because it is more interesting than the other two. What I mean is that the great outdoors doesn't have to be a landscape, but it can be something more mysterious and imaginative. Secondly, I think this photo is the one that is most likely to inspire people to enter the competition.
The reason I've rejected photo two is that it shows a typical landscape with farmland in the foreground and mountains in the background. There is nothing unusual 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 as the image inside the frame is ordinary, I wouldn't choose this photo. Finally, I wouldn't choose photo three either, because it suggests a selfie rather than the great outdoors. Although I love the colours and the location, the competition isn't about people, and that's the reason I wouldn't go for this one.

ZAPIS NAGRAŃ

09 11

A: What are the pros of having photography or art competitions in school?

B: In my opinion, there are plenty of advantages of having photography or art competitions in school. The main advantage is that it's important for people to have some creativity in their lives: it's good for the mind and can also be relaxing. One reason I think competitions are good is that they give people motivation to do creative activities, and this can be a good balance for the more academic school subjects. For people who are talented at photography or art, and would like to pursue a career in the arts, competitions are a good way to show what they're capable of doing. Furthermore, winning competitions can help them to get a place in art college or university.

09 12

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. You will have opportunities to discuss different experiences and opinions when you meet, and to my mind, this is another benefit of getting together with people who share your interests. Another advantage of meeting other people with similar interests is that you can learn from one another and also see things from a different point of view. Finally, when you join a club, you connect with people who have something in common with you and you may make new friends.

2

A: What are the drawbacks of devoting more time at school to arts subjects like art, music and drama?

B: The obvious disadvantage to devoting more time in the school timetable to art, music or drama is that this would take time away from other academic subjects. There is a lot of pressure on students to pass exams in the main academic subjects and this leaves little time for arts subjects. For this reason, some people may think that art, music and drama should be after-school activities. In my view, if you're interested in art, music or drama, it's better to have them as hobbies. If these subjects are taught at school, you may have less freedom to express yourself, and this could make them less enjoyable than if they're hobbies.

UNIT 10 SPORT

10 02

1 I'd been out of shape too long, so last year I took up weightlifting. I train three times a week and it's really helped me get fitter. I used to be out of breath after running a few metres to catch the bus, but these days, I haven't got any issues doing that. I'm far from being a professional, but I might take part in a few competitions next year.

2 I got involved in kids' baseball when I was still in college. A friend of mine worked for the club and asked me if I was interested in taking on training the Little League. I agreed and have never looked back. I really enjoy training the next generation of young athletes, making sure they stay motivated and never give up.

3 I don't think I've ever missed a home game and I've been to more than half of the away games. When I watch the games, I feel like I'm part of the team and that all the other people in the stadium, supporting the same team, are my family. I'm not a very sporty person myself, but jumping up and down in the stands and cheering on my team definitely helps me burn some calories.

4 I'd always enjoyed watching football, so this was a good way to be right in the middle of the games. I first had to do a four-week course before I could work in my first tournament. My first game was terrible as the fans booed me when I gave out yellow cards. But this is a good way to stay fit as I'm running around the field with the players all the time.

10 03

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 04

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 05

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 06

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 07

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: Good idea. What kind of sports event are you thinking of?
A: I was thinking of a football match because it's a popular sport and most people understand a game of football. Also, team sports are more exciting for the spectators because they can support one of the teams. In fact, we could have students playing against teachers. It would be fun and I think people will support it.
B: I agree, but it's going to be difficult to find a football pitch.
A: You're right, but if the game is going to be students against teachers, we could do it on the school football pitch. There's plenty of space for people to sit and watch, and they can park in the school carpark.
B: I think it's unlikely that the school football pitch will be available. It is always busy.
A: I see what you mean, but we can be flexible about the date and time.
B: OK, good point. How much do you think we could charge for tickets?
A: I'm not sure. We want to get as much money as possible, so I was thinking of ten pounds a ticket.
B: Really? I'm not sure people will pay ten pounds. It's too much.
A: You're right. If they're too expensive, nobody will buy them, so maybe it's better to sell them for five pounds instead. If we get 200 people, that's 1,000 pounds. Is that everything?
B: Well, there are a couple of things. What if people get hungry or thirsty?
A: That's a good point. 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: I see what you mean. Nobody will come if it rains so we should be ready to change the date if necessary.
B: That sounds like a good plan.

10 08

1 25-year-old Rebecca Bloomwood, also known as Becky, lives in a fantastic flat and has a wardrobe full of designer clothes, BUT she can't afford any of it! Ironically, she's a financial journalist writing about responsible spending, who can't stop shopping and owes thousands of pounds to the bank ... and she's also the main heroine of *The Secret Dreamworld of a Shopaholic* by author Sophie Kinsella, which is my weekly book recommendation. Will she learn to stop shopping? You'll have to read the book yourselves to find out, listeners, but I can say what I liked most ....

2 On 'Fashion Podcast' this week, I'd like to talk about Carnaby Street – the heart of London's fashion scene in the 1960s, or the so-called 'swinging sixties'. Boutiques on Carnaby Street sold the latest fashions from the top British designers, and hugely popular bands like The Beatles and The Rolling Stones shopped there. Its fame as a place where trends were set lasted into the 1970s and the punk era. Though it no longer has the same reputation for trend-setting, it's still an iconic shopping street and a popular location today.

3 I know what the advantages of online shopping are – it's easy to compare prices, you can do it from home, etcetera, etcetera. But I've had a couple of bad experiences, so I no longer shop online. For a start, you don't know what you're getting, do you? If your item doesn't fit, or it doesn't look like the photos on the website, is it easy to return? Can you get a refund? This happened to me once – I never received my items and I never saw my money again!

4 So, today we'll continue with our study of Napoleon, and more particularly, how he viewed his enemies. Well, because of the war against the English, many believed that by calling England a 'nation of shopkeepers' he wanted to insult them. But was that really his intention? Towards the end of his life, he explained what he really meant: That the British were excellent at buying and selling. That their wealth and power had come from business, not war, and that they should concentrate on business.

5 In local news, plans were revealed today for the construction of a new shopping centre, with a large range of shops, including famous international brands, restaurants, a multi-screen cinema, gyms, and many more services. The announcement has not been popular with local shopkeepers, who are concerned the centre will attract the crowds and take customers away from their shops. A representative of the shopkeepers and other business owners has said they will fight the local authorities to stop them from giving permission for the new construction.

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 ...

UNIT 11 ZDROWIE

11 01

1
A: So, how can I help you today?
B: I haven't been feeling well for the last few days. I have a high fever and muscle pain – it hurts to move and I haven't been able to sleep because of it. I'm also shivering all the time and go from feeling chilly to feeling hot.

2
A: What have we got here?
B: Well, I was baking and I accidently grabbed the hot baking tin from the oven. I put cold water on it, but I now have a blister and it's all red. It really hurts, too.

3
A: What's brought you here today?
B: I've got this thing on my arm. It's really painful and swollen. I noticed it this morning. I wonder if it could be from a mosquito?
A: Hm ... I'm afraid it looks infected and it seems like you've been scratching it.

4
A: Hello, this is TeleHealth, Doctor Ross speaking. How can I help you?
B: Hello, I'm calling as I've been feeling sick for the last two days. I vomited a couple of times, too. And I've had stomachache and diarrhoea.

5
A: So, what's the matter?
B: Well, I've been sneezing for the last few days, and my eyes have been watering, especially when I go out. My throat feels tight when I breathe and I have a runny nose all the time.

ZAPIS NAGRAŃ

11 02

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 03

C = Cole J = Jade

C: Jade, you seem to lead a healthy lifestyle. What do you think I should do to become healthier?
J: Well, it depends on what your goals are.
C: I basically want to be in good health for many years to come, follow a sensible diet and, at the same time, lose some weight.
J: Those are great goals to start with. Now, as you know, I'm not a doctor, so your best bet would be to consult a health-care professional. Actually, having regular check-ups should be part of your health routine. There are also some other lifestyle changes that you can make.
C: Are you going to tell me to exercise regularly?
J: Ha ha, how did you guess? That's really important, especially if you're out of shape.
Make sure you also get at least eight hours of sleep a night and not just take a nap here and there after playing video games all night.
C: You think I do that?
J: Are you trying to tell me you don't?
C: OK, OK, what else?
J: Reduce the amount of high-fat and processed food that you eat. Generally, you shouldn't eat unhealthy food.
C: Well, that's great advice. I'm going to make an appointment with my doctor and then ...

11 04

A = Annie M = Mum

A: Mum, can you drive me to school, please?
M: I don't believe it, Annie! How can you miss the bus every single day?
A: I don't miss it every day.
M: Three times this week! You know what the problem is – you go to bed too late.
A: Uh, this again.
M: Yes, this again because it's true. How do you expect to get up in time for the bus when you go to sleep so late?
A: It's not my fault if the bus comes early.
M: So how does your brother manage to get the bus every day? I'll tell you how – he gets up on time, he doesn't spend half an hour in the bathroom and he goes to bed at a reasonable time in the evening.
A: I can't believe you're comparing me with a twelve-year-old boy! He can go to bed early because he doesn't get as much homework as I do.
M: Ha! Are you trying to tell me that you're doing homework until the early hours of the morning? I know you better than that.
A: OK ... well ... so what if I watch an episode of my series before I go to sleep. I need to relax like everyone else and I think it helps me fall asleep.
M: You'd be better off reading a book. All the experts say that you get a better night's sleep by putting screens away at least an hour before going to bed.
A: But I sleep really well. I just find it hard waking up. Anyway, shall we go?

11 05

Tekst 1

Welcome to my healthy lifestyle podcast. So many people have trouble sleeping, and yet seven to nine hours of sleep per night is essential for our overall health and well-being. Regular sleep can prevent you from developing chronic illnesses and also keep your brain healthy. If you're lacking in sleep, a few changes to your diet could make a difference, so today I'm looking at the best things to eat and drink before you go to bed.
You may think that camomile tea is for old people, but everyone can benefit from the relaxing qualities of this herbal drink. Lavender tea has similar calming qualities and is just as good at reducing stress and promoting sleepiness. You should avoid eating late at night, although funnily enough you can eat nuts! Almonds and walnuts contain the hormone melatonin, which may help you sleep, and nuts don't have any side effects. Next on the list is ...

Tekst 2 D = Daniel L = Liz

D: What's the matter with you? Can't you keep still? You're ruining the film.
L: I can't help it. I have to move my legs.
D: Oh, why? Have you got a rash or something? Is it an insect bite?
L: No, it isn't like that. It's a condition – I just can't stop moving my legs. I usually get it when I'm tired.
D: Oh, right – I've heard of restless legs. What is it exactly then? Is it pain in your muscles?
L: Not really. It's hard to explain. I don't have a pain in my legs exactly, but my legs feel uncomfortable and I have to move them.
D: And after you move them, do you feel better?
L: Only for a short time – the only thing that stops it completely is if I sleep deeply. It only happens in the evening or at night. I don't get it in class or anything.
D: Have you been to the doctor's about it?
L: Yes, I have. They took a blood test, but it was normal and they just told me to take regular exercise and go to bed early. There isn't a cure for restless legs syndrome and nobody really knows why it happens.

Tekst 3 D = Dr Barcelo J = Julia

D: Hello, Julia. What can I help you with today?
J: Hello, Dr Barcelo. I'm here because I'm not sleeping very well and I feel terrible.
D: I see. How long has this been going on?
J: For about a month. It started soon after the beginning of term.
D: And before that you were sleeping OK?
J: Yes, very well. I've never had a problem sleeping before.
D: OK, well perhaps something happened one month ago to cause you stress and upset your sleep. Have you any idea what that could be?
J: Yes, I started revising for exams.

D: OK, as I thought, your stress levels have probably risen.
J: Yes, I'm really worried – do you think it's something serious?
D: Well, before I decide on a diagnosis, we need to look at your overall well-being and any recent changes in your lifestyle that may be making the stress even worse. How's the revision going? Are you working late into the evening?
J: Yes, I have to, and then I find it hard to switch off. I'm getting a lot of headaches.
D: Are you drinking plenty of liquids?
J: Oh, yes, I drink tea and coffee all day.
D: OK, well, I think the problem could be caffeine. I want you to eliminate black tea and coffee after noon. Drink water or herbal tea, but you must give up drinking caffeine except in the morning. Let's start with that and then ...

11 06

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 07

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 08

A

A: Tell me about the last time you went outside for a walk or for exercise.

B: It was last weekend. I hadn't seen my friend for ages, so we met at the park so that we could do some exercise. When I arrived, Lisa was waiting for me. We've known one another since primary school. To begin with, we jogged around the park, but after a while I got a pain in my leg, so we decided to take it easy and just walk and chat. We didn't notice the weather was getting worse and, suddenly, it started to rain. We ran to a café and, in the end, we stayed there. We decided that it was better for our health and wellbeing to relax and enjoy ourselves.

11 09

B

B: Tell me about the last time you left home very early in the morning.

A: It was one day last summer. It was extremely hot, so I decided to go out for my daily bicycle ride earlier than usual. In fact, I left home at around 6 a.m. and cycled to the hills. I've been cycling regularly since I injured my ankle and gave up running. It's always been my favourite way to keep fit – cycling is so good for the lungs. When I arrived at the top of the hill, I was out of breath, so I stopped for a while. When I finally got home, it was getting hot, so I had a cold shower and drank lots of fluids. I felt great.

C

A: Tell me about a time when you did something that was good for your health.

B: I've always had quite a healthy lifestyle, but I don't like vegetables, so a few weeks ago I bought a book about which food is rich in vitamins. Of course, I found out that vegetables are important in a diet, so I decided to find some recipes that make vegetables more delicious, and I found a website called *Twenty-five ways to make vegetables tasty*. This has changed my life! I've tried several recipes and the best thing about them 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.

UNIT 12 NAUKA I TECHNIKA

12 01

1 I work a lot indoors, in a laboratory, where I carry out experiments using different substances.
2 I'm really interested in the history of humans, our origins and our cultural and linguistic development.
3 I'd really like to learn more about why earthquakes, landslides and volcanic eruptions happen.
4 I spend my day collecting and analysing data, like sales, losses and revenue. Then I make predictions about the future.
5 I'm into learning about the origins of humans by excavating sites of interest and examining bones and other artefacts.
6 My job entails studying people and their lives, and interactions between different members of society.

12 02

1 I'm a vlogger and make instructional videos, so I use it all the time. I just clip it onto my laptop, turn it on, and it works right away. I can also stream live videos as it connects to the Internet. I could use the built-in one for this, but the quality isn't as good. The only problem that I have with it is that the lens gets dirty easily and I have to clean it all the time.
2 I'm doing a digital art course at the moment, so I use it mainly for that. I have a special pen that allows me to draw on the screen. And several drawing apps, of course. I also sometimes stream films on it or listen to music. But the battery life is very short, so I have to charge it very often.
3 My grandkids got this for me a few years ago. They download songs onto it from their laptops so that I can then listen to them. I know most people just listen to music on their smartphones, but I haven't got one, so I use this. It just hasn't got enough storage space, so I can have only a few albums at a time.
4 I'm a teacher, so I use it all the time. I actually have two of them, one that uses ink and a laser one. They're both wireless, so I can use them from my phone. They can also scan, but I hardly ever use that function. What I don't like is that it's hard to get the paper out when it's blocked inside.

12 03

1 [*dialing a number, connecting, busy signal*]
2 Yes, I can hear you now. OK, so you'll pick me up at six? Hello? Can you hear me? Is anyone there?
3 Oh, no! My phone isn't working again. Have you got a charger that I could borrow?
4
A: Wow, can you stop that, please? It sounds terrible!
B: What do you mean? I like it.
A: Nooooo! Please turn it off!

12 04

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 05

Tekst 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.

Tekst 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 06

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 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 80 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

I can see two posters advertising a talk about the negative effects of social media. I think I'd choose option two because it has a bigger impact than picture one. Firstly, the colours are attractive and this is a good feature of a poster because it makes people notice it and want to know more about it. In other words, the first impression is important. The title also helps to make the topic of the talk become obvious. Secondly, the image appears to show both men and women, and this is good because it suggests that social media can be a problem for anybody. In my opinion, picture one is not suitable because it shows a girl who is upset and this suggests that social media problems only affect girls. What's more, she seems to be in a school and so people might think that the problem is connected to her schoolwork or school life.

12 10

B: In your opinion, does social media have more good points or bad points?

A: If you ask me, I think social media is fantastic because it enables people to communicate easily with other people. In addition to that, social media is the perfect way to keep up to date with people you don't see every day. For instance, if you're not at home, you can send photos, videos, voice messages and so on to stay in touch with your family and friends. On the other hand, there are people who use social media to hurt others because they can be anonymous. What I mean is, social media allows people to post messages without showing their true identity and this is a problem. To sum up, I believe that social media is mainly a good thing, but a minority of people use it in a bad way.

12 11

1

B: Do you think it's the parents' job or the teachers' job to teach children how to use social media responsibly?

A: That's a good question. In fact, I believe that both parents and teachers have a role. First of all, parents can talk to children at home and explain to them that words have consequences. For example, a parent could show a child a comment that has had a bad effect on them personally. The reason I say this is that a personal story is more powerful than a story about somebody they don't know. Secondly, I think that school pupils should learn how to use social media responsibly at school. In my view, teachers could teach online behaviour in IT lessons because I think it is as important as technical knowledge. In conclusion, I think parents and teachers should share the job of teaching young people 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: That's a difficult question. On the one hand, yes, I think that people who write extremely offensive comments should be banned because this kind of language is unacceptable in any situation. If somebody made these rude and aggressive comments to another person face-to-face, there would be consequences. But I think that the kind of person who posts harmful comments anonymously is unlikely to say the same things to people face-to-face, and this is why I think they should be banned from social media. However, there is a different way of looking at this question. Who decides whether the comments are offensive or not? Some people would say that banning people takes away freedom of speech. To sum up, this is a complex problem and there isn't an easy answer.

12 12

1 When I was a young teenager I'd already started thinking about a career in health, but I wasn't sure

what possibilities there were or whether I would actually enjoy it. That's why I was excited to hear about the NHS Cadets programme, a chance for 14–18 year olds to do voluntary work in different areas of the health service. I couldn't wait to reach the required age and, as soon as I was able, I signed up. Over the last four years I've had first aid training and done voluntary work in hospitals. I can give an injection, check blood pressure and I know what to do if someone faints. I've now decided to train to be a GP, as I don't think I could deal with the stress of working in accident and emergency.

2 Would you like to help elderly people in your local community? We need volunteers aged from 18 upwards to act as a friendly contact for people who live alone. Work as little as an hour a week from the comfort of your own home. Our volunteers are paired with elderly people who have no close family or support. Your job is to chat and listen to them by phone or video call. You may be the only person they talk to all day, so you can imagine how much your work will mean to them. No qualifications are necessary, you just need a patient, sympathetic phone manner, organizational skills and to be reliable and punctual. You will agree a certain time for your calls with each person at the start of your conversations with them, and should keep to it, as the routine is important for the elderly. Don't worry about what to talk about, training will be given. Contact us today.

3

A – Interviewer B – Brian

A: My guest today is Brian James who is a volunteer for the St John's Ambulance organisation. Welcome, Brian. Why St John's?

B: Thank you. The name dates back to the 11th century when a group called the Knights of St John offered free medical care for pilgrims. However, the actual organization that we know today started in England in 1877.

A: Is it just a British organization?

B: No, not at all. The first overseas branches started operating as early as the 1880s and there are now around half a million volunteers working in over 20 countries. These are generally places with a historic link to Britain such as Canada, Hong Kong, Cyprus and so on.

A: I thought there were St John's Ambulance groups in other European countries, too.

B: You're thinking of Johanniter International. This was set up in 2000, a year after the 900th anniversary of the original Order of St John's. It brought together a number of similar groups named after the original Knights of St John. We are also members.

A: So, tell me more about the St John's Ambulance organisation's work in the UK.

B: We provide medical support at large, public events, and our volunteers are trained to give first aid and keep people safe until they can be taken to hospital. We deal with heart attacks, breathing difficulties, injuries, burns and anything you can imagine. And, of course, our volunteers are always ready to use their skills, even when not on duty.

A: How old do you have to be to become a volunteer?

B: We start with very young children. Our youngest group are called Badgers and they can be aged from 5 to 11. They learn first-aid, start to understand how to look after their own health, and also have fun and play games. They get their name because, when they have learned a new skill, they get a badge which they can sew onto their uniform.

A: That sounds great. Thank you so much for coming to talk to us and good luck in the future.

B: Thank you.

12 13

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 13 ŚWIAT PRZYRODY

13 01

1 ... we should expect temperatures below zero tonight and tomorrow. It's going to be frosty in the morning with heavy snow throughout the day. Avoid driving unless absolutely necessary. There's bound to be ice on the roads. By the end of the week, we should expect some chilly days ...

2 ... the sudden warm weather has brought on some thick fog. Please be cautious when driving as there's low visibility at the moment. It's also going to remain cloudy throughout the day with light showers in the forecast for later in the afternoon. We can also expect a foggy morning tomorrow and a maximum temperature of ten degrees Celsius.

3 ... Due to the high temperatures and dry conditions, we advise everyone, especially children and the elderly, to stay indoors. Daytime temperatures are forecast to be fifteen degrees higher than the average for this season. This heat isn't normal for this time of the year, so please stay safe. It will turn cooler by the beginning of next week.

4 ... A severe weather warning has been issued for most of the northern region. A cold front will bring heavy rain, storms, thunder and lightning. We're going to see around ten millimetres of rain per hour. Heavy winds are also in the forecast.

13 02

Mostly As – It looks like you're on the right track when it comes to protecting the environment and preventing global warming. Maybe you could tell some of your friends who aren't doing anything for the environment how important it is to preserve the Earth for future generations?

Mostly Bs – You're almost there, but it looks like you could do a bit more to be green. Make sure you recycle all of your paper, glass and plastic, and switch off the lights whenever you leave a room so that you don't waste energy. These small things can make a big difference.

Mostly Cs – You could try a bit harder. We're using up our resources too quickly and soon we'll end up with nothing. So it's important that you stop damaging the environment. Making simple steps, like cutting down on using plastic bags or walking to school, can make a significant difference.

13 03

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 04

1 The water has been pouring through the doors and windows. I can't see the floor in my house. We've been using sandbags, but that hasn't really helped, especially when the river overflowed. The destruction will be enormous. The prime minister has called this a state of emergency. I'm not sure how we're going to recover from this.

2 We haven't had any rain in over sixty days and temperatures have been over thirty-five degrees Celsius. This poses a serious threat to all inhabitants and animals. There's also a high risk of fire in the region. We've been asked to evacuate, but at the moment everyone is staying in their houses and hoping for the best.

3 We were skiing when we suddenly heard a really loud noise. It was almost like thunder. Then we saw the snow coming down the mountainside. There was no warning. My friend and I managed to jump to the side and fortunately, it missed us. Reports later said that there were several victims with broken arms and legs.

4 We'd done lots of training on what to do when it happened, so I felt quite comfortable. But when the ground shook, I had no idea what to do. I panicked, but then someone said to hide under a table, so that's what we did. After a few minutes, it all stopped and the rescue services appeared.

13 05

A: I'm thinking of going to a talk on deforestation. Do you fancy coming? The speaker's a rich entrepreneur who's using her millions to purchase farmland and put back the trees that were cut down for animal farming and then sometimes used in industry or construction.

B: Yes, I'd like to know more about that. I think we all have to face up to the fact that wildlife conservation is even more important than we thought.

A: She's going to talk about trees and all the ways we rely on them – how they provide us with food, fuel, medicine and construction materials. Trees protect us from storms; and they also protect the earth underneath them. Without trees, other plants and animals would be lost for ever.

B: That's true. Did you know that in the UK, oak trees feed and protect about 2,300 other species?

A: Wow, that's amazing. Apparently, there are 58,500 types of tree in the world, but between a third and a half of them are at risk of becoming extinct.

B: That is shocking.

A: Thousands of types of tree are in danger of extinction, especially in Asia and South America. The worst situation is in Brazil, where one in five tree types are at risk and in the last year, over 10,000 square kilometres of rainforest has been cut down there. No wonder temperatures and sea levels are rising. It's just not sustainable.

B: You should do a talk on trees – you seem to know a lot about them.

13 06

A: Have you ever planted a tree?

B: No, not yet, but I'm thinking about it. In fact, I was listening to this environment podcast and it made some interesting points about replacing trees that have been cut down. It said that we should plant trees because they're good at taking CO_2, that is carbon dioxide, from the air and storing it. But according to this podcast, planting trees is not enough. There are more important ways to stop climate change.

A: What, like decreasing our use of fossil fuels and increasing ways to save energy?

B: Exactly!

A: Well, I guess we could start by planting a tree.

B: So, that's the other thing they were saying on this podcast. It's not good enough to plant any tree – you need to plant the right kind of tree in the right place and in the right way, and then look after it.

A: OK, that makes sense. If we plant a tree, at least we know we're doing something.

B: Exactly, so first we have to choose the right type of tree and I think the way to do that is to check the species that are already growing naturally and go for one of them.

A: So, we need to decide where we're going to plant it first then.

B: Yes, let's say in your garden. There's more space than in mine, and I think you have to leave at least two metres from the next tree or bush.

A: OK, I guess some species grow pretty big over the years. Some bushes in my garden are more than a metre wide.

B: Exactly – we need to think about how high it's likely to grow but also how wide. That will depend on what kind of tree we plant. I think there's a chestnut tree in your garden already and they're perfect because they live for hundreds of years – imagine the amount of carbon dioxide it would take out of the air.

A: Great, so let's plant a chestnut tree.

B: Right! When we plant it, we need to put it in the ground carefully so that we don't damage the roots. The hole needs to be deep enough, but not too deep.

A: OK, and then I suppose we need something to support it and something to wrap around it.

B: That's right. OK, let's go and ask your parents.

13 07

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 08

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 09

B: So, you have chosen to organise a Bee Day. What exactly are you planning?

A: We want to organise a Bee Day so that people can get to know bees a bit better, and we can inform people about how to protect the bee community. We have invited a local beekeeper, who will explain how important bees are and list simple things we can 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 very interested in 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 the 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 with information about how to support bees.
B: That sounds very interesting. So, how will you get people to come to your Bee Day?
A: That's not 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 idea 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 get people's attention. Also, the beekeeper has 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 couldn't come for some reason?
A: That's not something I'm worried about. I'm sure another beekeeper would agree to come instead. The fact is that beekeepers are all passionate about what they do. They want young people to understand how important bees are. I suppose another potential problem is that the screen, projector or the Internet doesn't work, but we are used to that in this school! We will still have the poster exhibition and a very interesting speaker. So, we should be all right.
B: OK. It sounds as though you've thought of everything.

UNIT 14 PAŃSTWO I SPOŁECZEŃSTWO

14 01

I'm now standing in the middle of the town centre. As you can see, there's nobody here at the moment, but just a few hours ago, we had an angry mob of protesters occupying the main square and demonstrating against the newly-elected president. What started as a peaceful gathering soon turned violent. The police weren't able to take control of the protesters and the military had to intervene. After the intervention and multiple arrests, the remaining civilians surrendered and the situation is now under control.

14 02

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 03

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 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

The photos show three different problems in a town that affect people's well-being. All three issues are important, but if I had to choose the most effective photo, I would go 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 can be really dangerous and, as I am a cyclist myself, I think the photo illustrates a very real situation that everyone can relate to. I definitely wouldn't choose picture two because I think cycle lanes are essential, but play areas in parks are simply nice to have. What I mean is that it's important for children to play outside, but they don't need play equipment. Furthermore, it isn't clear from the photo whether the play area is closed permanently or temporarily. It may be that the play area will reopen next week! I think picture three is quite effective, as it shows a real problem that wheelchair users have with access to certain places, and how they feel in such situations. 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. The photo looks like it might be outside a private house and I don't think wheelchair access to private houses is the responsibility of local government.

14 07

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 state of the pavements. They are really shocking. The main problem is that the authorities haven't spent any money on repairs for about twenty years, and so elderly people, wheelchair users and parents with pushchairs have to avoid holes and bumps. Even young people fall over regularly and twisted ankles are a common injury here. It is particularly dangerous when it rains. If we had better pavements, more visitors would be happy to come into town and spend money in the shops. But, at the moment, because the pavements are in such bad condition, people don't enjoy walking around the city centre, so they stay away.

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 huge problem in big cities and one of the solutions is to stop vehicles using the main streets. If city centre streets were closed to vehicles, there would be less pollution, and this would improve living conditions for everyone. However, closing some streets in the centre could cause traffic problems in the surrounding streets and the suburbs. An alternative solution could be a law that requires drivers to pay a sum of money if they take their vehicle into the centre. If they had to pay, they would try to avoid the city centre. The money raised through this law could then be used to pay for 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 can improve the well-being of the population. One obvious way is to make sure that people have access to green spaces for walking and running, and other sports facilities where they can do exercise and keep fit. Another way would be to spend more money on improving the air quality in cities and, in particular, reducing traffic pollution. Government could also organise awareness campaigns and promote the benefits of buying local products. If more people bought fruit and vegetables from local farmers, it would benefit the local economy, reduce unnecessary food miles and improve people's well-being by encouraging them to eat healthier, more organic food.

14 08

Imagine a card game where the aim isn't to win, but to get to know the other players better. That game exists and it's called More Than One Story.

The aim of the game is to help make diverse groups of people more tolerant of each other and more open-minded. It was developed by young people in Simrishamn Sweden, and by the local government there. Sweden is a multi-cultural country with people from many different places living there. They may have immigrated from a different continent, or they could be refugees, and perhaps they haven't felt accepted because they are different. They may have experienced discrimination or racism. The game brings together people with very different backgrounds, and is useful in an environment such as a classroom, a youth club or even an office.

It is best played with four to eight people, but it's also possible for two players who want to get to know each other, or even up to thirty people. The game is simple to play. It begins with each player talking briefly about themselves, about where they live and what their hobbies are, for example. After each player has spoken, the card part of the game begins.

Each card has a question on it. The first player takes a card and reads the question out loud, for example, 'Tell a story from an experience in your life.' Players keep picking new cards and telling their stories until everyone has had a turn. By talking about feelings we all share, strangers realise they are more similar to other people than they are different, and they begin to have a better understanding of each other.

14 09

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.

INSTRUKCJE DLA UCZNIA B

UNIT 01 CZŁOWIEK

MÓWIENIE ▶ STRONA 15, ĆWICZENIE 8

Jesteś kolegą/koleżanką ucznia A. Rozmawiacie na temat zmiany wokalistki w jego/jej zespole. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Chcesz się dowiedzieć czegoś więcej na temat nowej wokalistki.
- 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 23, 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 41, 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 61, 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 71, 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 79, 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 99, 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 117, 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 129, 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 137, 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 155, 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 175, 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 185, 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 193, 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 213, 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 231, 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 243, 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 251, 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 269, 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 podstawowy z materiałem rozszerzonym. 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: 978-83-8405-062-0
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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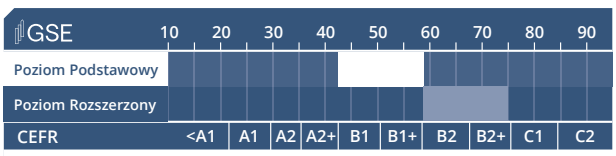
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ISBN 978-83-8405-062-0